



## Section I

### Higher Values in Higher Education 2008-2018 Accomplishments

The students, faculty, and staff of Western Illinois University have a strong tradition of advancing the priorities and goals of Higher Values in Higher Education. For academic year 2011-2012, 98.5 percent of the strategic plan's priorities had accomplishments. This, as shown below, is due to the significant collaboration, resource allocation, and commitments to shared governance. Together, we are advancing the goals and priorities of the University.

#### **Goal 1: Focused Recruitment and Retention**

Action 1. Achieve optimum controlled enrollment growth goals of 12,500 on the Macomb campus and 3,000 on the Quad Cities campus, both with high-achieving, motivated and diverse learners.

a) Allocating new and reallocated resources to support:

- (1) Academic programs and support services that attract students from the state, region, nation, and around the world to Western Illinois University

Western Illinois University provides 66 undergraduate degree programs and 37 graduate degree programs. These academic programs are supported by the services collections and holdings of University Libraries, which include more than one million cataloged volumes, 1,000 current periodicals, 24 foreign and domestic newspapers, and access to more than 56,000 online periodicals and computer resources worldwide. In addition, the IShare Online computerized catalog and circulation system provides immediate access to the collections of Western Illinois University and 64 other academic libraries throughout Illinois.

The University's academic programs and support services continue to receive national recognitions for quality, opportunity, and affordability. In the last year, Western received national recognitions as a top institution by U.S. News and World Report, Princeton Review, G.I. Jobs Magazine, Center for Student Opportunity, Southern Regional Educational Board, and the Education Trust.

In fall 2011, Western Illinois University-Macomb enrolled 11,182 students (89 percent of its enrollment goal) from 92 Illinois counties, 38 states, and 57 foreign countries. Western Illinois University-Quad Cities enrolled another 1,372 students (46 percent of its enrollment goal) from 48 Illinois counties, 16 states, and 11 foreign countries.

- (2) Attention to the individual learner by maintaining student-to-faculty ratios at or below 17:1 and average class sizes of less than 25.

Fall 2011 student-to-faculty ratios were 16:1 on the Macomb Campus and 12:1 on the Quad Cities Campus. The average class size was 22 students in Macomb and there are no classes larger than 50 in the Quad Cities.

- (3) Opportunities and resources, as documented in annual *Underrepresented Groups Reports*, for the enhanced participation and achievement of

students from traditionally underrepresented groups in higher education and in academic disciplines

Minority student enrollment is 23 percent of the fall 2011 on-campus enrollment in Macomb and 12 percent in the Quad Cities. Females account for 47 percent and 56 percent of these enrollments, respectively. Moreover, 468 students received Disability Resource Center services.

University offices supporting the participation and achievement of students from traditionally underrepresented groups include the Admissions Office, Casa Latina Cultural Center, Center for International Studies, Disability Resource Center, Gwendolyn Brooks Cultural Center, Multicultural Programs, Quad Cities Office of Academic and Student Services, and the Women's Center.

Supporting these units and the work of faculty and staff are the University Diversity Council, Web Accessibility Committee, Americans with Disabilities Advisory Committee, University Committee on Sexual Orientation, and the Western Organization for Women.

Examples of diversity initiatives occurring at the departmental level include Non-Credit Programs and Mathematics sponsoring Girls Plus Math to address the underrepresentation of females in mathematics and science. The Centennial Honors College establishing a Task Force on Minority Recruitment and Retention. Administrative Information Management Systems creating a testing scheduling and notification system for students and faculty coordinating with the Disability Resource Center.

In the Quad Cities, members of the Administrative Team serve on five community-based organizations that emphasize diversity and student achievement: Big Brothers/Big Sisters, Greater Quad Cities Hispanic Chamber of Commerce, Quad Cities Affirming Diversity, Quad Cities Minority Partnership, and United Way of the Quad Cities Area. Additionally, members of the Office of Academic and Student Services actively engage with the Minority Partnership program, League of United Latin American Citizens, Minority Teachers Incentive Program, Quad Cities Scholars, and United Neighbors.

With a supportive campus environment, the University experienced increases in the six-year graduation rates of African American students (from 41.2 percent to 44.0 percent) and Hispanic students (from 46.7 percent to 48.7 percent).

- (4) Appropriate funding for broad-based programs (e.g., academics, student organizations, and intercollegiate athletics) at levels that allow students to be successful.

Western Illinois University students have access to a broad range of professional, social, and cultural organizations that enhance the college experience inside and outside of the classroom. More than 250 student organizations on the Macomb campus and another 22 in the Quad Cities represent a wide range of interests and professional honorary associations.

Campus Recreation offers a wide variety of intermural and club sports. In fall 2011, 3,124 students participated in 31 intramural sports and 32 sports clubs had 700 members.

Intercollegiate athletics supports 10 varsity sports each for men and women at the NCAA Division I level (FCS in football). Both men's and women's athletic teams compete in the Summit League. Football competes in the Missouri Football Valley Conference.

The 2012 Collegiate Basketball Invitational appearance by Western Illinois University men's basketball team marked the Leathernecks' first-ever postseason appearance in their over 30-year NCAA Division I history. The team also had its first appearance on ESPN2 during the Summit League Championship Game.

- (5) Promoting the University's statewide, regional, and national leadership in affordability and cost predictability for undergraduate and graduate education.

Western Illinois University continues its traditions of innovation in cost affordability. The new Western Commitment Scholarship rewards high-achieving students by offering four-year, annually renewable scholarships towards the cost of attendance. Student Services also expanded the textbook rental program. The program provides over 4,000 titles and saves 55 percent per book.

Western Illinois University was one of only four Illinois public universities selected to provide dual enrollment opportunities for community college students by the Illinois Student Assistance Commission. On the Macomb Campus program participation can reduce the total cost of attendance by one-third and debt by one-half. Program participation eliminates student unmet need on the Quad Cities Campus.

In spring 2012, the Vice President for Quad Cities and Planning presented the dual enrollment (Linkages) model used at Western Illinois University-Quad Cities to the Higher Learning Commission-North Central Association of Colleges and Schools and the National Association of Branch Campus Administrators. Initial results of the program showed that the average ACT score of participants was 22.0, 27 percent of the participants were minority students, and the first semester retention rate was 69 percent—well above the national community college first year retention rate of 55 percent.

Western Illinois University also continues its traditions of innovation in cost predictability. While *Illinois Truth in Tuition* legislation requires all Illinois public universities to guarantee undergraduate tuition for four years, Western remains the only Illinois public university to guarantee tuition, fees, room and board to undergraduate and graduate students, provided that the student maintains continuous enrollment. Western continues to be the earliest Illinois public institution to send award notifications to new students in an attempt to allow these students to make timely and informed

educational choices. A new Net Price Calculator for incoming freshmen enable students and their families to determine the cost of Western attendance, which further enhances financial planning.

- b) Allocating additional resources to support new and enhanced student recruitment efforts.

In Macomb, the Admissions Office is responsible for undergraduate student recruitment and the Graduate School works with academic departments to facilitate graduate student recruitment. On the Quad Cities Campus, the Office of Academic and Student Services coordinates undergraduate recruitment and provides assistance to the Graduate School and program faculty in graduate student recruitment. Together, these offices partnered with academic departments and administrative units to enhance student recruitment practices. In addition:

- University Housing and Dining Services (UHDS) hired 12 student leaders to serve as Housing Student Ambassadors that assisted with campus residential hall tours. UHDS hosted Camp Leatherneck. Participants were taken to Camp Abe Lincoln in Blue Grass, Iowa, and placed in small groups that were led by a team of 20 upper-division students called Leatherneck Leaders. There were over 150 new freshmen applications for 100 spots in the 2011 Camp Leatherneck.
- University Relations developed the *What's Happening at Western* e-newsletter, promoted Centennial Honor's and Western Commitment Scholarships, and continued design projects for the Think Purple campaign.
- Administrative Information Management Systems created e-mails, postcards, and letters to be sent to prospective students in addition to distributing new reports for counselors in continuing support of recruitment efforts.
- The Vice President of Quad Cities and Planning reallocated \$10,000 from the Quad Cities administrative budget to the Quad Cities admissions budget to support travel to expanded recruitment territories and recruitment efforts associated with the new Linkages and Quad Cities Honors Cohort programs.

- c) Enhancing the integrated marketing campaign to increase external awareness of Western Illinois University; the achievements of students, faculty, staff, and alumni; and program-specific marketing

Western Illinois University's academic programs and support services continue to receive national recognitions as documented in Goal 1, Action 1A1 of this *Report*. In addition, University Marketing increased WIU's local and statewide presence by promoting the Think Purple Campaign locally and regionally. Advertising initiatives were implemented throughout the state, including WIU videos in movie theatres and television stations, billboard campaigns, street banners and flags, Think Purple stamps, purple shirts for businesses, and special advertising in Macomb businesses and at the Quad Cities airport.

Western Illinois University-Quad Cities formed a Marketing Advisory Board to assist in the creation and enhancement of new and existing promotional materials. The Committee includes representation from the Management and Marketing department (Dr. Ann Walsh) in addition to community media and public relations professionals.

With feedback and direction from this Committee, new methods of promoting Western Illinois University-Quad Cities include launching a teaser and grand opening billboard campaign for Riverfront Campus; unveiling a new campus logo; producing a promotional video for the upcoming 100-year anniversary celebration of Western first hosting classes in the Quad Cities; engaging in shared marketing with Black Hawk College and Eastern Iowa Community Colleges; expanding marketing to include WYEC, 93.9 FM and the QC Times online; adding QR codes to advertisements and promotional materials; displaying WIU-themed banners at Quad Cities Campus locations and on River Drive (a main thoroughfare); and displaying WIU-QC welcomes when VIP's pass through the Quad Cities airport.

Visual Production Center offered new products and services branding the University. There were new WIU wall/window clings, stickers, buttons, stand-up admissions banners, University Union kiosk display, and banners for Macomb-area businesses.

Social media initiatives via Facebook, twitter, Flickr, and YouTube continued. As of March 1, 2012, the University had 15,564 likes, an increase of 70 percent from the previous year. Western Illinois University-Quad Cities also saw the number of Facebook fans increase from 400 to 700.

As a public broadcasting service of Western Illinois University, WQPT serves a viewing audience of 600,000 residents of Western Illinois and Eastern Iowa. The station increased its local presence and visibility of the University by airing: WIU Presents: A one-hour program, produced by University Television, that is broadcast monthly and features performing artists appearing at the Macomb Campus; The Cities: A local public affairs program anchored by WQAD's Jim Mertens. President Emeritus Goldfarb, President Jack Thomas, Vice President Rives, Trustee Nelson, Dr. Tammy Werner, Dr. Kristi Mindrup, and Bill Brewer were all guests on the show during the last year; and Re-broadcasts home men's and women's Leatherneck basketball games.

The achievements of Western Illinois University students, faculty and staff were also showcased in many different events and venues. For example, the Centennial Honors College researched and compiled a list of prestigious national scholarships available to qualified honor students. As a result:

- Jenna Verity was the University's first-ever Rhodes Scholarship finalist. Rhodes Scholarships are the oldest and most celebrated international fellowship awards in the world. Each year 32 young Americans are selected as Rhodes Scholars. Rhodes Scholars are chosen for their outstanding scholarly achievements, their character, commitment to others and to the common good, and for their potential for leadership in their chosen careers.

- Lindsey Posmanick was nominated for a Truman Scholarship and she was awarded a \$1,000 Web Scholarship for her achievements and commitment to the study of the law. Truman Scholarships recognize college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service.
- Serena Stevens was the University's first-ever Jack Kent Cooke Scholarship nominee. The Jack Kent Cooke Foundation's scholarship programs are designed to encourage and support outstanding students who work hard, demonstrate a strong will to succeed, and have financial need.
- Staci Buster was the University's first-ever Udall Scholarship nominee. The Udall awards 80 scholarships of up to \$5000 to sophomore and junior level college students committed to careers related to the environment, tribal public policy, or Native American health care.

The scholarly activity of Western Illinois University faculty and staff is summarized in Goal 2, Action 2a of this *Report* and this important work has implications locally, regionally and globally. The achievements of Western Illinois University-Quad Cities students, faculty, staff, and alumni were showcased in local media (print and web) over 500 times in the last year. A College of Fine Arts and Communication faculty member's article *How Many Facebook Friends Do You Have? "Study Links Narcissism and Facebook Activity"* was featured on abcnews.com and generated more than 50 million hits.

- d) Increasing partnerships (e.g., alumni, Macomb and Quad Cities community members, high school and community college counselors, and with historically black colleges and universities and Hispanic-serving institutions) to assist in student recruitment.

The Macomb and Quad Cities Campuses hosted articulation conferences to give updates and discuss partnerships with high school and community college representatives. Admissions staff attended similar conferences at other Illinois public universities.

Western Illinois University-Quad Cities staff meet with local high school officials to discuss the new General Education/Honors Cohorts. Staff also met with representatives from Black Hawk College to identify the strengths of the Linkages Program and opportunities for service enhancements.

Western Illinois University-Quad Cities formed a new Admissions Advisory Board, comprised of local high school and community college representatives to give advice and feedback on recruitment efforts and partnership opportunities targeting new freshmen and transfer students.

Educational Leadership began offering courses at the University Center of Lake County in Fiscal Year 2012. The Center represents a consortium of 19

institutions and the University's participation provides new educational opportunities to students at the Center.

Western Illinois University-Quad Cities and Saint Ambrose University completed the first year of co-hosting the Quad-Cities Graduate Study Center, an educational consortium of 10 local and regional institutions of higher education.

- e) Enhancing community college partnerships (e.g., increased interactions with admissions counselors, implementation of the Course Articulation System, faculty participation on all Illinois Articulation Initiative panels) to support Western's "transfer friendliness" and increased transfer student enrollment.

Western Illinois University participates fully in the Illinois Articulation Initiative, a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for a bachelor's degree have been satisfied.

Western has dual admission articulation (Compact) agreements with 32 community colleges in Illinois and Iowa. These agreements allow for students who completed an Associate of Arts or Associate of Science degree at their local community college to meet all University general education requirements upon enrolling. In the past year, the Admissions Office formed new Compact agreements with four Iowa community colleges: Kirkwood, Northeastern Iowa, Iowa Valley, and Indian Hills.

In academic year 2011-2012, Sauk Valley Community College contacted Western Illinois University-Quad Cities with regards to participating in Western's Linkages program. An initial exploration has begun.

In fall 2011, there were 1,301 new transfer students enrolled at the Macomb Campus. This represents 34 percent of total new student (freshmen, transfer, and graduate student) enrollment. In the Quad Cities, there were 187 new transfers, representing 52 percent of total new students. For both campuses combined, the top five majors of fall 2011 new transfer students were Law Enforcement and Justice Administration, Agriculture, Psychology, General Studies, and Elementary Education. The top five transfer colleges were Black Hawk College, Spoon River College, John Wood Community College, Scott Community College, and Carl Sandburg College.

Action 2. Provide the resource base and support to recruit and retain an excellent faculty and staff representative of the diverse and global society and committed to supporting the University's vision, mission, values, and goals.

- a) Provide faculty and staff salaries that meet and exceed the mean of peer institutions. Successful strategies include:
  - (1) Completing and supporting faculty equity reviews.



The University awarded a 1.0 percent salary increase for Fiscal Year 2012 and a 2.5 percent salary increase for Fiscal Year 2013.

Through contractual agreements with the University Professionals of Illinois (UPI), the University has minima salaries and a process for conducting salary equity reviews. As part of the *Agreement 2010-2015* with the University Professionals of Illinois, minima salaries are published in the Additional Compensation Article 29 (for Unit A) and in Article 43 (for Unit B).

Overall cost increases related to the Fiscal Year 2012 salary increases for Unit A faculty were: 1.0 percent raise (\$376,383) minima adjustments (\$466,879), promotions (\$110,144), and Professional Achievement Awards (\$263,074). Overall cost increases for Unit B faculty were: 1.0 percent raise (\$50,824) minima adjustments (\$44,079), and promotions (\$3,690), and Professional Achievement Awards (\$1,800).

Overall cost increases related to the Fiscal Year 2013 salary increases for Unit A faculty were: 2.5 percent raise (\$874,476), minima adjustments (\$496,703), promotions (\$120,440), and Professional Achievement Awards (\$278,753). Overall cost increases related to Unit B faculty were: 2.5 percent raise (\$129,471), minima adjustments (\$31,115), promotions (\$3,402), and Professional Achievement Awards (\$975).

- (2) Examining and implementing, if approved, Pay for Exceptional Performance for non-negotiated staff.

The Pay for Exceptional Performance (PFEP) program for staff was implemented in July 2009, and suspended in March 2010 due to state cash flow issues. It has not been reinstated.

- (3) Allocating resources to support Market Equity Reviews for non-negotiated staff.

Human Resources annually reviews salary equity based on classification structures and peer data. Salary increases were processed for prevailing wage groups, per notification from the Illinois Department of Labor.

Human Resources processed 20 Starting Salary Adjustments (SSAs). Eleven of the employees were eligible for SSAs. Six employees received the maximum increase of 10 percent and five employees received increases ranging from three to eight percent.

Human Resources conducted 32 Fiscal Year 2012 classification audits. Of the audits conducted, 20 were reclassified or reallocated and four were retained. This reflects an 87.5% reclassification rate for this period. Six audits are currently pending.

- (4) Negotiating contracts that support salary increases and market equity for negotiated staff.

Western Illinois University has staff collective bargaining agreements with the American Federation of State, County and Municipal Employees; Illinois Fraternal Order of Police Labor Council; International Union of Operating Engineers; Pipe Trade District Council; and University Professionals of Illinois. Negotiating contracts that support salary increases and market equity for negotiated staff is an ongoing priority for the University.

- b) Provide institutional resources to support *Higher Values in Higher Education 2008-2018* and the academic mission and service operations of Western Illinois University.

This report and future annual reports will continue to document the allocation of University resources (financial and staffing) to support the University's highest priorities and goals. This documentation is complemented by annual preliminary spending plans and all-funds budgets presented to the Board of Trustees annually at their summer and fall meetings, respectively.

- c) Through the Comprehensive Campaign, obtain funds to augment faculty support through endowed professorships and chairs.

Faculty support, student scholarships, capital improvements, information and technologies and unrestricted gifts are funding priorities for the Higher Values in Higher Education fundraising campaign. As of June 2012, the University has raised 80 percent of its \$60 million fundraising goal.

- d) Conduct needs analyses to inform professional development opportunities and programming for faculty and staff.

The Center for Innovation in Teaching and Research, Human Resources, and the Quad Cities Professional Development Network (a local consortium of seven higher education institutions) all conduct annual needs assessments to help determine programming options for participants.

Training also occurs at the departmental level. For example, Physical Plant trained trade personnel in areas of lead awareness, asbestos awareness, forklift safety, JLG high-lift practical training, personal protective equipment training, confined space respirator fit test and training, hot work program, accident prevention, and practical fire extinguisher training. Training for Morgan Hall's Halon system has been arranged.

The Council of Administrative Personnel offered its first professional development opportunity on the subject of employee morale, for all administrative personnel.

- e) Provide opportunities, as demonstrated in annual *Underrepresented Groups Reports*, to increase the participation and achievement of faculty and staff from traditionally underrepresented groups in higher education.

All vice presidential areas continued to pursue diversity in hiring practices. For example, Academic Affairs established the Minority Fellow Dissertation Award, Underrepresented Post Doctorate Award, and the Underrepresented Visiting Professor Award to promote diversity.

Human Resources facilitates the WIU Learner Trainee program for staff recruitment, training, and evaluation. There are 441 Trainee applicants on the register, with 51 percent female and eight percent minority. During Fiscal Year 2012, there were 25 Trainee employees hired at the University. Of these new hires, 28 percent are African American and 52 percent are female.

There are several subcommittees within the University Diversity Council to address diversity matters for faculty and staff. This includes the Campus Climate, Celebrating Diversity, Public Relations, and Workforce Diversity Initiatives subcommittees.

Minorities and females represent 21 percent and 44 percent of the University's faculty, respectively.

- f) Develop and expand fiscally responsible, family-friendly policies and procedures across all employee classifications that assist in faculty and staff recruitment and retention and enable employees to continue advancement of professional goals and the values of the University, even in times of significant personal/family stress.

Human Resources assists University employees with domestic partner benefit administration, benefits workshops, 403(b) compliance, and the University's long-term disability policy.

The University provides lactation stations for nursing mothers. New gender-neutral restrooms are also planned for the Performing Arts Center and Phase II of the Riverfront Campus.

Human Resources handled multiple benefit choice periods to clarify benefits updates at the state level. HR also provided updates and made campus-wide presentations on retirement and benefits options.

Western Illinois University-Quad Cities established Building Respect for Diverse Genders and Sexualities as an organization committed to advancing its ideals through campus and community partnerships, programming, and resources for students, faculty, and staff. BRDGS welcomes opportunities for interdisciplinary collaboration and student involvement in a safe and supportive environment.

- g) Consistent with a family-friendly environment:
  - (1) Conduct a needs and feasibility analysis for establishing permanent, academically-based summer infant and childcare on the Macomb campus to complement services provided to the Western Illinois University community in the spring and fall semesters.

There was not sufficient student demand for academically based childcare in summer 2012.

- (2) Conduct a needs and feasibility analysis for establishing permanent, academically based summer, fall, and spring infant and childcare on the Quad Cities campus.

The feasibility and needs study for a childcare center is complete and the University received a \$50,000 donation to establish the center. Further progress is suspended pending completion of other university priorities.

- (3) Develop a University-wide committee, including representation from all governance groups on both campuses, to study how the University might best support its employees when they are dealing with issues of elder care and/or catastrophic care.

## **Goal 2: Enrich Academic Excellence**

Action 1. Support strong commitments to teaching and instruction.

- a) Using the academic program review process to ensure the provision of high-quality, viable academic programs and services.

Program reviews were completed in Bilingual Education, Educational Leadership, Interdisciplinary Studies, Special Education, Elementary Education, Health Sciences, Physical Education, Reading, English, Mathematics, Applied Mathematics, Sport Management, Health Services Management, Athletic Training, Environmental Studies, and Health Services Administration.

Reviews were also completed for the Institute for Environmental Studies, Center for the Application of Information Technologies, and those programs and temporary centers implemented in fall 2008: the Post-Baccalaureate Certificate in Instructional Design and Technology: Educational Technology Specialist, M.A. in Museum Studies, B.A. in Religious Studies, and the Western Survey Research Center.

The program review process continues to use self-study and external reviewer processes to ensure provision of high quality, viable academic programs and services.

- b) Developing and offering new and expanded academic programs in areas of demand and need that are consistent with the academic mission of the University.

An annual listing of academic program changes from June 2010 to June 2011 shows that Western Illinois University established:

- Five new options from an organized set of courses. This includes the Graphic Design option in the B.A. in Art and the B.F.A in Art, the Pharmacy option in the B.S. in Chemistry, and Pre-Law options in the B.A. in History and the B.A. in Political Science.
- Two new minors in Graphic Design and Legal Studies.
- A new Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages. This new certificate program was in a field in which there is a previously approved degree program.
- An Integrated Five-Year Baccalaureate/Master Degree Program in Liberal Arts and Sciences. This new degree was created from previously

























endowed gift established a Women's lecture series that highlights accomplished women in the fields of science and mathematics during Women's History Month. The first speaker was Dr. Linda Godwin, a former NASA astronaut.

The digital library is a key component of preserving regional historical materials. University Libraries completed imaging and tagging of the Sequel, Epilogue, WIU Football programs, WIU Bulletin, Haberman Letters, Grantham Letters, and Civil War documentation. Staff also digitized 13 miscellaneous projects including maps, wind ordinances for rural affairs, and text for instructional service videos.

### **Goal 3: Provide Educational Opportunities**

Action 1. Further augment flexibility and responsiveness to student needs and timely degree completion in academic programs.

- a) Supporting and promoting Western Illinois University's granting of academic credit for students successfully completing external examinations through the College Level Examination Program, College Entrance Examination Board, Proficiency Examination Program, and the Defense Activity for Nontraditional Education Support.

Western Illinois University accepts advanced placement credit according to policies and procedures defined in the *Undergraduate Catalog*. The University, through the Bachelor of Arts in General Studies program, is a member of the Defense Acquisition University and accepts military credit in accordance with University and School of Distance Learning, International Studies and Outreach policies and procedures. As a military friendly institution, Western Illinois University-Quad Cities provides a college placement-testing center on the Rock Island Arsenal.

- b) Exploring the awarding of credit for prior learning and life experiences where appropriate to the discipline.

The General Studies bachelor's degree provides opportunities to earn prior learning credit according to policies and procedures defined in the *Undergraduate Catalog*.

- c) Participating in all facets of the Illinois Articulation Initiative (IAI) to promote successful student transfer.

See Goal 1, Action 1e of this *Report*.

- d) Developing new and expanded academic programs that allow students to earn multiple degrees from Western Illinois University and be prepared for multiple career opportunities.

New and expanded degree programs are described in Goal 2, Action 1b of this *Report*. To increase student awareness of graduate and advance study opportunities, the graduate study awareness fair featuring Western Illinois University-Quad Cities faculty is now part of fall and spring Quad Cities Grad



Prep Days. This event previously focused on graduation and transition from Western to the Alumni Association.

- e) Creating five-year integrated baccalaureate/master's degree programs, where appropriate to the discipline.

Western has six integrated degree programs. They are available in Accounting, Chemistry, Computer Science, Economics, Liberal Arts and Sciences, and Physics.

- f) Studying alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) on the Quad Cities campus that are responsive to student needs.

Recreation, Park and Tourism Administration's accelerated degree programs offered in the Quad Cities received national attention from the Wall Street Journal and University Business as a best practice in innovation and affordability.

- g) Following credit hour requirements defined by the Council on Curricular Programs and Instruction (CCPI) in new program development.

As part of the curricular approval process, all new programs must follow CCPI credit hour requirements.

- h) Maintaining course-offering goals in the Quad Cities, including the continued ability for all degree programs to be fully completed on-site or through distance modalities with an annual review of these commitments at the Provost's annual Summer Retreat.

The number of Quad Cities in person sections decreased from 210 in academic year 2010-2011 to 203 in academic year 2011-2012. However, the number of IQ (Quad Cities on-line) sections increased from 31 to 82 as the University expanded from pilot to full administration of this program.

All Quad Cities degree programs are now fully-completable within two years, and all graduate programs can be completed in three years. Some graduate programs are designed as part-time to support working professionals.

Fulfillment of course offering goals in the Quad Cities is a standing agenda item at the Provost's annual summer retreat.

- i) Expanding weekend and summer school offerings in order to meet the needs of non-traditional student populations on both the Macomb and Quad Cities campuses.

The College of Education and Human Services offers select degree and certificate programs through the Weekend Academy format. In this format, classes meet on Saturdays and Sundays, three weekends a semester. Courses are offered at both the Macomb and Quad Cities campuses.

A second alternative to traditional Monday through Friday alternatives is distance learning. In accordance with *Higher Values in Higher Education*, summer distance learning course enrollments increased from 1,004 in Fiscal Year 2008 to

3,187 in Fiscal Year 2012. A priority has been to increase the number of available on-line courses and enrollment has increased as a result.

Summer has also been an opportunity to increase internationalization of the campus. The Illinois Institute for Rural Affairs and the School of Agriculture received a USAID Grant to bring more than 100 students, including eight graduate students, from Mexico for summer courses.

Part of increasing summer offerings is aggressive marketing so that students are aware of local educational opportunities. Quad Cities Marketing uses media campaigns that emphasize continuing studies and/or taking courses that transfer to the home institution.

- j) Expanding articulation agreements and the Dual Admissions Transfer Program to promote seamless transfer to Western Illinois University and advisement that keeps students focused on degree requirements and timely degree completion.

The Linkages program is specifically designed to help students remain focused on degree requirements and timely degree completion. Analysis by the Office of Academic and Student Services showed that the average Black Hawk College transfer student who was accepted but did not enroll at WIU-Quad Cities had an average of 78 semester credit hours (with only 37 hours required for successful Illinois Articulation Initiative completion or 60 hours required for the Associates degree). This analysis was the impetus for Quad Cities Advisors placed on site to advise Black Hawk students who will transfer to Western.

- k) Exploring the awarding of credit for prior learning and life experiences where appropriate to the discipline.

See Goal 3, Action 1b of this *Report*.

- l) Establishing academic programs that allow a student to start a degree program on the Macomb campus and complete the degree on either the Macomb or the Quad Cities campus.

The Engineering Program allows students to complete the first two years in Macomb and the second two years in the Quad Cities. As this example shows, students have the opportunity to transfer between campuses for those degree programs that are offered on both locations. Several Quad Cities Linkages students have also reported that they want to start in Moline, live at home to save money, and then transfer to Macomb the junior and senior year.

- m) Completing curricular efficiency studies that examine students' time-to-degree and help to inform future academic planning. Results will be shared with the Provost, Deans, and Quad Cities Scheduling Committee.

All Western Illinois University degree programs conform to the Illinois Board of Higher Education requirements. For example, all undergraduate programs require a minimum of 120 semester hours, which includes at least 43 semester hours of general education coursework, and no undergraduate degree program exceeds 150 semester hours.

Action 2. Support learning inside and outside the classroom and initiatives designed to increase student success.

- a) Developing strategies to successfully respond to National Survey of Student Engagement (NSSE) results of new college students, second semester freshmen, and second semester seniors as a means to increase student involvement, retention and graduation rates.

The most recent NSSE administration showed that Western freshmen and seniors reported higher levels of engagement in student-faculty interactions than students at peer institutions. This includes discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, and working with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Western freshmen and seniors also reported higher levels of engagement in a supportive campus environment than students at peer institutions. Western students rate the quality of relationships with students, faculty, and offices and the institutional environment promoting student academic and social success at levels higher than students at peer institutions.

In addition to understanding and applying NSSE results, there were many university-wide and discipline-specific initiatives designed to promote increased student retention rates. For example:

- A new freshman-mentoring program was piloted with freshmen in Tanner Hall. Under the leadership of the Vice President for Student Services, and based on the success of initial results, the mentoring program will be extended to all new freshmen on the Macomb Campus and all new students at the Quad Cities Campus.
- In fall 2011, the University implemented its new *Grade Replacement Policy* for undergraduate students. This new policy allows undergraduate students to earn credit and honor points for the most recent attempt of a course. As a result of this policy implementation, 12 percent of students with repeats moved from academic difficulty to good standing in fall 2011 versus five percent in fall 2010. A total of 855 students utilized the grade replacement policy in fall 2011, compared to 420 students who repeated courses in fall 2010. In spring 2012, there were 977 students enrolled in courses for grade replacement.
- The Center for Innovation in Teaching and Research developed a method that enables Student Development and Orientation (SDO) staff to search attendance tracker information (described in Goal 2, Action 3e) to identify students that could be at risk. This makes the process of finding students needing the services provided by SDO easier and more timely.
- Curriculum and Instruction and the Teacher Education Program created a non-credit, test-preparation course to assist teacher education students in preparing for successful passage on the Illinois Basic Skills Test. Passage of this test is a requirement for general admission and retention in the University's Teacher Education program.

- The Center for Innovation in Teaching and Research, College of Arts and Sciences, and Mathematics developed online training modules for students prior to re-taking the Illinois Basic Skills Test.
- University Housing and Dining Services' Transfer Year Experience (TYE) is a four-week program that provides transfer students with information and resources needed to assist with the transition to WIU. The Great Lakes Association of College and University Housing Officers recognized Western's TYE as an Outstanding Program.
- Graduate Studies finalized the development of a Continuous Enrollment Policy and course, UNIV 695, to improve exit option completion rates. The new policy states, "Once all other degree requirements as stipulated on the degree plan are met, students who have an incomplete in their exit option must maintain their enrollment with the university in order to make use of academic and nonacademic services (e.g., laboratories, library, faculty access)." This new policy is will be implemented in academic year 2012-2013.

- b) Providing opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive.

The Macomb Campus supports over 250 registered student organizations and honorary societies, and the Quad Cities Campus supports an additional 22. Each organization is highly engaged in out of class experiences, student governance, conferences, diversity initiatives, and other activities. To complement these efforts, the *Collegiate Link* was implemented for student organizations as a way of documenting co-curricular activities.

- c) Completing the integration of Office of Academic and Student Services on the Quad Cities campus and develop a "one-stop shop" for services provided to students on that campus.

The Quad Cities Office of Academic and Student Services was established in academic year 2008-2009. Under the direction of Mr. Curtis Williams, the unit houses advisement, career services, financial aid, disability support services, student services, and student activities.

- d) Designing and implementing Western Illinois University's adaptation to the five-year Summit League Plan to increase student-athlete academic achievement.

In June 2012, Phase I of the *Summit Plan* was completed. It emphasized presidential leadership to advance the Summit League, its membership, and becoming one of the premier mid-major conferences in the country. The *Plan* focused on improving student-athlete well-being, academic performance, increasing home attendance, and improving the League's RPI in all sports. It also included evaluation and review of staffing, budgeting, scholarship allocations, media exposure, and scheduling, within the framework to improve the national prominence of the Summit League.

Western's implementation of the *Summit Plan* enhanced student-athlete service. In Fiscal Year 2009 a second full-time academic advisor was hired. This position serves as the NCAA Champs Life Skills Coordinator and assists with student-

athlete academic advising (425 student-athletes). In Fiscal Year 2010 the first full-time Director of Compliance was hired. This position provides interpretation, guidance and leadership with all NCAA, Missouri Valley Football Conference and Summit League compliance rules and regulations for the University's 20 NCAA Division I intercollegiate athletics sport programs.

- e) Continuing implementation of the *Strategic Plan for the First Year Experience (FYE)* that includes assessing student learning outcomes, evaluating the effectiveness of the FYE, and making programmatic changes where appropriate.

The University continued supporting the First Year Experience during academic year 2011-2012. Programmatic components include camp leatherneck, summer orientation and registration, common reading, designated FYE course sections, freshmen residence halls, peer mentoring, and the University Theme. An evaluation of the program has been completed and submitted to President Thomas for review.

- f) Re-establishing contact with students who have had to “stop out” or temporarily leave the University for one or more semesters.

Distance Learning and the Bachelor of General Studies program attempted to re-establish contact with “stop out” students who temporarily left the University for one or more semesters. Likewise, the Quad Cities Office of Academic and Student Services contacted all academically eligible Quad Cities students who have stopped out to encourage returning to Western to complete degree requirements.

- g) Developing a comprehensive substance abuse educational program. Initial components of this program related to current University initiatives include:

- (1) Late night and alternative programming.

Student Services introduce students to alternative programming during First Night Fun—the Saturday evening before classes start and immediately after a day of new student convocation, university picnic, and residential hall floor meetings. The event draws over 2,000 students to the intramural fields for a carnival, live music, and fun giveaways.

Late night programming throughout the academic year includes WestFest, Friday Nights Rec After Dark, outdoor movies, Sandburg Theatre movie events, Homecoming, Speed Dating, Black Tie Affair, Comedy Showcases, Game Night, Bingo nights, dance/disco/club events, diverse Coffeehouse music and poetry events, University Union Boo Halloween pumpkin carving, Edutainment-based speakers, and intentional program collaborations.

- (2) Implementation of a comprehensive alcohol risk-reduction plan.

Through Alcohol Wise education, 2,805 (98 percent) of new freshmen and transfer students completed the initial on-line course and follow-up. Outcomes include a 58 percent reduction of drinking and driving behavior.

- (3) Future University-theme programming in the areas of health and wellness.

While the University's theme was not in the area of health and wellness for academic year 2011-2012, there were many health-related programs and events. For example:

- Beu Health Center provides health and wellness programming and outreach to enable students to have individual and group intervention on topics including tobacco cessation, sexual health, nutrition, eating disorders, and specific health issues.
  - Beu Health Center publishes *Student Health 101* as a monthly newsletter promoting health and wellness. Each issue has advice on health, eating right, athletics and more.
  - Campus Recreation provides personal training, group fitness, and wellness services, in addition to organizing several recreation events, including Big Pink Volleyball, Relay for Life, Dodgeball for Diabetes, Trot for Tots, Late Night at the Rec, and Indoor Kayaking Workshop.
  - Western Well sponsored through Human Resources offers many programs and services, including the annual Jackie Thompson Wellness Lecture, six-week healthy living workshop, Western Walks, Leathernecks in Training, Rocky Bikes, and information on healthy eating.
  - University Libraries is in the second year of the subcontract, "Building the Future with Community Health Information" with the National Network of Libraries of Medicine (Greater Midwest Region) through the University of Illinois at Chicago.
  - Western Illinois University-Quad Cities partners with Beu Health Center and Iowa Health Systems (the fifth largest health provider in the nation) to bring programs, services, and referrals to students, faculty, and staff.
- h) Offering comprehensive academic, career, personal, health and wellness counseling, services and programs.

Academic Advisors from the University Advising and Academic Service Center, colleges and departments, and Western Illinois University-Quad Cities are full-time academic support professionals committed to student success. In addition to assisting with course selection, advisors help students explore major and career options and facilitate their transition to college life.

The University Advising and Academic Services Center developed a "Reach Out" program to assist students who are on warning or probation after their first semester.

The University Counseling Center (UCC) provides career, vocational, psychological, and learning assessments, in addition to a wide array of educational life enhancement programs. This includes programming on study skills, sexual assault prevention, healthy relationships, relaxation, and other issues. During academic year 2011-2012, 729 students received counseling

services with the UCC providing 2,451 individual sessions and 491 group counseling contact hours.

On October 6, 2011, students were screened for depression and other mental health conditions. Of the students who participated in the screenings, 36 scheduled counseling appointments for follow up services. On March 1, 2012, 127 students completed a screening of eating attitudes and behaviors with three of them making follow up appointments. A volunteer dietician from Hy-Vee was also available for three hours of the day, providing one-on-one nutrition information to students.

Career Services prepares individuals to market themselves to prospective employers as described in Goal 2, Action 1g of this *Report*. In total, 548 students are registered with Career Services' eRecruiting system that lists over 135,000 job vacancies. Three hundred and sixty-nine students attended the WIU Fall Career Fair, 383 attended the Spring Career Fair, and 722 students attended the Law Enforcement Justice and Administration Career Fair. Career Services provided 14 Pre-Employment Preparation Classes to 262 students.

Beu Health Center is an accredited full service medical clinic providing outpatient health care, student health insurance, and health and wellness education to students. The Center maintains the highest standards of excellence in service provision. In the last year, it re-accredited by the Association for Accreditation in Ambulatory Healthcare, and the Illinois Rural Health Association selected Dr. Iverson as a Rural Physician of Excellence.

All Beu physicians maintain board certifications and all clinical staff are certified in CPR, First Aid, Basic Life Support, and Advanced Cardiac Life. In addition to patient visits, procedures, labs, and x-rays, there were many health and wellness activities sponsored by the Center. For example, in partnership with the Heart of Illinois HIV/AIDS Center, there was free HIV testing, counseling, and education provided to students. Likewise, the AOD Resource Center provided 468 hours of service for initial assessments, student judicial assessments, treatment, early intervention, DUI services, and comprehensive evaluations.

Future plans for student health insurance were explored by obtaining proposals for a fully-funded program through the Midwestern Higher Education Compact for comparison with the University's self-insured program. Additionally, the *Affordable Care Act* was monitored to determine the impact on future student health insurance plans.

Student Services held educational programs and social opportunities designed to encourage student veteran participation in programs promoting personal wellness, maintenance of healthy lifestyles, and minimizing self-medicating behaviors.

- Individual and group assistance was provided to approximately 1,200 student veterans/military personnel and their family members resulting in approximately 800 student veterans enrolling at Western Illinois University.

- The Center for Military/Academic Transition and Health collaborated with Iowa City Veterans Administration and the University of Iowa to offer tele-medicine services.
- An early warning system was provided for approximately 150 newly enrolled veterans who were identified as potentially high risk students.

- i) Encouraging and strengthening shared governance and student participation in University decision-making.

Student Government Associations (SGA) on both campuses annually recommends student fees and allocations for their campuses. Both SGAs also endorsed the academic year 2011-2012 review/update of *Higher Values in Higher Education*, and the Macomb Campus SGA is currently engaged in the review/update of the *Campus Master Plan* for the Macomb Campus.

- Action 3. Provide statewide and national leadership in reducing levels of student indebtedness and increasing cost predictability and affordability.

- a) Achieving scholarship (and other) goals for the Macomb and Quad Cities campuses as part of the newly developing comprehensive campaign for Western Illinois University.

The Scholarship Office disbursed over \$3 million in competitive academic scholarships. Western Illinois University-Quad Cities successfully raised \$443,300 for Quad Cities scholarships. These funds supported scholarship awards to 65 individuals.

- b) Identifying new sources of financial aid for students enrolled at the University.

Western Illinois University distributes state and federal student loans and grants, scholarships, work-study programs, and provides campus jobs to help ease the costs of attending college. More than 76 percent of WIU students receive some type of financial assistance. Through the generosity of alumni, faculty and staff, friends, parents, corporations, and foundations, the University awards more than 1,600 scholarships annually.

Twenty-five Centennial Honors College Scholarships have been created and awarded to recruit high achieving students to the Centennial Honors College. Each award is worth \$61,000 and covers four years of tuition, fees, and a residence hall room.

The new Western Commitment four-year annually renewable scholarship program provides financial support to students with a minimum 22 ACT composite score and 3.0 (“B”) grade point average. The program is based on increasing award amounts for higher levels of academic achievement in high school.

- c) Developing, implementing, and supporting new and enhanced strategies for reducing the amount of student indebtedness upon graduation.

The Scholarship Office increased access to scholarship information through new online forms, revised applications, and enhanced practices for dispersal of scholarships into accounts. Department outreach included meetings with various



departments and participation in Discover Western, Fall Opening Weekend, and WIU Study Abroad programs.

Participation in the Linkages program eliminates Western Illinois University-Quad Cities student unmet need. For Macomb, student participation reduces the total cost of attendance by one-third, and debt by one-half.

- d) Forming a Presidential Task Force charged with increasing the University's communication about its commitments to reducing levels of student indebtedness and leadership in the areas of cost predictability and affordability.

#### **Goal 4: Support Personal Growth**

Action 1. Support learning inside and outside of the classroom.

- a) Allocating resources to support plans designed to increase student participation in and appreciation of cultural, aesthetic, intellectual, and leadership events on and off campus.

The Gwendolyn Brooks Cultural Center Gwendolyn Brooks Cultural Center, Student Development and Orientation, and Casa Latina supported Minority Student Orientation with 650 students and their families participating. The Welcome Roundup helps students transition to Western. More than 90 percent of the new students who attended the program became actively involved in various student organizations. Approximately 10 percent went on to serve in leadership positions.

The Black Student Association hosted their annual Thanksgiving Project and distributed 189 food baskets throughout McDonough County. The 3rd Annual Black Student Summit hosted more than 100 students, giving them an opportunity to dialogue about the unique challenges that underrepresented students face at WIU.

Casa Latina serves over 500 students, and remains open during evening hours to provide students with access to a computing laboratory and individual and group study space. Casa Latina holds a "Mentoring Program" for new Latino students during orientation. New students are paired with an upper class student who helps them acclimate to campus life. Staff monitor Latino student grades and encourages students to receive one-on-one tutoring at the Center or other academic support, if needed.

The Women's Center held the 22nd annual Take Back the Night March and Rally and hired the Interpersonal Violence Prevention Coordinator who is in the process of implementing the goals and objectives outlined in the Interpersonal Violence Prevention grant. The REAL Women presentation series, Women's Art Women's Vision Art Exhibition, and the Women's Voices Journal are a few examples of how the Center promotes academic excellence.

The University Union provides facilities and staff for campus events including the Bureau of Cultural Affairs, Foundation and Civil Service functions, New Student Orientation and Registration, International Bazaar, Founders Day, career fairs, speakers, concerts, student meetings, etc. Over 47,000 students attended

1,464 student events in the Union during Fiscal Year 2012. Many student organizations also take advantage of the tables in the Union Concourse to promote their organizations and fundraisers. A total of 589 tables were scheduled in the Union Concourse during Fiscal Year 2012.

The University Union provided space and service for over 5,035 events in Fiscal Year 2012 for an average of 21 events per day. Over 13% of the total events involved catered food service. Approximately 139,414 people attended events scheduled by the following groups: Students organizations (1,464 events); administrative/academic departments (3,157 events); conferences (219 events); and off-campus groups (196 events). In October 2011, a door count study was conducted to determine foot traffic in the Union and to help provide data for the Union Programming Study. Over a week, Sunday – Saturday, from open to close each door was monitored. Approximately 23,000 people entered the building, with peak hours of 10:30 a.m. – 1:30 p.m.

The University continues to support the three-year Learning to Lead leadership experience for students to develop and apply their leadership skills. A competitive program, students must apply and be accepted to take part in this program during their first year on campus. The program includes both curricular and experiential components, including completion of a leadership course (Leadership 101; Recreation, Park and Tourism 490), a leadership seminar and workshop series, and a minimum of 10 hours of community service for each semester that they are in the program. The Learning to Lead Summer Institute includes a summer internship in Washington, D.C., and a senior leadership/portfolio project.

- b) Developing educational opportunities designed to raise awareness of environmental issues.

Centennial Honors College continues to serve as the administrative unit for the Interdisciplinary Studies Program that includes concentrations in Renewable Energy & Wind Technology; Renewable Energy & Biofuel Technology; and Renewable Energy-Policy, Planning and Management. Fourteen students are enrolled in the three Renewable Energy concentrations.

The College of Arts and Sciences is developing a doctoral program in Environmental Sciences that will require Graduate Council, Western Illinois University Board of Trustees, and Illinois Board of Higher Education approval. The College also provided multidisciplinary support for Coneflower Project: Infusing Sustainability Across the Curriculum, and it participated in the Upper Mississippi River Conference and Youth Summit held in the Quad Cities.

Engineering Technology is exploring the feasibility of an Occupational Safety and Health major program of study. This is proposed as an interdisciplinary collaboration with Environmental Sciences.

The Illinois Institute for Rural Affairs (IIRA) is working with Engineering Technology (ET) and the Renewable Energy program at Illinois State University to develop a “Wind for Schools” program that would promote renewable energy in K-12 schools.

ET and IIRA are partnering to bring two key wind energy technologies into WIU classes. A demonstration wind tunnel will allow simulated testing of wind turbines and other aerodynamic technology components. A small wind turbine will provide hands-on exposure to renewable energy industry technology.

Dr. Gordon Rands is the WIU project director of a four university consortium (\$220,000) grant "A Brazilian and U.S. Partnership for People, Planet and Profits: Fostering Socially, Environmentally, and Economically Sustainable Entrepreneurship." Other consortium partners include Northern Michigan University, Universidade Federal Rural de Amazonia, and Universidade Federal de Lavras.

Both campuses participated in the 2012 Environmental Summit and Campus We Care events. Both campuses will continue to support Leadership in Energy and Environmental Design certification in all new construction.

River Action, a Quad Cities organization dedicated to fostering environmental initiatives in the region, housed a "Retain the Rain" kiosk that provides interactive information about environmental topics like storm water run-off, area bike trails, and the benefits of green roofs on buildings at Western Illinois University-Quad Cities.

- c) Sponsoring University-theme programming and events, and programming in the First Year Experience that is integrated with the University theme.

The University theme for academic year 2011-2012 was Science and Technology: Discover, Innovate, Create. The common reading was *And Then There's This* by Bill Wasik who created the first flash mob in 2003 and whose materials focus on today's viral culture.

The University Theme Speakers Series promotes awareness of contemporary issues in the fields of science and technology. For example, Mr. Gary Telgenoff spoke on his role as the consulting forensic pathologist for the television shows "CSI" and "Bones." Mr. Leroy Chiao, an astronaut and former commander of the International Space Station, discussed recent scientific and technological advances and the importance of multicultural collaboration as they apply to space exploration.

- d) Hosting high-profile University speakers on both the Macomb and Quad Cities campuses.

High profile speakers on both campuses include the Distinguished Faculty Lecturer, Environmental Summit Speakers, the Hallwas Lecture, University Theme speakers, and President Thomas for the *State of the University Address*.

- e) Enabling students to attend and participate in academic, athletic, co-curricular, performing arts and creative activities/events on both Western Illinois University campuses.

Many opportunities, events, organizations, and experiences are mentioned throughout this *Report*. This includes guest speakers; athletic events; and educational, social, cultural, and recreational programs, services, and events.

- f) Supporting a broad-based National Collegiate Athletic Association (NCAA) Division I 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.

Western's student athletes are successful in the classroom and in competition. For example:

- Jenna Verity, Track/Field, was named a Rhodes Scholarship finalist.
- Laura Lins, Women's Soccer, was named as Western Illinois University's 2011 Lincoln Laureate. Three of last five Lincoln Laureate honorees have been student-athletes.
- In fall 2012, 5.8 percent of student-athletes earned a perfect 4.0 grade point average (gpa), 50 percent earned a 3.0 gpa or higher, and 20 percent earned University Honors.
- Men's Basketball advanced to Summit League Championship Game. The game was broadcast on national television, ESPN2 (first ever national broadcast). Men's Basketball participated in first ever Division I post-season tournament, College Basketball Invitational. The Game was broadcast live on national television, HDNET (second ever national broadcast).
- Men's Soccer advanced to the NCAA Division I National Championship College Cup. This was the 5th NCAA appearance for the University in this sport.

- g) Using the NCAA Certification and other annual reporting processes to demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare.

Western Illinois University is committed to supporting a broad-based athletic program, with 20 Division I sports for men and women. No Western team has ever violated NCAA operating principles.

- h) Providing opportunities for students to learn about financial responsibility and become more proactive in solving financial problems.

Student default rates for Federal Stafford Loans are typically lower for Western students than national averages. In supporting these efforts, Financial Aid Office staff emphasize in entrance and subsequent counseling that loans are not grants, and that students should only borrow what they need. Staff also provide electronic and in-person exit counseling so students can make informed financial planning for loan repayment. Additional information on managing student loans and debt, including a self-help course on money management for college students, is available on the Financial Aid Office Website.

Western has taken several measures beyond federal requirements to keep Perkins Loan default rates low. This includes requiring students to have a "C" or higher

grade point average before utilizing the program. This prevents debt of first-time freshmen who were not prepared for college and it reduces the correlation between poor academic performance, student attrition, and increased debt loads. The University also requires students to successfully pass a credit check before receiving a loan.

In the Quad Cities, R.I.A. Federal Credit Union provides both on-site visits and financial planning/literacy workshops at fall and spring new student orientation sessions. The Quad Cities Financial Aid Office also provides financial aid and scholarship awareness presentations at local high schools.

- i) Forming a student-led task force to look at strategies for increasing school spirit

The University continues student-led traditions of wearing purple and gold on Fridays, the student section of Rocky's Renegades at home athletic events, and homecoming week activities are led by students. Members of the Student Alumni Association also collaborated with campus organizations especially Purple Haze to increase overall School Spirit.

- j) Involving members of the Alumni Association to serve as role models and mentors in internships, career days, guest presentations, speaker series, introductions to the Alumni Association before students leave campus, etc.

P.A.W.S. ("Pairing Alumni With Students") helps bridge the gap between current students and WIU Alumni. Current students are paired with alumni to learn more about their respective majors/career fields.

Throughout the year, there are many opportunities for students to become introduced and engaged with the Alumni Association. For example:

- Each fall the Student Alumni Association partners with the Alumni Association to welcome new students to campus and into the Alumni Association. The New Student Welcome Party is held at a local Macomb establishment with complimentary food, soda, prizes and information on the benefits of being a free member of the Alumni Association. All Alumni are invited to attend to network with the new students and share their wisdom and experiences as WIU Leathernecks.
- Paint the Paws is an activity performed just before Homecoming with a diverse group of campus organizations participating. The paws along Western Avenue and University Drive are re-painted yellow by student organizations.
- The Student Alumni Association is a vital part of all Homecoming activities. During Homecoming weekend, they assist by hosting the Alumni and Friends Social at the Alumni House on Friday evening, work registration for the Old Stompin' Ground Run Around, set up for the parade, and visit with alumni and friends at the cookout prior to the football game.
- During finals week Survival SAcks (care packages) are prepared and delivered by Student Alumni Association members to students of Western Illinois University.

- Grad Blast is an annual event held in the spring semester in honor of the seniors graduating in May, August, and December of that year. It is held at a local Macomb establishment and the Alumni Relations committee provides graduating seniors with important information about the benefits and services of the WIU Alumni Association. Free food, soda, and raffle prizes are designed to celebrate the accomplishments of graduating students.

- k) Developing a plan to prepare students to be lifelong, contributing members of the Western Illinois University community.

In addition to the actions above, the Student Alumni Association prepares students to be lifelong, contributing members of the Western Illinois University community by having students serve as ambassadors at events, host alumni functions, and work on issues of school spirit and pride.

- Action 2. Provide lifelong learning opportunities for faculty, staff, and community members.

- a) Supporting the use of release time, tuition waivers, and other University benefits for faculty and staff to advance their educational pursuits

The University continues to support the use of release time, tuition waivers, educational leaves, professional achievement awards, promotion and tenure, position audits, and sabbaticals for faculty and staff to advance their educational pursuits and personal growth.

- b) Continuing to enhance non-credit programs and services.

Non-credit programs supported a variety of initiatives including youth academic enrichment programs and support of WIU academic programs. The latter includes credit-bearing courses for place-bound cohorts of teachers statewide.

- c) Sustaining the University's Affirmative Action Internship Program.

The Affirmative Action Internship Program enhances the University's Equal Opportunity and Access program by increasing the pool of qualified women and minorities for administrative positions. The program provides women and minority employees with an opportunity to develop and increase administrative skills in an area of professional interest.

- d) Providing the campus and surrounding communities with a diverse season of quality cultural entertainment and educational opportunities to help foster a lifelong appreciation for the performing arts.

The student-run Bureau of Cultural Affairs offers quality arts and entertainment at affordable prices. The 2011-2012 season featured 13 performances, starting with The Comedy Ventriloquism of Lynn Trefzger in September and concluding with Doktor Kaboom! in April.

The Performing Arts Society continued successful fundraising to support the Youth Performing Arts Series, Bureau of Cultural Affairs, Arts Initiative in the

College of Fine Arts and Communication, and other arts-centered programming at the University.

Tri State Public Radio serves 20 counties in western Illinois, southeast Iowa and northeast Missouri. The station provides information and entertainment of the highest possible caliber to enrich and engage the public, enhance quality of life, and meet regional needs. Tri States Public Radio provides National Public Radio news and locally produced programming. Listeners enjoy classical music, as well as the uniquely American sounds of jazz and folk music.

University Television broadcasts educational programming, staff development, special interest training, Leatherneck sports, commencement and other special university events to the campus, community, and region.

WQPT—Quad Cities Public Television—provides over 600,000 potential viewers with high-quality educational programming, including specific series and local programming emphasizing the fine and performing arts at Western Illinois University and in our host communities.

Western Illinois University-Quad Cities maintains working partnerships with the Figge Art Museum, the Campbell Center, Niabi Zoo, and Shedd Aquarium to provide the campus and surrounding communities with a diverse selection of high-quality cultural and educational events.

- e) Coordinating the educational opportunities at Western Illinois University for Illinois public school teachers to earn Continuing Professional Development Units as part of recertification requirements and practicing professionals to earn Continuing Education Units and other professional credit units as part of licensing/certification requirements.

Through the College of Education and Human Services:

- The Center for Preparation of Education Professionals serves as the institutional contact for questions related to advising of undergraduate teacher education programs, field and clinical (student teaching) experiences, and certification processes. Staff work with students, alumni, and members of external communities seeking initial or subsequent certification or who have questions about certification; endorsements; or other teacher, school service personnel, or administrative matters.
- The Central Illinois Adult Education Service Center provided professional development opportunities for adult education and adult literacy instructors in the 20 central Illinois adult education programs and the Department of Corrections. The Center received grant funding to align Illinois Content Standards with Common Core State Standards. The Center's professional development workshops will reach hundreds of educators throughout Illinois.
- The Office for Partnerships, Professional Development, and Technology offered its Summer Experience and coordinated the Teacher Education

Program's Technology Competency Assessment and its English Language Learner (ELL) modules as discussed earlier in this *Report*.

Through Partnerships and Collaboration with Non-Credit Programs:

- Mathematics, Curriculum and Instruction, the Rock Island and Lee/Ogle Regional Offices of Education continued implementation of the Northwest Illinois Mathematics and Science grant (NIMS). This year the Bureau Henry Stark Regional Office of Education was added to the NIMS partnership that focuses on teacher training in math and science, with the goal of raising student achievement levels in these areas.
- The EDL Master's Degree is being delivered on a sponsored-credit basis to teachers in the degree cohort in Dunlap. A new EdS/Superintendent Certification Cohort was initiated with the Tazewell County Regional Office of Education. The Havana EIS Master's Degree Cohort completed their degrees in Fall 2011.
- Law Enforcement and Justice Administration and the Illinois State Police Mobile Training Units continue to provide Juvenile Justice Certification programs for police officers throughout Illinois.

- f) Assisting teacher education and graduate education programs that link field and clinical experiences; serve the needs of students, graduates, and the professional community; and make curricular adjustments where appropriate.

The University is delivering on these objectives, and as demonstrated by its 2012-2018 re-accreditation from the National Council for the Accreditation of Teacher Education.

- g) Developing new and enhanced programs and services specifically designed for the specific professional development needs of faculty and staff.

Human Resources provided software, social media, web accessibility, and library resource training in accordance with needs analyses. Employee Development also began to offer weekly e-mail computer tips, with 119 employees participating.

Human Resources sponsored the Professional Supervisor Certificate Program for the third year. Participants in the current cohort include faculty, staff, and administrators. Thirty-seven individuals have completed the program, and 77 are in process.

The Center for Innovation in Teaching and Research partnered with: The Illinois Institute for Rural Affairs to maintain the service learning database; the Office of Sponsored Projects to offer workshops on research development, the Institutional Review Board, and grant finding; and the University Theme Committee to sponsor faculty workshops related to the theme speaker series.

The Center for Innovation in Teaching and Research supported the Mobile Technology Awareness Day and workshops on many other topics, including sensitive data handling, library resources, sustainability across the curriculum; and in collaboration with the Disability Resource Center, Web Services, and



University Libraries, the Center promoted faculty awareness sessions on rights and responsibilities regarding student accommodations.

The Center for Innovation in Teaching and Research has been a major contributor to the University's transition to a new distance learning platform (Desire2Learn). Staff have been represented in all major training including the Learning Object Repository, E-Portfolios, Analytics, general administration and policy setting.

Western Illinois University-Quad Cities, the Center for the Innovation in Teaching and Research, and Human Resources participate in the Quad Cities Professional Development Network, which provides faculty and staff training through a consortium of local colleges and universities.

There is also specialized training provided by and/or for departments at the local level. For example:

- Business Services conducted policy and procedure training for inventory custodians. Business Services also participated in professional development at the Higher Education Payroll Conference sponsored by the American Payroll Association.
- Physical Plant conducted training sessions to Physical Plant supervisors, coordinators, engineers, and lead trade personnel. The first sessions included business and purchasing policies, procedures, bid levels, the PCard, and sealed bid levels. The second sessions included CMMS (Sprocket), tracking project costs, work orders, overhead for labor and materials, and labor reconciliation.
- University Technology staff attended training, professional development, and benchmarking sessions on AMX technology, classroom technology, end-user support, business intelligence solutions, data architecture, security, and enterprise systems.

- h) Enhancing health and wellness activities targeted at the specific needs of faculty and staff.

Human Resources and the University Wellness Committee worked together on programming through Western Well. An Employee Development Advisory Group was established to include a representative view of training and development needs and solutions. Past activities include blood drives, Wear Red for Women, Western Walks-a-thon, resistance band exercises, and outdoor kayaking workshop.

Western Illinois University-Quad Cities joined the Quad Cities Women's Outdoor Club. This organization supports community wellness by offering year round high-quality outdoor activities, adventures, and trips for women in the Quad Cities region.

## Goal 5: Promote Social Responsibility

Action 1. Encourage diversity of perspectives and engage in activities that support social responsibility, personal development and leadership.

- a) Providing students with practical and theoretical educational experiences that complement the traditional classroom education.

Actions supporting learning inside and outside of the classroom are discussed in Goal 1, Action 1A4; Goal 3, Action 2; and Goal 4, Action 1 of this *Report*.

- b) Continuing to support expansion of international student recruitment; opportunities for study abroad; and student, faculty and staff exchange programs with colleges and universities internationally.

The number of students participating in Study Abroad increased from 100 to 159 over the last three years. Total international enrollment student enrollment at WIU is 367, with 63 countries represented. Enrollment for new international students increased by 33 students from last year. The highest international enrollments are students from Saudi Arabia, India, China, South Korea, Canada, and Nigeria.

Colleges and departments are actively engaged in activities to expand study abroad and multicultural initiatives.

- Agriculture supported the largest short-term Study Abroad program to Australia, and a program to Russia.
- Art is finalizing an agreement for an exchange program with the Cardiff (Wales) School of Art and Design.
- Centennial Honors College and the Center for International Studies are collaborating to recruit honor students from Thailand.
- The College of Arts and Sciences developed study abroad opportunities in Spain, Costa Rica, India, United Kingdom, Turkey, and Germany.
- Law Enforcement and Justice Administration established a Memorandum of Understanding with East China University of Political Science and Law, and is establishing a committee to foster international research, faculty and student exchanges, and sister school relationships.
- The School of Distance Learning, International Studies and Outreach has signed or is in the process of signing new affiliation agreements with Semester at Sea, John Cabot University in Rome, Veritas University in Costa Rica, and Queen's University Belfast.

In support of the University's internationalization efforts:

- Centennial Honors College works with the Center for International Studies to encourage students to participate in study abroad opportunities. Two specific initiatives are the awarding of several Study Abroad scholarships and offering a General Honors 299 course in Study Abroad options.
- Dr. Linda Meloy received a Fulbright Specialist Program Grant for a collaborative project with Kwara State University in Nigeria. She worked

with local education leaders and university faculty on planning for a training program for teachers who plan to work with students with learning and behavior disorders.

- The Office of Sponsored Projects assisted with proposal preparation and award administration for several Fund for the Improvement of Postsecondary Education grants awarded to the College of Business and Technology. Through these programs, the University is able to provide stipends for students to study abroad in Brazil, Mexico, Canada, France, and Sweden.
- The Peace Corps Fellows Program helps to promote study abroad and multicultural initiatives on campus. Due to the specialized nature of the Program, it helps to attract and retain excellent graduate students who might not otherwise attend the University.
- Study Abroad staff collaborated with Undergraduate Admissions and the Noel-Levitz consultant to develop a brochure for accepted students promoting the University and Study Abroad programs and opportunities.
- Western Illinois University was invited by the Embassy of Botswana to participate in an educational mission. Through collaboration of the Center for International Studies, the Illinois Law Enforcement Executive Institute, and the School of Law Enforcement and Justice Administration, LEJA faculty are preparing to travel to Gaborone, Botswana, to explore a separate professional exchange program and to promote Western Illinois University.

c) Supporting service learning, internships, student teaching, and other forms of experiential learning.

For the fourth consecutive year, Western Illinois University was named to the President's Higher Education Community Service Honor Roll for its exemplary service efforts. Approximately 600 institutions nationally receive this distinction. This year, Western advanced in the rankings and was one of just 112 schools nationwide to be recognized on the Honor Roll with Distinction. Western was recognized for its strong institutional commitments to service, community partnerships, and engaging students in meaningful service as evidenced by the follow examples.

- Western's Volunteer Services and many other campus-based organizations and departments sponsored numerous service activities, including Big Pink Volleyball, Alternate Spring Break, Habitat for Humanity, the Salvation Army Angel Tree program, tutoring and mentoring area elementary school children, and We Care campus cleanups.
- Members of Western's All Volunteer Effort participated in organizing artifacts at the Western Illinois Museum, cleaning and mulching trails at Horn Field Campus, restoring the Moses King Brickyard National Landmark in Colchester, and visiting local nursing homes.
- WIU student-athletes raised nearly \$11,200 for charity and logged more than 2,500 volunteer hours.

- The WIU Greek Life community raised almost \$10,000 and provided approximately 3,000 hours of community service.
- Students from the School of Music, Communication Sciences and Disorders, Psychology, Beta Alpha Psi, Counselor Education, Dietetics Fashion Merchandising and Hospitality, Broadcasting, Museum Studies, and Non-Credit Programs participated in activities that connected students to the community through service in the arts, clinics, outreach, education and human service.

Dr. Marcia Carter represents Western Illinois University-Quad Cities in the Quad Cities Community Engagement Consortium, which is a group of eight higher education institutions providing leadership in service learning, volunteerism, and internship opportunities with community partners. In Macomb, Career Services as described in Goal 2, Action 1g of this *Report* assists with student internship preparation.

The WIU Teacher and Professional Education Program prepares candidates to work in various P-12 educational settings, ranging from initial teacher certification to superintendent certification. The program is housed in four different colleges and 19 different departments.

During academic year 2011-2012, there were 1,212 students enrolled in WIU Initial Teacher Preparation Programs. All of these programs require student teaching as part of undergraduate degree requirements. Additionally, there were 510 students enrolled in Advanced Preparation Programs that also require appropriate-to-the-discipline field-based experiences as part of graduate degree/certification requirements.

- d) Engaging in activities associated with the American Democracy Project.

In fall 2011, Western Illinois University hosted what may be the largest and most elaborate mock presidential election ever held on a college campus. The simulation took place in ten sessions over five evenings in late October and early November. *The Road to the White House Starts at Western Illinois University* simulated presidential primaries and national nominating conventions of the Republicans, Democrats, Greens, Libertarians and Tea Partiers. Actual presidential candidates, local political officials and the national news media were invited to participate. The extravaganza concluded at Western Hall with the presidential election and Electoral College vote.

- e) Continuing Western Illinois University's participation in the Illinois Association for Cultural Diversity (IACD) with other Illinois colleges and universities to further awareness and understanding of the cultural diversity within and outside the United States.

As part of the IACD, Western Illinois University hosted its 19th annual Dealing with Difference Institute in May 2012. The institute focused on understanding the value, challenges, and increasing significance of cultural diversity, with particular emphasis on its importance in education. Keynote presenter Dr. Pedro Noguera discussed "Preparing for the New Majority: The Role of Schools in Building a More Inclusive and Equitable Society" and Keynote Presenter:

Reverend C. T. Vivian addressed “Nonviolence: Motivation, Preparation, and Social Justice Initiatives.”

The IACD has also produced many items of scholarship, including *Multicultural Educational: Strategies for Implementation in Colleges and Universities*. This four-volume series offers a range of essays on curriculum, instructional issues, and campus climate. *Multicultural Prism: Diversity in the Curriculum* is a CD-ROM focusing multicultural issues related to ethnicity, gender, class, sexual orientation, ability, and age. The most recent Institute publication, *Cultural Diversity: Curriculum, Classroom, & Climate* was edited Western faculty members J.Q. Adams and Janice Welsch.

- f) Keeping Websites current on culturally diverse programs, services, events, and available for the campus and external communities.

All University units share a commitment to maintaining currency in Web content, and use the Web as a tool for student recruitment, information sharing, interactivity, social networking, and other uses. The process of keeping Websites current has been streamlined with the implementation of the University’s Content Management System, which provides templates and ease of data entry.

Action 2. Use partnerships to advance the University’s vision, mission, values, goals, and actions.

- a) Developing a plan for the Alumni Association that links the goals and actions of *Higher Values in Higher Education 2008-2018* to the work of the Association.

The Alumni Association continues successful implementation of the priorities and goals in the *Alumni Association Strategic Plan*. The *Plan* receives continuing feedback through the Alumni Liaison Program that links members of the Alumni Council with academic departments and administrative units. A standing agenda item at Alumni Council meetings is Liaison reports and the continued advancement of University and Alumni Association goals and priorities.

- b) Supporting the comprehensive campaign for scholarships, faculty support, capital improvement, and information and technologies on the Macomb and Quad Cities campuses.

As of June 2012, Western Illinois University is at 80 percent of the \$60 million Comprehensive Campaign goal. Fiscal Year 2012 totals through June 8, 2012, include over \$6.7 million in Campaign support and an additional \$1.0 million in outside scholarships. To advance campaign efficiencies, accountability, and donor stewardship:

- DataDesk software was implemented to support prospect management and research. The software led to a donor model for 110,714 alumni records, and enabled the identification of the top one percent of potential donors through a scoring model.
- The Foundation and Development Office continued mailings and reduced costs for planned giving program, monitored tax incentives for charitable gifts, and promoted electronic stock transfer to simplify processes.

- Donor relations were maintained through timely gift acknowledgements, personal letters, and updated tax information. A Foundation holiday card, gift, and flower program was established to maintain communication with major donors, in addition to collaboration with University Relations on press releases, gift features, and content for *Western News*.
- Advancement and Public Services hosted several special events to cultivate donors and friends of the University. This includes three home football tents, the Hall of Fame banquet, Founder's Day, a major donor banquet, and several "Think Purple" events.

c) Increasing the percent of alumni giving to the University.

Over \$1.5 million was received in total Annual Fund paid pledges, cash received, and gifts in kind. Advancement and Public Services received \$200,000 in Phonathon pledges during Fiscal Year 2012; 497 Phonathon gifts were fulfilled by credit card, a 51 percent increase from Fiscal Year 2011. Phonathon revenue via credit card was \$28,999, which reflected a 49 percent increase from the previous fiscal year.

Advancement and Public Services increased the percentage of Young Alumni giving from less than five percent to 10 percent by establishing a culture of philanthropy through student involvement in the Student Alumni Association, direct mail efforts, "Text-to-Give" and mobile giving initiatives, and expanding direct mail.

d) Consulting 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 Higher Values in Higher Education 2008-2018.

The President, Alumni Association, Foundation, Western Illinois University-Quad Cities, all colleges, numerous departments, and University Libraries all utilize the expertise of external boards.

e) Delivering high-quality, value-adding management and professional development programs to businesses and industries in the western Illinois region.

The Illinois Small Business Development Center (SBDC) at Western Illinois University, a unit of the Illinois Institute for Rural Affairs, is one of over 40 Illinois Small Business Development Centers and more than 1,100 SBDCs nationwide. The SBDC offers business counseling, innovations and technology transfer, and management and workforce training. The Illinois Small Business Development Center at Western serves 12 counties. It is part of the Illinois Entrepreneurship Network, which works to strengthen and expand the Illinois economy. During Fiscal Year 2012, the SBDC worked with 206 clients and assisted them in receiving \$5 million in loans and equity, generating 82 new jobs and retaining 69 existing jobs.

f) Supporting economic and cultural development of our host communities and regions.

The Illinois Institute for Rural Affairs (IIRA) serves as the State's academic clearinghouse for rural development data and initiatives. In FY 2012, IIRA

expanded Peace Corps Fellows participation from 6 to 8 departments, supported the Small Business Development Center, and the Procurement Technical Assistance Center, which had 253 clients and \$28 million in contracts.

As demonstrated in Goal 2, Action 2B of this *Report*, the current economic impact of Western Illinois University-Quad Cities is over \$10 million annually, and the recently completed Phase I of the Riverfront Campus is anticipated to generate between \$20 and \$24 million in new economic output annually.

The expenditures related to Phase II will generate between \$47 million and \$58.5 million in labor income, between 300 and 374 new jobs, and \$17.7 to \$22.5 million in labor income.

As Phase II develops, the Vice President Rives serves as Chairman of Renew Moline's Project Management Team (PMT) that oversees the design and construction of over \$150 million in project development in downtown Moline and areas proximal to Western's Riverfront location. This includes the newly opened Moline Enterprise Lofts, KONE world headquarters, and the planned multimodal station and adjacent hotel that will be opened prior to reinstatement of Amtrak passenger rail service to the Quad Cities in 2014. The PMT is also currently completing a bidding process for a master developer to engage in construction of university-friendly amenities in the 16 acres immediately adjacent to Western.

Action 3. Provide safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the core values of the University.

- a) Maintaining safe campus environments with educational programs, services, and University 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.

The Office of Public Safety (OPS) met all goals established by the Enforcement of Underage Drinking Laws grant and provided two Rape Aggression Defense classes. OPS also responded to calls for service, promoted safety through patrol, assisted motorists, and answered medical calls for assistance through Western's Emergency Medical Service.

Physical Plant addressed outstanding safety issues with emphasis on preventing accidents, promoting safety awareness, and protecting the environment. Physical Plant also upgraded procurement of safety equipment to meet state and federal regulatory compliance.

Following successful practice on the Macomb Campus, Western Illinois University-Quad Cities maintains Emergency Consultation Team and a Student of Concern Committee. Additionally, Riverfront Campus, similar to the 60th Street Campus, has stationed security for all hours of campus operation.

- b) Codifying emergency operations planning and physical disaster recovery for Western Illinois University.

Administrative Information Management Systems supported the WIU Emergency Alert System that is used for emergency notifications. The system was enhanced last fall to accommodate Voice Over Internet Protocol, and a successful University-wide test was performed on November 17.

Risk Management and Emergency Preparedness (RMEP) established an implementation plan for WIRED (Western's Integrated Risk Evaluation Development project), developed a training plan for Emergency Telephone Hotline Operators, and implemented a comprehensive Automated External Defibrillator program.

RMEP continued installation of emergency evacuation maps for every building on the Macomb Campus and distributed "go kits" to Building Emergency Coordinators. The portable (backpacks) were filled with first aid kits, respirators, flashlights, check-in cards, and other supplies that might be needed in the event of an emergency.

c) Codifying technology disaster recovery for Western Illinois University.

As funding allows, University Technology continues to move the server infrastructure towards virtualization technologies to reduce the impact of outages and decrease recovery times of key services. WIU also expanded its disaster recovery testing efforts beyond mainframe testing. This includes testing other key infrastructure areas such as the University's voice and data networks across both campuses.

d) Reviewing and implementing accessibility standards in new construction and campus renovation projects.

Both campuses continue to work closely with the ADA Advisory Committee to evaluate and develop strategies for addressing physical and program barriers for students and employees with disabilities. Campus accessibility enhancements for Fiscal Year 2012 include installing door assists in Horrabin Hall, adding Americans with Disability Act (ADA) accessible bus shelters and stops by Olson and Lincoln Halls, and completing ADA bathroom renovations for Lincoln, Washington, Corbin, and Olson Halls.

e) Working collaboratively to develop and implement plans to ensure University compliance with Illinois Board of Higher Education and legislative mandates for Web accessibility for individuals with disabilities.

The University's Web Accessibility Committee coordinates institutional compliance with academic departments and administrative units on web accessibility requirements. All WIU web pages are in the Content Management System and meet University accessibility requirements, including those with video captioning.

f) Continuing implementation of the Western Illinois University *Campus Master Plans* and the *Target Western Forward* athletics facilities plan. Both *Plans* include construction of new and renovation of existing facilities.

The *Fiscal Year 2012 Master Plan Update* was presented to the Western Illinois University Board of Trustees in December 2011. This *Update* showed that 19 of



the Macomb Campus *Master Plan* projects (40 percent) are either complete or in progress, including remodeling classrooms and laboratories in Currens and Horrabin Halls, improving residential facilities and dining centers, upgrading electronic classrooms, increasing bandwidth, enhancing university landscape, completing design of the Performing Arts Center, and decommissioning the former locations of Godfather's Pizza and University Cinemas (306 West University Drive).

The Director of Physical Plant and the Vice President for Quad Cities and Planning are working with the Macomb campus and community to review/update the *Campus Master Plan* for the Macomb Campus. The target completion, including receiving endorsement from all campus governance groups, is the December 2012 Board meeting. The goal is to create a practical Master Plan that will be a roadmap for campus projects over the next five to ten years.

Western Illinois University-Quad Cities Riverfront Campus phase I opened in January 2012, phase II construction will begin in fall 2012, and the University is seeking state funding for phase III construction.

From *Target Western Forward*, completed projects include artificial turf at Hanson Field; throws/jumps quadrant for men's and women's track/field; new weight room equipment; new men's and women's basketball practice court; new infield, sound system, and windscreen at the softball field; and a new sprinkler system for the baseball infield.

- g) Developing a long-term bonding plan for facilities, infrastructure, telecommunications, and technology needs that is consistent with *Campus Master Plans* on the two campuses of Western Illinois University.

In 2011, the Western Illinois University Board of Trustees approved the issuance of a Certification of Participation for campus infrastructure enhancements. Projects completed include:

- Replacing the cooling tower and redundant heating pump in Brophy Hall.
- Installing air/dirt separators in Waggoner, Horrabin, Currens, Morgan, Stipes, and Brophy Halls; new condensate pump in Waggoner Hall; new cooling tower piping and pumps in Waggoner, Horrabin, and Currens Halls.
- Updating science laboratories in Currens and Horrabin Halls.
- Improving rest rooms and HVAC (heating, ventilation, and air conditioning) systems in the Heating Plant Annex.
- Designing and installing School of Nursing offices and classrooms.
- Replacing the main air handler in Morgan Hall.
- Updating HVAC controls in Knoblauch, Sallee, and Waggoner Halls.

In March 2012, \$21 million worth of Revenue bonds were sold in order to finance Thompson Hall renovation. This project will encumber asbestos abatement in all student rooms, replace all student room furniture, and support new lighting, carpet, and paint. In addition, all 19 stories will receive a complete

replacement of the window wall system. Project completion is scheduled for Summer 2013.

- h) Pursuing, aggressively, state funding for the highest facility priorities identified on the *Campus Master Plans*, which include new facilities and funds to support deferred maintenance.

WIU's Fiscal Year 2013 *Capital Recommendations to the Illinois Board of Higher Education* as approved by the Board of Trustees were Macomb Campus Utility Infrastructure, Riverfront Campus Phase III, Life-Safety Improvements, as well as planning funds for the Science Complex and Visual Arts Center.

- i) Engaging in programming studies to give precision in cost estimates before requesting inclusion in the University's capital requests to the state.

Architect firms FGM and Mackey Mitchell were contracted to conduct programming study Fall 2011 for the University Union. The study was completed and design for Phase I of the Union Renovation began in spring 2012 with construction beginning in spring 2013. Phase I focuses on the northwest entrance of the Union, the Lamoine Room, Murray St. Café, and moving the Office of Student Activities/Student Organization Center into the existing bowling and billiards space.

The Beu Health Center study was completed Summer 2011. Recommendations include two options: Remain at current location and expand facilities or new site option in collaboration with the School of Nursing.

Western Illinois University-Quad Cities is preparing to implement a Phase III programming study in fall 2012.

- j) Completing a facilities condition assessment (FCA) of major building systems to help prioritize permanent improvements on both campuses.

The University completed the Facilities Condition Assessment of buildings on both the Macomb and Quad Cities campuses. Annual updates are presented to the Western Illinois University Board of Trustees at the fall meeting.

- k) Creating component plans to show intentional linkages to *Campus Master Plans* and *Higher Values in Higher Education 2008-2018*. This will be accomplished by creating plans for:

- 1) Housing and Dining Master Plan. From this plan:

Renovation of Corbin-Olson Halls was completed in summer 2012. The renovation included all heating, ventilation and air conditioning (HVAC) systems; electrical system upgrades; new lighting systems; complete bathroom replacement; student room furniture replacement; dining center rehabilitation (to include a new entrance to the building, dining center, kitchen, office space, electronic classroom, student kitchen, and information desk); new office space; and improved recreation space.

The Lincoln and Washington Halls student room remodeling was completed in summers 2011 and 2012. The remodeling includes

replacement of all student furniture as well as new lighting, paint, wireless internet and a new floor lounge. The project transitioned 117 rooms in each tower back to double occupancy.

The Lincoln and Washington Halls bathroom construction was completed in Summers 2011 and 2012. The project included 13 residential floor bathrooms, plus gender-neutral bathrooms on the first and basement floors.

Lamoine Village Building #1 was taken offline in Summer 2011. Buildings #2 and #3 were taken offline in Summer 2012. Wetzel Hall was imploded in Summer 2012.

## 2) Utilities and Infrastructure Master Plan.

Physical Plant completed Phase I and Phase III steam line replacements (serving approximately 1.5 million square feet of space, including four academic buildings and six residence halls). Physical Plant also replaced a Union freezer, Corbin/Olson transformers, Currens Hall low voltage switchgear, Tanner Hall expansion compensators, Grote Hall domestic water heater, Western Hall condensation pumps, Recreation Center rooftop unit, and Brophy Hall cooling coils.

Other completed projects include replacing the Brophy Hall cooling tower, rebuilding a natural gas boiler, decommissioning coal, and replacing the Heating Plant back-up oil tanks and pumps.

Projects in process include replacing chillers at Brophy, Tanner, Bayliss/Henninger, and Simpkins Halls and the HVAC system in Morgan Hall Room 103, which is the main campus server room. Also in process is the Phase II steam line project that serves over 900,000 square feet, and a design for upgrading the campus electrical infrastructure.

## 3) Campus Parking, Transportation, and Circulation.

The Smith Group is collaborating with members of the campus and Macomb community on issues of campus parking, transportation, and circulation as part of the review/update to the *Campus Master Plan* for the Macomb Campus.

The Go West Transfer Center is being completed and Student Services will complete the new Go West bus garage. Go West will carry over 1.7 million passengers during Fiscal Year 2012.

Western Illinois University-Quad Cities worked with the Student Government Association, City of Moline, and Metrolink to implement a shuttle system that provides transportation to additional off-site parking proximal to Phase I and to downtown establishments. Campus Circulation is also being enhanced by the

public infrastructure (road) construction immediately to the South of the Riverfront Property. Construction will be complete in fall 2012.

4) Long-term use for Dr. C.T. Vivian Way.

The Smith Group is collaborating with members of the campus and Macomb community on long term uses of Dr. C.T. Vivian Way as a pedestrian and vehicular plaza as part review/update to the *Campus Master Plan* for the Macomb Campus. They are also working closely with architect firms FGM and Mackey Mitchell to ensure consistency in University Union and plaza planning.

- l) Advancing 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).

Items discussed earlier in this *Report* include Engaging in Sustainability Across the Curriculum, deploying a sustainability kiosk, purchasing a small wind turbine, achieving Leadership in Energy and Environmental Design in all new construction, participating in Recycle Mania, and hosting Environmental Summits on both campuses.

Additionally, Western Illinois University obtained an all-time-high utilization rate of 37 percent in December with the Hertz on Demand car share program; continued the RockyBikes bike share program, which has 249 members and 13 bikes available for use; and completed a request for bids for sustainable Commencement caps and gowns. The goal of the latter is to provide the campus with gowns and caps that will either be made with 100% post consumer recycled content or biodegradable/compostable materials.

Western Illinois University-Quad Cities received two awards for sustainable design and practices. These separate awards were from the Quad City Riverfront Council and Quad City River Action.

- m) Coordinating sustainability reporting for the campus community and external requests.

Ms. Mandi Green is the University's Sustainability Coordinator. She coordinates sustainability reporting for the campus and external communities.

## **Goal 6: Demonstrate Accountability**

Action 1. Use planning, budgeting, and reporting structures to advance University goals and accountability.

- a) Using annual planning and accomplishment presentations as a means to document how areas that report to the president and vice presidents are advancing divisional and University goals and priorities.

The University Planning Website contains links to the spring 2005 through 2012 planning and accomplishment presentations made by the vice presidents and areas that report to the president. These documents are the primary data source

Annual Strategic Plan Updates that are Western Illinois University Board of Trustees, campus, and external communities.

- b) Continuing to link resource requests and allocations to the advancement of the goals and actions in *Higher Values in Higher Education 2008-2018*.  
Such actions are required in annual planning and accomplishment presentations made by the vice presidents and areas that report to the president. This information is also required in Western Illinois University Board of Trustees annual operating and capital budget recommendations made to the Illinois Board of Higher Education.
- c) Providing monthly, quarterly, and annual strategic planning updates to the Western Illinois University Board of Trustees, campus and external communities.  
The Vice President for Quad Cities and Planning provides monthly and annual strategic plan updates to the Western Illinois University Board of Trustees, campus and external communities. Distribution began in 2005 at the request of the Board.
- d) Developing and publishing a Website of “dashboard” indicators or Strategic Plan measures for monitoring institutional progression on the goals and actions of *Higher Values in Higher Education 2008-2018*.  
The University’s Performance Indicator Dashboard is available from the University Planning homepage.
- e) Using annual performance reports to document advancement of *Higher Values in Higher Education 2008-2018*, statewide priorities, and institutional performance on Strategic Plan indicators compared to peer institutions.  
Annual performance reports are available from the University Planning homepage. A Fiscal Year 2012 report was not prepared as comparative data from Illinois public universities was not available. Data are now available and a Fiscal Year 2013 report will be presented to the Western Illinois University Board of Trustees and campus community in December 2012.
- f) Incorporating college and departmental benchmarking information into academic master planning and use.  
All colleges and University Libraries continue to use benchmark information in academic program reviews, and the Provost’s Office requires benchmarking information for all new funding requests.
- g) Maintaining Website information on annual divisional priorities and accomplishments.  
Annual presentations made by the vice presidents and areas that report to the president, and annual Strategic Plan Updates are available from the University Planning homepage.
- h) Achieving external validation that the University is following its institutional strategic planning processes and advancing its academic mission, service

operations, and highest priorities and goals by achieving re-accreditation or re-certifications from the:

- (1) National Colleges of Teacher Education (NCATE) re-accreditation for University-wide teacher education.

The University is NCATE accredited by NCATE. The next visit is scheduled for calendar year 2018.

- (2) National Collegiate Athletic Association (NCAA) Division I recertification.

Western Illinois University's next NCAA certification visit was scheduled for academic year 2014-2015 and with self-study anticipated to begin in academic year 2011-2012. However, in January 2011, President Mark Emmert directed the NCAA staff to review the nearly two-decade-old certification program with an eye toward reducing the burden on institutions, increasing cost-effectiveness and improving the overall value. Officials estimate that the entire athletics certification experience costs each Division I member about \$300,000 and requires an average of 400 hours of campus committee and other personnel time.

As being proposed in academic year 2012-2013 to the member institutions, gathering and assessing of institutional information would be entirely electronic and produce "indicator" products similar to the already-existing financial dashboard indicators. The reports would provide benchmark data in four areas: student-athlete experience, academics, finances, and diversity/inclusion.

If approved, the new Division I Institutional Performance Program (described above) will include a phased-in approach that allows for time to develop the necessary technology, educate the membership, and implement the new program. No active Division I members will begin the athletics certification process from Aug. 1, 2011 until Aug. 1, 2013.

- (3) Higher Learning Association-North Central Association of Colleges and Schools re-accreditation.

The University received ten-year re-affirmation of accreditation in academic year 2010-2011. Plans, as described in the *June 2012 Strategic Plan Update*, are underway to address new Commission annual reporting practices that take effect September 1, 2012.

- (4) All discipline-based accreditations and certifications, where appropriate to the discipline.

All discipline-based accreditations and date of next site visits are available at [www.wiu.edu/provost/accredit.php](http://www.wiu.edu/provost/accredit.php).

- i) Completing the next review/update for *Higher Values in Higher Education* in academic year 2013-2014.

*Higher Values in Higher Education* was reviewed and updated in academic year 2011-2012 to correspond with the new presidential leadership of Dr. Jack Thomas.

## Section II

### Higher Values in Higher Education 2012-2022 Accomplishments

Academic Year 2012-2013 is the first year of implementation of *Higher Values in Higher Education 2012-2022*. The plan contains six goals, 37 actions (priorities), and 152 sub-actions and represents the shared vision of Western Illinois University. All governance groups on both campuses endorsed the review/update to the strategic plan before receiving implementation approval from the Board of Trustees.

In planning for academic year 2012-2013 and the first year of implementing *Higher Values in Higher Education 2012-2022*, the President's Leadership Team will work collaboratively with the campus community and our governance structures to focus on those goals and actions related to student recruitment, enrollment, retention, graduation rates, quality of students, quality of programs and services, recruitment and retention of faculty and staff, fiscal efficiency, the growth of the Quad Cities Campus, the successful completion of the current comprehensive campaign and laying the groundwork for the next campaign, enhanced marketing/advertising, and continuing facilities work.

At the same time, excellence daily operations will continue. Every successful strategic planning process achieves a balance between the daily operations of the university (teaching, research, service and support of the academic and university mission) and short- and long-term planning processes to advance the priorities, goals, sustainability and enhancement of the institution and the students that we serve.

In following university traditions of accountability reporting, the Fiscal Year 2014 Strategic Plan Update will use information from the Spring 2014 presentations by areas reporting to the president and the vice presidents to show how the campus community is successfully advancing the goals and priorities of Western Illinois University.

For this year's Update, examples of university planning initiatives discussed below exemplify how the students, faculty, and staff have already begun to successfully advance *Higher Values in Higher Education 2012-2022*—just three months after being given implementation approval. It also includes an identification of areas intended to implement the strategic plan actions as written in the strategic plan. Because the University's planning process involves all members of the campus community, items without examples do not imply inactivity. Many of the strategic plan actions are imbedded into existing daily operations, and the results of local planning initiatives will be included in the Fiscal Year 2014 Strategic Plan Update.

#### **Goal 1: University Growth and Recruitment**

Action 1. Identify future and sustainable enrollment growth goals for the Macomb Campus. These goals should focus on institutional capacity in all areas of university operations, including maintaining historically low student-to-faculty ratios, small class sizes, classroom and laboratory/performance space availability, and residence hall capacity. They should also state the number and quality of students the University seeks to serve [*President, Vice Presidents, Deans, Department Chairs*].



The University contracted with Noel-Levitz to complete a long-term demographic and enrollment forecast. It has been completed and includes scenarios for university enrollment under different “what...if” conditions that affect student recruitment and retention. The model will be used to help inform planning discussions identified above.

Action 2. Form a growth plan for the Quad Cities Campus that articulates institutional plans for the academic, enrollment, and administrative growth to support an enrollment of 3,000 students. This growth plan should include careful consideration of recommendations made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools and external consultants [*President, Vice Presidents, Deans*].

President Thomas has been working with the Provost and Academic Vice President and the Vice President for Quad Cities and Planning to create and implement a growth plan for the Quad Cities Campus.

### **Student Recruitment**

Action 3. Increase awareness of Western Illinois University and our traditions of excellence.

President Thomas supported increasing the annual appropriated funds Macomb Marketing budget from \$200,000 to \$300,000 to support the initiatives described below.

- a) Enhance the integrated marketing campaign to increase awareness regionally, nationally and internationally of Western Illinois University; the achievements of students, faculty, staff, and alumni; and program-specific marketing [*University Relations, Quad Cities Marketing, Colleges and Departments, Alumni Association*].
- b) Strengthen internal marketing to increase campus awareness of the achievements of students, faculty, staff and alumni [*University Relations, Quad Cities Marketing, Colleges and Departments, Alumni Association*].

Action 4. Increase the number of undergraduate and graduate applications, acceptances, and enrollments.

- a) Evaluate and implement recommendations made by external consultants and use faculty and staff expertise on both campuses to increase student inquiries and applications to Western Illinois University [*President's Leadership Team, Admissions Office, Graduate Studies, Quad Cities Admissions*].

See action 5b below.

- b) Evaluate and implement recommendations made by external consultants and use faculty and staff expertise on both campuses to increase the ratio of accepted to enrolled undergraduate and graduate students at Western Illinois University [*President's Leadership Team, Admissions Office, Graduate Studies, Quad Cities Admissions*].

See action 5b below.

- c) Enhance the entrance to WIU by creating a Welcome Center in the 300 block of West University Drive in Macomb. This new Center will serve as a destination for University recruitment events with satellite offices for admissions, financial

aid, and other services assisting prospective students [*Student Services, Admissions, Physical Plant*].

The former site of Godfather's pizza has been decommissioned. Location for a Welcome Center is being developed through the review/update to the *Campus Master Plan* for the Macomb Campus and a university committee is developing the programming and space utilization for the Center.

Action 5. Increase the number of adults completing postsecondary education credentials.

- a) Support baccalaureate degree completion by documenting the effectiveness and growth plans for dual admission, dual enrollment, and other initiatives with community colleges [*Vice President for Quad Cities, Planning and Technology; Assistant Vice President of Academic Affairs; Director of Financial Aid; Director of Admissions*].

The Board of Trustees receives an annual transfer student report in December that documents results of transfer student recruitment and retention initiatives.

- b) Engage in initiatives designed to increase undergraduate and graduate student enrollment [*Admissions Office, Graduate Studies, Quad Cities Admissions, University Relations, faculty and staff*].

Continued aggressive recruitment of high-achieving students, competitive scholarships, enhanced marketing and public relations, implementation of Noel Levitz recommendations, facilities enhancements, as well as continued statewide and national leadership in innovation in cost affordability and predictability are all examples of university recruitment efforts that complement the important recruitment work of academic departments and administrative units.

- c) Build upon the strengths of the University's military-friendly designation and increase the recruitment and retention of military personnel as students in the University's degree and certification programs [*Admissions Office, Graduate Studies, Quad Cities Admissions, Veterans Resource Center, University Relations, Quad Cities Student Services, faculty and staff*].
- d) Increase student awareness of opportunities for completing a second bachelors, post-baccalaureate certificate, and/or graduate and professional studies at Western Illinois University [*Graduate Studies, Academic Advisors, Colleges and Departments*].
- e) Continue development of new undergraduate, graduate, and integrated degree programs and certificates in areas of high demand/critical skills shortages that are consistent with the academic mission of the University [*Academic Affairs*].

Degree and certificate establishment and disestablishment is summarized in annual reports prepared by the Deans and the Provost. The Board of Trustees approves all new degrees and certificates and receives an annual summary in June.

- f) Identify unserved and underserved populations and explore the feasibility of developing new/modified academic programs to meet their needs [*Academic Affairs*].

See item f above.

- g) Improve access to postsecondary education by evaluating and implementing, where appropriate, growth recommendations for distance education made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools [*Director of Distance Learning, International Studies, and Outreach, Colleges and Departments*].

The College of Business and Technology is re-designing the on-line Master's in Business Administration degree.

- h) Increase contact with students who have dropped out and encourage degree completion by documenting structures, processes and results on both campuses [*University Advising and Academic Services Center, Quad Cities Office of Academic and Student Services, College and Departments*].
- i) Evaluate and, if appropriate, implement a continuous enrollment requirement for graduate students who have completed coursework for degree options but who need additional time to finish capstone educational experiences [*Graduate Council*].

A new university policy related to continuous graduate enrollment as described above will be implemented in academic year 2012-2013.

#### Action 6. Increase campus diversity.

- a) Use Underrepresented Groups Reports that are submitted to the Illinois Board of Higher Education annually to document the outcomes of institutional plans designed to increase the participation and achievement of students from traditionally underrepresented groups<sup>1</sup> [*Office of Equal Opportunity and Access*].  
The Office of Equal Opportunity and Access will continue to prepare annual Underrepresented Groups Reports for Western Illinois University.
- b) Document strategies used by academic departments and administrative units to increase minority student enrollment [*Office of Equal Opportunity and Access*].
- c) Make recommendations to the Equal Opportunity and Access officers and to the president regarding policy, campus initiatives, and programs in support of the University's Affirmative Action program [*University Diversity Council*].

#### Action 7. Increase international student enrollment and international experiences for students.

- a) Complete a review of campus internationalization efforts in consultation with the American Association of State Colleges and Universities. This review should include issues addressing student recruitment, retention, and campus climate [*Director of Distance Learning, International Studies and Outreach*].

The review of campus internationalization efforts by a representative of the American Association of State Colleges and Universities has been completed as discussed in section I of this *Report*.

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<sup>1</sup> Illinois Public Act 85-283 defines underrepresented groups as minorities, females, and individuals with disabilities.

- b) Document strategies used by academic departments and administrative units to increase international student enrollment [*Director of Distance Learning, International Studies and Outreach*].  
  
Strategies are documented in annual reports prepared by the Executive Director of Distance Learning, International Studies and Outreach, the Deans, and the Provost. These are summarized in annual Strategic Plan Updates.
- c) Continue to provide a variety of quality education abroad and exchange programs, and increase the numbers of students participating, both outgoing and incoming. [*Deans; Department Chairs; Director of Distance Learning, International Studies and Outreach; Center for International Studies*].

Action 8. Increase the number of students enrolled in Centennial Honors College.

- a) Enhance resources to support increased enrollment and support for Honors students on the Macomb Campus [*Provost and Academic Vice President*].  
  
Academic Year 2012-2013 will mark the second year of implementation of the Western Commitment Scholarship Program that is designed to recruit and retain high-achieving students to both campuses.
- b) Expand Honors opportunities offered by faculty and staff representing the Centennial Honors College for students at the Quad Cities Campus [*Director, Centennial Honors College*].  
  
Academic Year 2012-2013 will be the first General Education/Honor's Cohort on the Quad Cities Campus.

Action 9. Enhance the affordability of Western Illinois University.

- a) Document annual distributions of financial aid and scholarships, with the goal of helping students achieve their educational objectives by increasing financial support (need and merit-based assistance) to all students through such means as enhanced student employment opportunities, scholarships, and graduate assistantships [*President, Vice Presidents, Financial Aid, Scholarship Office Development Officers, Colleges and Departments*].  
  
The Board of Trustees receives an annual report on the status and distribution of financial aid programs. The Division of Student Services prepares the report.
- b) Support and evaluate new Western Commitment Scholarships for high-achieving first-time freshmen [*President, Vice Presidents*].  
  
Western Commitment Scholarships will be available for the recruiting of the next fall freshman class.
- c) Consider possible expansion of Western Commitment Scholarships to new transfer students [*President, Vice Presidents*].
- d) Evaluate and implement, where appropriate, recommendations made by the on-site review team from the Higher Learning Commission-North Central Association of Colleges and Schools and external consultants related to financial aid packaging and increased student employment and graduate assistantship

opportunities for students at the Quad Cities Campus [*President, Vice Presidents, Deans, Graduate Studies, Financial Aid, Student Services, Quad Cities Student Services*].

There were no reductions in Fiscal Year 2013 Quad Cities staffing budgets for graduate assistants or student employment to meet the university-required two percent budget reduction. The Vice President for Quad Cities and Planning reduced funding from other priorities. The University's request to the State for additional operating increases to support the new Western Illinois University-Quad Cities Riverfront Campus includes increased funding for graduate assistantships and student employment.

- e) Promote the University's statewide, regional, and national leadership in affordability and cost predictability for undergraduate and graduate education in a manner that is widely understood [*University Relations, Quad Cities Marketing, Financial Aid, Scholarship Office*].

Action 10. Support initiatives designed to increase student retention and graduation rates [*All faculty and staff*].

Planned initiatives include follow-up from the First Year Experience evaluation after review by President Thomas; introducing the mentoring program to new freshmen on the Macomb Campus and all new students on the Quad Cities Campus; pursuing additional funding for scholarships, graduate assistantships, and student employment; and investigating academic bridge programs.

### **Employee Recruitment**

Action 11. Recruit an excellent faculty and staff representative of the diverse and global society.

- a) Use annual Underrepresented Groups Reports to document outcomes of institutional plans to recruit faculty and staff from traditionally underrepresented groups in higher education [*Equal Opportunity and Access*].

The Office of Equal Opportunity and Access will continue to prepare annual underrepresented reports for Western Illinois University.

- b) Establish a committee to promote the strengths of Western Illinois University to assist in faculty and staff recruitment. Such advantages include strong commitments to instruction, student-centered academic programs, the quality of life in Macomb, and the urban opportunities the Quad Cities presents [*President, Vice Presidents*].

Action 12. Provide faculty and staff salaries that meet and exceed the mean of peer institutions to support the recruitment and retention of high-achieving employees.

- a) Negotiate and administer contracts that support salary increases for negotiated employees, and administer similar resources for non-negotiated employees [*Board of Trustees, President, Vice Presidents, Associate Provost, Human Resources, University Professionals of Illinois*].

Fiscal planning for Fiscal Year 2014 includes a 3.5 percent salary increase per the *Western Illinois University-University Professionals of Illinois Agreement 2010-2015*.

- b) Complete and administer market equity reviews and salary minima in accordance with contractual agreements [*Board of Trustees, President, Vice Presidents, Associate Provost, Human Resources, University Professionals of Illinois, Planning, Budget and Institutional Research*].

Per *Agreement 2010-2015*, a committee is to complete a market equity report and submit it to the University President and the Union Chapter President by April 1, 2013. Annual salary minima adjustments are part of the *Agreement*.

- c) Allocate resources to support market equity reviews and salary minima for non-negotiated staff [*Board of Trustees, President, Vice Presidents*].

This is priority of the University. Results are demonstrated in annual Strategic Plan Updates.

Action 13. Reward professional achievements of faculty and staff.

This is priority of the University. Results of sub-actions a-c (below) are demonstrated in annual Strategic Plan Updates.

- a) Implement negotiated contractual agreements with the University Professionals of Illinois for Professional Achievement Awards [*President, Vice Presidents, Deans, Chairs*].
- b) Support faculty promotions and tenure, as well as promotions for civil service and administrative/professional staff [*Board of Trustees, President, Vice Presidents, Deans, Chairs, Directors, Human Resources*].
- c) Continue to support faculty and staff awards recognizing excellence at the department, college, and university levels [*President, Vice Presidents, Deans, Directors*].

Action 14. Continue to develop institutional policies and procedures that promote a holistic and supportive environment in responding to employee workforce needs.

- a) Develop and expand fiscally responsible, family-friendly policies and procedures across all employee classifications that assist in faculty and staff recruitment and retention and enable employees to continue advancement of professional goals and the values of the University, even in times of significant personal/family stress [*President, Vice Presidents, Human Resources, Center for Innovation in Teaching and Research, Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, College Councils, University Council on Sexual Orientation*].
- b) Conduct a needs and feasibility analysis for establishing permanent, academically based summer, fall, and spring infant and childcare on the Macomb campus [*Provost's Office, College of Education and Human Services*].
- c) Continue to investigate child care options on the Quad Cities campus [*Vice President for the Quad Cities, Quad Cities Office of Academic and Student Services*].

- d) Develop a University-wide committee, including representation from all governance groups on both campuses, to study how the University might best support its employees when they are dealing with issues of elder care and/or catastrophic care [*President, Vice Presidents*].

## **Goal 2: Enrich Academic Excellence**

Action 1. Promote high standards of academic excellence in all phases of instruction, research, service, and support services. These are interrelated components to academic excellence.

Actions a through c below will be documented in future annual strategic plan updates.

- a) Continue to support contractual agreements that place instruction as the highest priority of faculty [*President, Provost, Deans, Department Chairs, University Professionals of Illinois*].
- b) Maintain the highest institutional expenditures to support the instructional and the academic mission of the University [*President, Vice Presidents*].
- c) Support interdisciplinary course, program, institute, and center development and sustainability [*Board of Trustees, President, Provost and Academic Vice President, Faculty Senate, Graduate Council, Deans, Department Chairs, Faculty*].
- d) Follow the University's *Assessment Plan* to use assessment of student learning in general education, the undergraduate major, and in graduate programs to inform curricular revision and development [*Provosts Office, Graduate Council, Faculty Senate, College Curriculum Committees, Student Learning Assessment Committee, Faculty*].

All academic departments and schools complete assessment plans and reports annually. These are submitted to the Office of the Provost and Academic Vice President.

- e) Use the academic program review process to ensure the provision of high-quality, viable academic programs and services [*Academic Affairs*].

Scheduled program reviews for academic year 2013-2014 are the B.S. in Family and Consumer Sciences, Specialist in School Psychology, Bachelor of Social Work, B.A. in Sociology, M.A. in Sociology, and the Illinois Institute for Rural Affairs. This is in addition to a three-year progress report on the Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages that was implemented in fall 2010.

- f) Achieve external validation that the University is promoting high standards of academic excellence by achieving or maintaining accreditation and certifications from the:
  - 1) National Council for Accreditation of Teacher Education for university-wide teacher education [*Provost, Dean of the College of Education and Human Services, University Teacher Education Committee, Academic Departments*].
  - 2) National Collegiate Athletic Association for Intercollegiate Athletics [*Intercollegiate Athletics*].

- 3) All discipline-based accreditations and certifications, where appropriate to the discipline(s) and service unit(s) [*Academic Affairs and Student Services*].

During 2013 Recreation, Park and Tourism Administration will host an on-site re-accreditation visit from the National Recreation and Park Association/Council on Accreditation.

- 4) Higher Learning Association-North Central Association of Colleges and Schools for the University [*Board of Trustees, President, Vice Presidents, Associate Provost, Accreditation Self-Study Teams, and All Governance Groups on the Macomb and Quad Cities Campuses*].

The University will begin implementing new annual Commission reporting requirements as described in the *July 2012 Strategic Plan Update*.

Action 2. Focus on the individual learner.

- a) Maintain low student-to-faculty ratios and small course sections [*Provost, Deans, Chairs*].

A stated goal of *Higher Values in Higher Education* is to maintain historically low student-to-faculty ratios. Annual performance reports will continue to monitor university progress on this goal.

- b) Provide, evaluate, and improve the First Year Experience [*Academic Affairs and Student Services*].

An evaluation of the First Year Experience has been completed and submitted to President Thomas for review.

- c) Evaluate the feasibility and need for a Transfer Year Experience and/or enhanced support structures on each campus [*Vice Presidents*].

University Housing and Dining Services' Transfer Year Experience (TYE) is a four-week program that provides transfer students with information and resources to assist them with their transition to WIU. The Great Lakes Association of College and University Housing Officers recognized Western's TYE as an Outstanding Program.

- d) Enhance academic and student support structures on the Quad Cities Campus, particularly as enrollment increases and the campus serves more traditional-aged students [*Provost, Vice President for Quad Cities*].

Enhanced academic and student support structures is part of the University's request to the State for increased operating revenue to support the newly opened and expanding Western Illinois University-Quad Cities Riverfront Campus.

Action 3. Support strong commitments to research, scholarly/creative activities, and grants.

Annual strategic plan updates will continue to report on the research, scholarly/creative activities, and the support structures (identified in actions a through i below) in place to facilitate success in these endeavors.

- a) Provide institutional resources and assistance to support the research, scholarly/creative activities, and grants of faculty and staff [*Academic Affairs*].



- b) Support faculty sabbaticals as a means to advance research and scholarly agendas [*Academic Affairs*].
- c) Augment institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on new and junior faculty members [*Academic Affairs*].
- d) Expand the summer stipend and University Research Council programs [*Academic Affairs*].
- e) Publicize the publications and grants of faculty and staff in new media, including the possible creation of an E-Journal for Western Illinois University [*University Relations, Quad Cities Marketing, University Libraries*].
- f) Establish endowed professorships and chairs through the Comprehensive Campaign [*Vice President for Advancement and Public Services, Provost and Academic Vice President, Deans, Development Officers*].
- g) Support faculty and staff travel and other professional development opportunities [*President, Vice Presidents, Deans, Chairs, Directors*].
- h) Engage undergraduate and graduate students in professional research [*Colleges, Departments, Centennial Honors College, Faculty*].
- i) Host domestic and international visiting scholars, executives, and artists in residence programs [*Provost, Colleges, Departments, Center for International Studies*].

Action 4. Support strong commitments to mission-driven public service and outreach.

Annual strategic plan updates will continue to report on the public service and economic development activities supported by Western Illinois University.

- a) Support economic and cultural development of our host communities and regions [*President, Vice Presidents, Deans, Chairpersons, Directors, Faculty, Staff, Illinois Institute for Rural Affairs*].
- b) Respond to emerging needs in the state and region, including the Governor’s initiatives, “P-20” (preschool through graduate school) partnership initiatives, and other initiatives consistent with the academic and regional mission of the University [*President, Vice Presidents, Deans, Chairpersons, Directors, Faculty, Staff, Illinois Institute for Rural Affairs*].
- c) Advance support of teacher and professional education by supporting those seeking initial or subsequent certification or who have questions about certification; endorsements; or other teacher, school service personnel, or administrative matters [*Center for Preparation of Educational Professionals, Academic Departments, University Teacher Education Committee, Graduate Council, Faculty Senate, Provost, President, Board of Trustees*].
- d) Use university public service centers, institutes, and broadcasting services to provide community services [*Academic Affairs, University Television, WQPT*].
- e) Deliver high-quality, value-adding management and professional development programs to businesses and industries in the western Illinois region [*Centers and Institutes*].
- f) Deliver community outreach initiatives through the Western Illinois University digital library, historical archive projects, and grant projects on the delivery of

services and resources to the University and surrounding communities through collaboration with regional partners [*University Libraries*].

- g) Continue to support public-private partnerships to advance new and enhanced services to students, faculty, and staff in our host communities [*President, Vice Presidents*].

Action 5. Deliver a strong, user-centered information technology infrastructure.

- a) Continue implementation of the multiyear faculty and staff computer upgrade program that will ultimately establish and maintain a four-year computer rotation program of new computers for instructional units within Academic Affairs [*President; Provost; Vice President for Quad Cities, Planning and Technology; University Technology; Quad Cities Technology; Deans; Department Chairs; College Technology Representatives*].

Annual Strategic Plan Updates and annual Institutional Strategic Plan for Technology Updates will continue to report on institutional progress on this important initiative. Western Illinois University-Quad Cities is currently negotiating with the Illinois Capital Development Board to include new faculty and staff computers and supporting infrastructure as part of the Riverfront Campus Phase II construction budget.

- b) Accelerate the multiyear electronic classroom upgrade program for general instructional and two-way audio-video classrooms on both campuses [*President; Provost; Vice President for Quad Cities, Planning and Technology; University Technology; Quad Cities Technology; Deans; Department Chairs; College Technology Representatives*].

Annual Strategic Plan Updates and annual Institutional Strategic Plan for Technology Updates will continue to report on institutional progress on this important initiative. Western Illinois University-Quad Cities is currently negotiating with the Illinois Capital Development Board to include electronic classroom technology and supporting infrastructure as part of the Riverfront Campus Phase II construction budget.

- c) Engage faculty and staff in technology planning and advisory committees [*Administrative Information Management Systems, Council for Instructional Technology, Electronic Student Services, and University Technology*]

University Technology will continue to engage faculty and staff in technology planning and advisory committees.

- d) Update the *Institutional Strategic Plan for Technology* [*Vice President for Quad Cities, Planning and Technology, University Technology Advisory Group, Council for Instructional Technology*].

- e) Assure long-term bonding plans for facilities, infrastructure, telecommunications, and technology needs are consistent with *Campus Master Plans* on the two campuses of Western Illinois University [*Board of Trustees, President, Vice Presidents*].

Current bonded projects include Phase II on the Steam Line project, Thompson Hall and University Union renovation.

- f) Implement goals and priorities from the *Institutional Strategic Plan for Technology* [University Technology, Quad Cities Technology, Center for the Application of Information Technologies, Administrative Information Management Systems, Electronic Student Services, University Technology Advisory Group, Council for Instructional Technology, Center for Innovation in Teaching and Research, University Libraries].

The Institutional Strategic Plan for Technology Update is presented to the Board of Trustees annually at the fall meeting.

- g) Enhance technology disaster recovery for Western Illinois University by implementing business continuity [University Technology, Administrative Information Management Systems, Center for the Application of Information Technologies, Electronic Student Services].

The University continues to migrate to a virtual environment and will continue to expand disaster recovery testing beyond the mainframe.

- h) Improve the alignment between academic needs for program accreditation/support and offering of library resources and services through outreach and collaboration with other campus entities [Academic Affairs].

The Dean of University Libraries annual reports will document institutional plans and accomplishments related to items h through j.

- i) Increase application of appropriate technology to remove barriers for using physical and virtual library resources and services [University Technology, University Libraries].
- j) Augment user-centered library services and resources to lead the development of information literacy at Western Illinois University, gauge and improve student learning, enhance scholarly productivity, and meet institutional transformation demands [University Libraries].

### **Goal 3: Provide Educational Opportunity**

Action 1. Support student academic achievement in preparing for timely degree completion.

- a) Continue to grant academic credit for students successfully completing external examinations through the College Level Examination Program, College Entrance Examination Board, Proficiency Examination Program, and the Defense Activity for Nontraditional Education Support [Admissions, School of Extended Studies, Academic Departments].

This is ongoing practice of the University.

- b) Establish departmental standards for the awarding of credit for prior learning and life experiences where appropriate to the discipline [Academic Affairs].

Awarding of credit for prior learning and life experience is part of the Bachelors of General Studies degree program.

- c) Participate in all facets of the Illinois Articulation Initiative (IAI) to promote successful student transfer [*Academic Affairs*].

Western Illinois University will continue its tradition of participating in all facets of the Illinois Articulation Initiative.

Action 2. Provide student-centered schedules that enable students to successfully pursue educational opportunities.

- a) Explore the use of credit or 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 but need to update their skills [*Faculty, Chairs, Deans, Distance Learning, Center for the Application of Information Technologies, Non-Credit Programs, Quad Cities Executive Studies Center*].
- b) Promote consistency between time of day (morning, afternoon, and evening) scheduling between Western Illinois University-Quad Cities and primary feeder community colleges [*Chairs, Quad Cities Assistant Dean, Deans, Assistant Vice President for Academic Affairs, Assistant Vice President for Quad Cities, Provost*].

The Assistant Vice President for Quad Cities and Planning works closely with each of the colleges on day and time scheduling and logistical coordination for the Quad Cities Campus.

- c) Develop a semester and summer calendar for identifying when courses are subject to cancellation [*Provost's Office*].
- d) Maintain course-offering goals in the Quad Cities, including the continued ability for all degree programs to be fully completed on-site or through distance modalities [*Chairs; Deans; Provost; Assistant Vice President, Quad Cities; Vice President for Quad Cities, Planning and Technology*].

A review of course offerings at the Quad Cities Campus is a standing agenda item for the Provost's annual summer retreat. The ability for degrees to be completed at the Quad Cities Campus is also reviewed annually.

- e) Study alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) on the Quad Cities campus that are responsive to student needs [*Program Faculty, College Curriculum Committees, Faculty Senate, Graduate Council, Deans, Assistant Vice President for Quad Cities, Provost*].
- f) Expand summer school offerings on both campuses to meet student needs [*Faculty, Chairpersons, Deans, Provost*].
- g) Implement accelerated degree and certificate options where appropriate to the discipline [*Program Faculty, College Curriculum Committees, Faculty Senate, Graduate Council, Deans, Assistant Vice President for Quad Cities, Provost*].

Western Illinois University has a three-year accelerated degree program in Recreation, Parks and Tourism Administration offered on the Quad Cities Campus. The University also offers six integrated baccalaureate and master's degree programs.

- h) Continue to provide flexibility in scheduling so that students may pursue the education abroad opportunities offered through WIU [*Chairpersons, Deans, Provost*].

Action 3. Support learning inside and outside the classroom and initiatives designed to increase student success.

- a) Promote experiential learning through applied studies in external settings. These applied settings include internships, student teaching, clinical placements, and undergraduate and graduate student research days, and education abroad opportunities [*Academic Affairs and Student Services*].

The University will continue to support experiential learning through many venues including the courses, programs and services of academic departments, the university-wide Teacher Education Program, Undergraduate and Graduate Research Days, and Study Abroad.

- b) Provide opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive [*Student Services, Quad Cities Office of Academic and Student Services, Student Government Associations, Faculty, Staff, University Libraries*].

Annual reports prepared by Academic Affairs, Student Affairs, and Quad Cities and Planning will continue to document out-of-classroom learning opportunities for students.

- c) Engage students as active participants in university shared governance [*All Administrative Units, Student Government Associations, Innerhall Council*].

The University will continue its tradition of engaging student governance as part of institutional planning processes.

Action 4. Provide comprehensive support services and enhance access to educational opportunities inside and outside the classroom

Items a through d are standing priorities of the University. These are summarized in annual Strategic Plan Updates.

- a) Provide comprehensive academic and counseling services [*Academic Affairs, Student Services*].
- b) Develop a comprehensive substance abuse educational program [*Student Services, University Libraries, Student Government Association*].
- c) Provide late night and alternative programming to promote healthy lifestyles [*Student Services, Student Government Association, Registered Student Organizations*].
- d) Evaluate and develop strategies for addressing physical and program barriers for students and employees with disabilities [*Disability Resource Center, Equal Opportunity and Access, Physical Plant, Americans with Disabilities Advisory Committee*].
- e) Formulate plans to ensure university compliance with Illinois Board of Higher Education and legislative mandates for web accessibility for individuals with disabilities [*University Technology, Web Accessibility Committee*].

The Web Accessibility in collaboration with academic departments and administrative units will continue to be responsible for university compliance with web accessibility requirements.

Action 5. Evaluate the effectiveness of institutional strategies to provide access to educational opportunities inside and outside the classroom.

- a) 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 [*Academic Affairs, Student Services, Quad Cities Student Services*].

The Office of Planning, Budget and Institutional Research is the administrative office now responsible for the administration and dissemination of National Survey of Student Engagement results for use by academic departments and administrative units.

- b) Assist student organizations in the planning, implementation, and evaluation of cultural, social, educational and service programs [*Student Services, Quad Cities Student Services, Faculty and Staff Advisors of Student Organizations*].

Western Illinois University will continue to support registered student organizations and professional honorary societies on both campuses.

Action 6. Provide statewide and national leadership in reducing levels of student indebtedness and increasing cost predictability and affordability.

- a) Achieve scholarship (and other) goals for the Macomb and Quad Cities campuses as part of the comprehensive campaign for Western Illinois University [*President, Vice Presidents, Advancement and Public Services, Deans, Development Directors, Western Illinois University Foundation, Quad Cities Leadership Team*].

A university priority is to successfully complete the current comprehensive campaign and establish the groundwork for the next campaign.

- b) Identify new sources of financial aid for students enrolled at the University [*President, Vice Presidents, Advancement and Public Services, Western Illinois University Foundation, Quad Cities Leadership Team, Financial Aid, Quad Cities Financial Aid, Development Officers*].

Western Illinois University-Quad Cities is exploring with the Illinois Student Assistance Commission inclusion of Sauk Valley Community College in the University dual enrollment (Linkages) program for both campuses.

- c) Support new and enhanced strategies for reducing the amount of student indebtedness upon graduation [*Board of Trustees, President, Vice Presidents, Advancement and Public Services, Quad Cities Marketing*].
- d) Provide opportunities for students and their families to learn about financing the costs of higher education and engaging students in fiscally responsible practices for expenditure of financial aid and scholarship awards [*Financial Aid, Scholarship Office, Quad Cities Financial Aid*].

## Goal 4: Support Personal Growth

### Action 1. Promote health and wellness to support personal growth.

Items a through c are standing priorities of the University. These are summarized in annual strategic plan updates.

- a) Offer comprehensive personal, health and wellness counseling, services and programs [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center*].
- b) Increase student, faculty, and staff health, wellness and recreational activities and services provided by the University [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center*].
- c) Expand health, wellness, and recreational partnerships with local/regional providers to address needs and services for students, faculty and staff [*Center for Innovation in Teaching and Research, Human Resources, Counseling Center, Campus Recreation, Beu Health Center, Quad Cities Administrative Team*].
- d) Continue to expand healthy choice options in vendor carts and machines on the Quad Cities Campus [*Quad Cities Student Services*].
- e) Evaluate the feasibility of establishing sports clubs and other areas of campus recreation such as intramural sports, fitness, aquatics, and outdoor pursuits in the Quad Cities as the campus continues to grow [*Quad Cities Administrative Team*].
- f) 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 [*Quad Cities Faculty and Staff*].

Recreation, Park and Tourism Administration is completing a survey designed to evaluate potential interest in community bike and pedestrian trail system uses by students, faculty, staff, and community members.

### Action 2. Promote ethical decision making and personal responsibility

- a) Support the global perspective, social responsibility, and ethics in the curriculum and co-curricular programs, services, and events [*Academic Affairs, Student Services*].

The Coneflower Project will continue to coordinate sustainability (social responsibility) across the curriculum. Additionally, most discipline-specific accreditation agencies require ethics in the curriculum as does the Higher Learning Commission-North Central Association of Colleges and Schools for the treatment of students with integrity.

- b) Sustain full student, faculty, and staff compliance with annual ethics and anti sexual harassment training [*All Students, Faculty, and Staff*].

All student-workers, graduate assistants, faculty and staff will continue to be required to complete annual ethics and anti sexual harassment training.

Action 3. Enhance student and community engagement.

- a) Coordinate across vice presidential areas actions designed to increase student participation in and appreciation of cultural, artistic, intellectual, and leadership events on and off campus [*Faculty and Staff*].
- b) Sponsor University-theme programming and events for students, faculty, staff, and the community [*University Theme Committee, First Year Experience Faculty and Staff, University Libraries*].

The University Theme for academic year 2012-2013 is War and Peace: From Personal Conflict to Global Resolution

- c) Provide programming in the First Year Experience that is integrated with the University theme [*First Year Experience Faculty and Staff, University Libraries*].  
University theme programming will continue to be integrated into the First Year Experience.
- d) Create on the Quad Cities Campus a student and community engagement forum that involves the Student Government Association and registered student organizations to discuss event planning, evaluation, and coordination, as well as the need for new and expanded registered student organizations as the campus continues to grow [*Assistant Vice President for Quad Cities, Quad Cities Student Services, Quad Cities Student Government Association*].

The Assistant Vice President for Quad Cities and Planning and the Assistant Director of the Quad Cities Office of Academic and Student Services have been charged with implementing and sustaining this priority.

- e) Support high-profile University speakers on both the Macomb and Quad Cities campuses to increase campus and community engagement and collaboration [*President, Vice President, University Theme Committee, Environmental Summit Planning Committee, Colleges, Departments*].

The University will continue to support the State of the University Address, University Theme Speakers, Environmental Summits, Distinguished Faculty Lecture, and Hallwas Lecture on both campuses.

- f) Provide the campus and surrounding communities with a diverse season of quality cultural entertainment opportunities [*College of Fine Arts and Communication, Bureau of Cultural Affairs, Performing Arts Society, Office of Student Activities, University Libraries, University Art Gallery*].

Examples of quality cultural events, programs, and events that will continue to be supported by the University, include opportunities associated with the Bureau of Cultural Affairs, Casa Latina, exhibitions of student work, Multicultural Center, Performing Arts Society, Tri-States Public Radio, University Art Gallery, University Television, Women's Center, and WQPT-Quad Cities Public Television to name just a few.

- g) 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 [*Board of Trustees, President, Vice President for Student Services, Director of Athletics*].

Western Illinois University will continue to support its Division I athletic program that offers 10 sports each for men and women.

- h) Demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare [*Board of Trustees, President, Vice President for Student Services, Director of Athletics*].

Western Illinois University will continue fulfilling all required reports to demonstrate institutional complacence with NCAA requirements. Additionally, the University will participate in the Division I Institutional Performance Program when implemented by the NCAA.

- i) Design and implement Western Illinois University's adaptation to the new five-year Summit League Plan being designed by the League presidents to increase academic and athletic success [*Intercollegiate Athletics*].

Western Illinois University will continue Phase II implementation of the Summit Plan that was discussed in Section I of this *Report*.

- j) Host selected athletic events in the Quad Cities to increase community engagement and support for the University and its athletic program [*Intercollegiate Athletics*].

- k) Expand student activities and establish resource and referral service for parents on the Quad Cities Campus [*Quad Cities Student Services*].

The Assistant Director of the Quad Cities Office of Academic and Student Services has been assigned this responsibility.

- l) Form a student-led task force to look at strategies for increasing school spirit and pride [*Student Government Associations*].

Action 4. Provide lifelong learning opportunities for faculty, staff, and community members.

- a) Support the use of release time, tuition waivers, and other University benefits for faculty and staff to advance their educational pursuits [*President, Vice Presidents, Deans, Directors*].

Western Illinois University will continue to support these employee benefits.

- b) Sustain the University's Affirmative Action Internship Program [*President, Equal Opportunity and Access*].

Western Illinois University will continue to support this program.

- c) Develop new and enhanced programs and services specifically designed for the specific professional development needs of faculty and staff [*Center for the Innovation of Teaching and Research, Human Resources, Quad Cities Professional Development Network*].

The Center for Innovation in Teaching and Research, Human Resources, and the Quad Cities Professional Development Network will continue to use needs analyses as the basis for determining programming that is responsive to the needs of faculty and staff.

- d) Address the regional mission of the University by continuing to provide professional development opportunities in academic disciplines to members of our host and external communities [*Academic Affairs*].

Cohorts being served by the College of Education and Human Services and Non-Credit Programs as described in Section I of this *Report*, outreach by the Center for Innovation in Teaching and Research and Human Resources, and the work of the University's Centers and Institutes exemplify the University's continuing commitment to providing professional development opportunities of members of our host and external communities.

- e) Enhance opportunities for lifelong learning of senior citizens [*Non-Credit Programs*].

Non-Credit Programs will continue to support the Learning Is Forever (LIFE) program. The Macomb LIFE program is affiliated with the Elderhostel Institute Network, a national organization of over 150 similar groups devoted to adult education.

## **Goal 5: Promote Social Responsibility**

Action 1. Promote civic engagement and service learning in order for students to enhance local, national and global perspectives.

- a) Support service learning, internships, student teaching, simulations, and other forms of experiential learning that promote civic engagement [*Academic Affairs, Student Services*].

The Illinois Institute for Rural Affairs will continue collaboration with faculty on maintaining a database of courses with service learning applications. Academic departments and Career Services will continue to prepare students for internships, and the university-wide Teacher Education Program will continue to help prepare individuals for student teaching assignments.

- b) Engage in activities associated with the American Democracy Project [*Academic Affairs, Student Services*].

The annual Hallwas Lecture on both campuses will continue to be an institutionally supported activity associated with the American Democracy Project.

- c) Actively participate in the annual Federal Constitution Day on both campuses [*Academic Affairs, Student Services, Quad Cities Student Services*].
- d) Support student, faculty, and staff actions that are consistent with the University's Carnegie Foundation Community Engagement Classification [*All Faculty and Staff*].

A priority of the University is to retain its national ranking of distinction on the President's Community Service Honor Roll through the many programs and events discussed in Section I of this *Report*.

- Action 2. Support national and international contexts in advancing equity, social justice, and diversity.
- a) Continue Western Illinois University's participation in the Illinois Association for Cultural Diversity (IACD) with other Illinois colleges and universities to further awareness and understanding of the cultural diversity within and outside the United States [*Academic Departments, Colleges, University Teacher Education Committee*].

Hosting of the 20<sup>th</sup> annual Dealing with Difference Institute in Spring 2013 is an example of the University's commitment to participation in the Illinois Association for Cultural Diversity.

- b) Support actions associated with the institutional commitment to internationalization of the curriculum [*Academic Affairs*].

All colleges and departments will continue to cultivate, support, and enhance Western's commitment to the internationalization of the curriculum and study abroad opportunities.

- Action 3. Use partnerships to advance the University's vision, mission, values, goals, and actions.

- a) Develop a plan for the Alumni Association that links the goals and actions of this strategic plan to the work of the Association [*Alumni Association, Alumni Council*].

As demonstrated in Section I of this *Report*, a plan has been developed and implementation will continue.

- b) Support the comprehensive campaign for scholarships, faculty support, capital improvement, and information technologies on the Macomb and Quad Cities campuses [*President, Vice Presidents, Deans, Department Chairs, Development Officers, Western Illinois University Foundation, Advancement and Public Services, Quad Cities Leadership Team*].

Western Illinois University is only \$10 million from successfully achieving its \$60 million comprehensive fundraising goal. The University will continue with successful fundraising to meet and exceed the goals of the campaign.

- c) Achieve the comprehensive campaign goal of increasing the percent of alumni giving to the University [*Advancement and Public Services, Development Officers, Deans, Chairs*].

This is a stated priority of Advancement and Public Services. Planning details are available in the Vice President's *Annual Report*.

- d) Continue cultivation of donors to support the *Target Western Forward* athletics facilities plan and the construction of new and renovation of existing facilities [*Athletics*].

Intercollegiate Athletics, the Division of Student Services, and Western Illinois University are committed to the goals and priorities of *Target Western Forward*

as a means to provide facilities that support and enhance a comprehensive Division I athletic program.

- e) 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 [*President, Vice Presidents, Deans, Chairs, Directors*].

All advisory boards for the President, Alumni Association, Foundation, Western Illinois University-Quad Cities, all colleges, numerous departments, and University Libraries will continue their important work during academic year 2012-2013.

- Action 4. Provide safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the core values of the University.

Priorities a, b, and e (below) are standing priorities of the University. Results from continued implementation of these priorities will be presented in future strategic plan updates.

- 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 [*Office of Public Safety, Student Services, Community University Partnership Program*].
- b) Implement accessibility standards in new construction and campus renovation projects [*Physical Plant, Auxiliary Facilities System, Quad Cities Facilities, Office of Equal Opportunity and Access, Americans with Disabilities Advisory Committee, Council on Campus Planning and Usage*].
- c) Complete a five-year review/update of the Macomb Campus Master Plan [*Master Plan Steering Team; Director of Physical Plant; Vice President, Quad Cities, Planning and Technology*].

The review/update of the Macomb *Campus Master Plan* is targeted for December 2013 completion. The updated plan presented to the Western Illinois University Board of Trustees will have first received endorsement from all campus governance groups.

- d) Engage in programming studies to give precision in cost estimates before requesting inclusion in the University's capital requests to the state [*Physical Plant; Quad Cities Facilities; Requesting Units; Planning, Budget and Institutional Research*].

Western Illinois University-Quad Cities will initiate a pre-programming study for Riverfront Phase III in fall 2012.

- e) Aggressively pursue state funding for the highest facility priorities identified on the *Campus Master Plans*, which include new facilities and funds to support deferred maintenance [*Board of Trustees; President; Vice Presidents, Planning, Budget and Institutional Research; Physical Plant; Quad Cities Facilities*].
- f) Document annual master plan accomplishments and the application of institutional resources to address permanent improvements (deferred maintenance) and capital renewal [*Vice President, Quad Cities, Planning and Technology*].

Master Plan Updates for the Macomb and Quad Cities Campuses are provided to the Western Illinois University Board of Trustees and campus community annually in December.

Action 5. Reinforce institutional commitments to environmental sustainability.

- a) Strive to achieve Leadership in Energy and Environmental Design (LEED) certification in new construction and major renovations [*Physical Plant, Auxiliary Facilities System, Quad Cities Facilities*].

The University will continue pursuing its established benchmark of minimally achieving silver LEED certification in all new construction.

- b) Support educational opportunities designed to raise awareness of social, environmental and sustainability issues [*Faculty, Staff, Campus Sustainability Committee, University Libraries*].

The University will continue to support the Coneflower Project that was discussed in Section I of this report.

- c) Achieve 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) [*Faculty and Staff*].

The University Sustainability Coordinator, Ms. Mandi Green, coordinates sustainability reporting for the University. Future strategic plan updates will include reports from Ms. Green to demonstrate how the University is advancing leadership in sustainability at the statewide, regional, and national levels.

## **Goal 6: Demonstrate Accountability**

Action 1. Establish and articulate enrollment, retention and graduation rate goals by campus [*President, Vice Presidents*].

Through performance indicators agreed upon by the Western Illinois University Board of Trustees in 2008, University enrollment goals are 12,500 for Macomb and 3,000 for the Quad Cities. Each campus is also to strive to be at the top 10% of peer institutions for retention and graduation rates. The University's performance on these benchmark measures will be summarized in annual performance reports.

Action 2. Develop a summary page on the institutional dashboard of university performance indicators (available from the University Planning Website) that tracks university enrollment, retention, and graduation rates on both campuses [*Vice President, Quad Cities, Planning and Technology; University Technology*].

The University's dashboard will continue to be available from the University Planning Website, [wiu.edu/university\\_planning](http://wiu.edu/university_planning).

Action 3. Document goal achievement and support of our values by continuing to provide:

- a) Monthly strategic planning updates that summarize current strategic plan actions in progress and accomplishments [*Vice President, Quad Cities, Planning and Technology*].

Monthly strategic planning updates will continue to be provided to the members of the Board of Trustees, campus and external communities.

- b) Annual strategic planning updates that summarize the status of strategic plan actions and the results from implementation [*Vice President, Quad Cities, Planning and Technology*].

Annual Strategic Plan Updates will continue to be provided to the Board of Trustees at their fall meetings.

- c) Base the annual strategic planning updates on data provided in annual consolidated reports and annual planning and accomplishments presentations [*Areas that Report to the President, Vice Presidents, Deans, Chairs, Directors*].

Annual presentations made by the areas that report to the president and the vice presidents will continue to be the primary source document for annual strategic planning updates.

- d) Annual performance reports to document institutional performance on Strategic Plan indicators compared to peer institutions [*Vice President, Quad Cities, Planning and Technology; Planning, Budget and Institutional Research*].

The Board will continue to receive annual Performance Reports as described above at their December meetings. These reports will also be available to the campus and external communities through posting on the University Planning Website.