

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

Due to Provost's Office: **April 15, 2022**

## **College of Business and Technology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

### **WIU Core Values**

#### ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

# Western Illinois University

## Academic Affairs, Annual Reporting Documents —Deans

### Academic Year 2021–2022

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## 1. What is unique and special about your College?

Click or tap here to enter text.

## 2. Enrollment growth possibilities in your College

*Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.*

| 2020 National Employment Matrix title   | 2020 National Employment Matrix code | Employment, 2020 | Employment, 2030 | Employment change, 2020-30 | Percent employment change, 2020-30 | Median annual wage, 2020 <sup>(1)</sup> | Typical education needed for entry | Work experience in a related occupation |
|---|--------------------------------------|------------------|------------------|----------------------------|------------------------------------|---|------------------------------------|---|
| Chief executives  | 11-1011                              | 292.5            | 275.7            | -16.8                      | -5.7                               | \$185,950                               | Bachelor's degree                  | 5 years or more                         |
| General and operations managers   | 11-1021                              | 2,411.9          | 2,638.2          | 226.3                      | 9.4                                | \$103,650                               | Bachelor's degree                  | 5 years or more                         |
| Advertising and promotions managers   | 11-2011                              | 23.2             | 25.6             | 2.4                        | 10.3                               | \$133,460                               | Bachelor's degree                  | Less than 5 years                       |
| Marketing managers  | 11-2021                              | 293.7            | 323.1            | 29.4                       | 10.0                               | \$142,170                               | Bachelor's degree                  | 5 years or more                         |
| Sales managers  | 11-2022                              | 397.9            | 425.8            | 27.9                       | 7.0                                | \$132,290                               | Bachelor's degree                  | Less than 5 years                       |
| Public relations and fundraising managers   | 11-2030                              | 89.0             | 100.3            | 11.3                       | 12.6                               | \$118,430                               | Bachelor's degree                  | 5 years or more                         |
| Administrative services and facilities managers   | 11-3010                              | 322.0            | 350.5            | 28.6                       | 8.9                                | \$98,890                                | Bachelor's degree                  | Less than 5 years                       |
| Computer and information systems managers   | 11-3021                              | 482.0            | 534.6            | 52.7                       | 10.9                               | \$151,150                               | Bachelor's degree                  | 5 years or more                         |
| Financial managers  | 11-3031                              | 681.7            | 799.9            | 118.2                      | 17.3                               | \$134,180                               | Bachelor's degree                  | 5 years or more                         |
| Industrial production managers  | 11-3051                              | 189.3            | 199.3            | 10.0                       | 5.3                                | \$108,790                               | Bachelor's degree                  | 5 years or more                         |
| Purchasing managers   | 11-3061                              | 74.4             | 79.0             | 4.6                        | 6.1                                | \$125,840                               | Bachelor's degree                  | 5 years or more                         |
| Transportation, storage, and distribution managers  | 11-3071                              | 137.6            | 149.0            | 11.4                       | 8.3                                | \$96,390                                | High school diploma or equivalent  | 5 years or more                         |
| Compensation and benefits managers  | 11-3111                              | 18.7             | 19.4             | 0.7                        | 4.0                                | \$125,130                               | Bachelor's degree                  | 5 years or more                         |
| Human resources managers  | 11-3121                              | 161.7            | 176.5            | 14.8                       | 9.2                                | \$121,220                               | Bachelor's degree                  | 5 years or more                         |
| Training and development managers   | 11-3131                              | 42.1             | 46.6             | 4.5                        | 10.7                               | \$115,640                               | Bachelor's degree                  | 5 years or more                         |
| Construction managers   | 11-9021                              | 448.0            | 499.4            | 51.4                       | 11.5                               | \$97,180                                | Bachelor's degree                  | None                                    |
| Architectural and engineering managers  | 11-9041                              | 197.8            | 205.9            | 8.1                        | 4.1                                | \$149,530                               | Bachelor's degree                  | 5 years or more                         |
| Social and community service managers   | 11-9151                              | 174.2            | 200.7            | 26.4                       | 15.2                               | \$69,600                                | Bachelor's degree                  | Less than 5 years                       |
| Personal service managers, all other; entertainment and recreation managers, except gambling; and managers, all other | 11-9198                              | 573.0            | 615.3            | 42.2                       | 7.4                                | \$116,350                               | Bachelor's degree                  | Less than 5 years                       |
| Agents and business managers of artists, performers, and athletes   | 13-1011                              | 18.7             | 27.3             | 8.6                        | 46.3                               | \$75,420                                | Bachelor's degree                  | Less than 5 years                       |
| Buyers and purchasing agents  | 13-1020                              | 439.0            | 415.4            | -23.6                      | -5.4                               | \$66,690                                | Bachelor's degree                  | None                                    |
| Compliance officers   | 13-1041                              | 348.7            | 370.3            | 21.6                       | 6.2                                | \$71,100                                | Bachelor's degree                  | None                                    |
| Cost estimators   | 13-1051                              | 198.4            | 200.6            | 2.2                        | 0.6                                | \$66,610                                | Bachelor's degree                  | None                                    |
| Human resources specialists   | 13-1071                              | 674.8            | 745.1            | 70.2                       | 10.4                               | \$63,490                                | Bachelor's degree                  | None                                    |
| Labor relations specialists   | 13-1075                              | 73.5             | 70.3             | -3.2                       | -4.3                               | \$73,240                                | Bachelor's degree                  | Less than 5 years                       |
| Logisticians  | 13-1081                              | 191.0            | 247.3            | 56.4                       | 29.5                               | \$76,270                                | Bachelor's degree                  | None                                    |
| Management analysts   | 13-1111                              | 907.6            | 1,032.0          | 124.4                      | 13.7                               | \$87,660                                | Bachelor's degree                  | Less than 5 years                       |
| Meeting, convention, and event planners   | 13-1121                              | 125.9            | 148.0            | 22.1                       | 17.5                               | \$51,560                                | Bachelor's degree                  | None                                    |
| Fundraisers   | 13-1131                              | 101.3            | 117.5            | 16.1                       | 15.9                               | \$59,610                                | Bachelor's degree                  | None                                    |
| Compensation, benefits, and job analysis specialists  | 13-1141                              | 91.9             | 100.7            | 8.8                        | 9.6                                | \$67,190                                | Bachelor's degree                  | Less than 5 years                       |
| Training and development specialists  | 13-1151                              | 328.7            | 364.2            | 35.5                       | 10.8                               | \$62,700                                | Bachelor's degree                  | Less than 5 years                       |
| Market research analysts and marketing specialists  | 13-1161                              | 740.9            | 904.5            | 163.6                      | 22.1                               | \$65,810                                | Bachelor's degree                  | None                                    |
| Project management specialists and business operations specialists, all other   | 13-1198                              | 1,777.3          | 1,876.5          | 99.2                       | 5.6                                | \$77,420                                | Bachelor's degree                  | None                                    |
| Accountants and auditors  | 13-2011                              | 1,392.2          | 1,488.2          | 96.0                       | 6.9                                | \$73,560                                | Bachelor's degree                  | None                                    |
| Property appraisers and assessors   | 13-2020                              | 78.7             | 82.1             | 3.4                        | 4.4                                | \$58,650                                | Bachelor's degree                  | None                                    |
| Budget analysts   | 13-2031                              | 52.5             | 55.0             | 2.5                        | 4.8                                | \$78,970                                | Bachelor's degree                  | None                                    |
| Credit analysts   | 13-2041                              | 73.0             | 68.8             | -4.3                       | -5.8                               | \$74,970                                | Bachelor's degree                  | None                                    |
| Personal financial advisors   | 13-2052                              | 275.2            | 287.8            | 12.6                       | 4.6                                | \$89,330                                | Bachelor's degree                  | None                                    |
| Insurance underwriters  | 13-2053                              | 119.4            | 117.2            | -2.2                       | -1.8                               | \$71,790                                | Bachelor's degree                  | None                                    |
| Financial examiners   | 13-2061                              | 70.8             | 83.5             | 12.7                       | 17.9                               | \$81,430                                | Bachelor's degree                  | None                                    |
| Credit counselors   | 13-2071                              | 33.8             | 36.9             | 3.0                        | 9.0                                | \$46,170                                | Bachelor's degree                  | None                                    |
| Loan officers   | 13-2072                              | 322.1            | 326.4            | 4.3                        | 1.3                                | \$63,960                                | Bachelor's degree                  | Less than 5 years                       |
| Tax examiners and collectors, and revenue agents  | 13-2081                              | 56.9             | 54.8             | -2.1                       | -3.7                               | \$55,640                                | Bachelor's degree                  | None                                    |
| Financial and investment analysts, financial risk specialists, and financial specialists, all other                   | 13-2098                              | 492.1            | 523.4            | 31.3                       | 6.4                                | \$83,660                                | Bachelor's degree                  | None                                    |
| Computer systems analysts   | 15-1211                              | 607.8            | 650.6            | 42.8                       | 7.0                                | \$93,730                                | Bachelor's degree                  | None                                    |
| Information security analysts   | 15-1212                              | 141.2            | 188.3            | 47.1                       | 33.3                               | \$103,590                               | Bachelor's degree                  | Less than 5 years                       |
| Computer and information research scientists  | 15-1221                              | 33.0             | 40.2             | 7.2                        | 21.9                               | \$126,830                               | Master's degree                    | None                                    |
| Computer network support specialists  | 15-1231                              | 189.8            | 204.0            | 14.2                       | 7.5                                | \$65,450                                | Associate's degree                 | None                                    |
| Computer user support specialists   | 15-1232                              | 654.8            | 712.8            | 58.0                       | 8.9                                | \$52,690                                | Some college, no degree            | None                                    |
| Computer network architects   | 15-1241                              | 166.2            | 174.2            | 8.0                        | 5.5                                | \$116,780                               | Bachelor's degree                  | 5 years or more                         |
| Network and computer systems administrators   | 15-1244                              | 350.3            | 369.1            | 18.8                       | 5.4                                | \$84,810                                | Bachelor's degree                  | None                                    |
| Database administrators and architects  | 15-1245                              | 168.0            | 181.2            | 13.2                       | 7.8                                | \$98,860                                | Bachelor's degree                  | None                                    |
| Computer programmers  | 15-1251                              | 185.7            | 167.3            | -18.3                      | -9.9                               | \$89,190                                | Bachelor's degree                  | None                                    |
| Software developers and software quality assurance analysts and testers   | 15-1256                              | 1,847.9          | 2,257.4          | 409.5                      | 22.2                               | \$110,140                               | Bachelor's degree                  | None                                    |
| Web developers and digital interface designers  | 15-1257                              | 199.4            | 224.9            | 25.5                       | 12.8                               | \$77,200                                | Bachelor's degree                  | None                                    |
| Computer occupations, all other   | 15-1299                              | 442.2            | 483.0            | 40.7                       | 9.2                                | \$92,870                                | Bachelor's degree                  | None                                    |
| Operations research analysts  | 15-2031                              | 104.1            | 129.7            | 25.6                       | 24.6                               | \$86,200                                | Bachelor's degree                  | None                                    |
| Statisticians   | 15-2041                              | 42.0             | 56.9             | 14.9                       | 35.4                               | \$92,270                                | Master's degree                    | None                                    |
| Data scientists and mathematical science occupations, all other   | 15-2098                              | 63.2             | 83.0             | 19.8                       | 31.4                               | \$96,230                                | Bachelor's degree                  | None                                    |
| Agricultural engineers  | 17-2021                              | 1.5              | 1.5              | 0.1                        | 4.5                                | \$84,410                                | Bachelor's degree                  | None                                    |
| Civil engineers   | 17-2051                              | 309.8            | 335.1            | 25.3                       | 8.2                                | \$88,570                                | Bachelor's degree                  | None                                    |
| Computer hardware engineers   | 17-2061                              | 66.2             | 67.3             | 1.0                        | 1.5                                | \$119,560                               | Bachelor's degree                  | None                                    |
| Electrical engineers  | 17-2071                              | 188.0            | 200.7            | 12.7                       | 6.8                                | \$100,830                               | Bachelor's degree                  | None                                    |
| Electronics engineers, except computer  | 17-2072                              | 125.2            | 132.9            | 7.7                        | 6.2                                | \$107,540                               | Bachelor's degree                  | None                                    |
| Environmental engineers   | 17-2081                              | 52.3             | 54.3             | 1.9                        | 3.7                                | \$92,120                                | Bachelor's degree                  | None                                    |
| Health and safety engineers, except mining safety engineers and inspectors  | 17-2111                              | 24.1             | 25.6             | 1.5                        | 6.1                                | \$94,240                                | Bachelor's degree                  | None                                    |
| Industrial engineers  | 17-2112                              | 292.0            | 332.0            | 40.0                       | 13.7                               | \$88,950                                | Bachelor's degree                  | None                                    |
| Materials engineers   | 17-2131                              | 25.1             | 27.2             | 2.1                        | 8.4                                | \$95,640                                | Bachelor's degree                  | None                                    |
| Mechanical engineers  | 17-2141                              | 290.2            | 320.1            | 29.9                       | 10.3                               | \$90,160                                | Bachelor's degree                  | None                                    |
| Economists  | 19-3011                              | 18.6             | 21.0             | 2.4                        | 13.1                               | \$108,350                               | Master's degree                    | None                                    |
| Survey researchers  | 19-3022                              | 12.7             | 13.2             | 0.5                        | 4.3                                | \$59,870                                | Master's degree                    | None                                    |
| Business teachers, postsecondary  | 25-1011                              | 96.5             | 102.8            | 6.2                        | 6.5                                | \$88,010                                | Doctoral or professional degree    | None                                    |
| Computer science teachers, postsecondary  | 25-1021                              | 37.8             | 40.4             | 2.6                        | 6.9                                | \$85,440                                | Doctoral or professional degree    | None                                    |
| Mathematical science teachers, postsecondary  | 25-1022                              | 56.1             | 59.2             | 3.2                        | 5.6                                | \$73,650                                | Doctoral or professional degree    | None                                    |
| Architecture teachers, postsecondary  | 25-1031                              | 8.5              | 9.2              | 0.7                        | 8.3                                | \$90,880                                | Doctoral or professional degree    | None                                    |
| Engineering teachers, postsecondary   | 25-1032                              | 46.3             | 52.1             | 5.8                        | 12.5                               | \$103,600                               | Doctoral or professional degree    | None                                    |
| Agricultural sciences teachers, postsecondary   | 25-1041                              | 9.9              | 10.4             | 0.5                        | 5.0                                | \$90,340                                | Doctoral or professional degree    | None                                    |
| Farm and home management educators  | 25-9021                              | 9.3              | 9.2              | -0.1                       | -1.2                               | \$51,550                                | Master's degree                    | None                                    |
| Instructional coordinators  | 25-9031                              | 190.4            | 208.9            | 18.4                       | 9.7                                | \$66,970                                | Master's degree                    | 5 years or more                         |
| Sales representatives, wholesale and manufacturing, technical and scientific products                                 | 41-4011                              | 298.2            | 316.5            | 18.2                       | 6.1                                | \$86,650                                | Bachelor's degree                  | None                                    |
| Sales representatives, wholesale and manufacturing, except technical and scientific products                          | 41-4012                              | 1,327.5          | 1,386.8          | 59.4                       | 4.5                                | \$62,070                                | High school diploma or equivalent  | None                                    |
| Real estate brokers   | 41-9021                              | 109.9            | 114.8            | 4.9                        | 4.5                                | \$60,370                                | High school diploma or equivalent  | Less than 5 years                       |
| Real estate sales agents  | 41-9022                              | 408.9            | 425.8            | 16.9                       | 4.1                                | \$49,400                                | High school diploma or equivalent  | None                                    |
| Sales engineers   | 41-9031                              | 63.8             | 68.8             | 5.0                        | 7.9                                | \$108,830                               | Bachelor's degree                  | None                                    |

## 3. Barriers to growth in your College

1. University and UPI imposed masking mandates and general reputational damage vis-à-vis other in and out of state institutions.
2. Mass migration to students to out-of-state institutions.

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3. Reduced budgets resulting in support staffing reduction leading to decreased ability to deliver, and most importantly, implement a communications strategy featuring uniqueness of the WIU/CBT programs and experiences.
4. Institutional culture reflecting general faculty apathy towards recruiting and retention efforts magnified by the viewpoint that “it is not my job.”
5. Lack of residential options for traditional QC students.
6. Enrollment decline due to reduced number of traditional students.
7. Competitive pressure from other in-state institutions.

**4. Enrollment**

*Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:*

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College

| <b>College of Business and Technology</b>            |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
|--|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------------------|---------------|---------------|
| <b>Undergraduate and Graduate Enrollment</b>         |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
| <i>by Degree Program FY 2017-FY2021</i>              |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |               |
| College/Department/Major                             | 2017         |            |              | 2018         |            |              | 2019         |            |              | 2020         |            |              | 2021         |            |              | Percent Change 2017-2021 |               |               |
|  | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad                | Grad          | Total         |
| <b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>          | <b>291</b>   | <b>66</b>  | <b>457</b>   | <b>372</b>   | <b>62</b>  | <b>434</b>   | <b>325</b>   | <b>69</b>  | <b>394</b>   | <b>316</b>   | <b>70</b>  | <b>386</b>   | <b>318</b>   | <b>108</b> | <b>426</b>   | <b>-18.7%</b>            | <b>63.6%</b>  | <b>-6.8%</b>  |
| Accounting, Finance, Econ & Decision Sci, School of* | 121          | 26         | 147          | 113          | 20         | 133          | 106          | 27         | 133          | 99           | 23         | 122          | 79           | 19         | 98           | -34.7%                   | -26.9%        | -33.3%        |
| Pre-Accountancy                                      | 160          | -          | 160          | 135          | -          | 135          | 105          | -          | 105          | 98           | -          | 98           | 110          | -          | 110          | -31.3%                   | -             | -31.3%        |
| Applied Statistics & Decision Analytics              | -            | 12         | 12           | -            | 17         | 17           | -            | 21         | 21           | -            | 26         | 26           | -            | 64         | 64           | -                        | 433.3%        | 433.3%        |
| Business Analytics (B.B.)                            | -            | -          | -            | 3            | -          | 3            | 5            | -          | 5            | 3            | -          | 3            | 21           | -          | 21           | 600%                     | -             | 600%          |
| Pre-Business Analytics                               | -            | -          | -            | -            | -          | -            | -            | -          | -            | 14           | -          | 14           | -            | -          | -            | -                        | -             | -             |
| Business Analytics (PBC)                             | -            | 1          | 1            | -            | 1          | 1            | -            | 3          | 3            | -            | 1          | 1            | -            | 2          | 2            | -                        | 100.0%        | 100.0%        |
| Economics (B.A.)                                     | 8            | -          | 8            | 12           | -          | 12           | 17           | -          | 17           | 16           | -          | 16           | 16           | -          | 16           | 100.0%                   | -             | 100.0%        |
| Economics (B.B.)                                     | 8            | -          | 8            | 3            | -          | 3            | 9            | -          | 9            | 6            | -          | 6            | 9            | -          | 9            | 12.5%                    | -             | 12.5%         |
| Pre-Economics  | 11           | -          | 11           | 11           | -          | 11           | 9            | -          | 9            | 15           | -          | 15           | 13           | -          | 13           | 18.2%                    | -             | 18.2%         |
| Finance  | 36           | -          | 36           | 40           | -          | 40           | 34           | -          | 34           | 35           | -          | 35           | 30           | -          | 30           | -16.7%                   | -             | -16.7%        |
| Pre-Finance  | 47           | -          | 47           | 55           | -          | 55           | 40           | -          | 40           | 30           | -          | 30           | 40           | -          | 40           | -14.9%                   | -             | -14.9%        |
| Quantitative Economics                               | -            | 27         | 27           | -            | 24         | 24           | -            | 18         | 18           | -            | 20         | 20           | -            | 23         | 23           | -                        | -             | -             |
| <b>Agriculture, School of</b>                        | <b>321</b>   | <b>-</b>   | <b>321</b>   | <b>277</b>   | <b>-</b>   | <b>277</b>   | <b>248</b>   | <b>-</b>   | <b>248</b>   | <b>241</b>   | <b>-</b>   | <b>241</b>   | <b>238</b>   | <b>-</b>   | <b>238</b>   | <b>-25.9%</b>            | <b>-</b>      | <b>-25.9%</b> |
| Agriculture  | 296          | -          | 296          | 253          | -          | 253          | 216          | -          | 216          | 200          | -          | 200          | 216          | -          | 216          | -27.0%                   | -             | -27.0%        |
| Agriculture Education                                | 23           | -          | 23           | 24           | -          | 24           | 27           | -          | 27           | 29           | -          | 29           | 16           | -          | 16           | -30.4%                   | -             | -30.4%        |
| Pre-Veterinary Medicine                              | 2            | -          | 2            | -            | -          | -            | 5            | -          | 5            | 12           | -          | 12           | 6            | -          | 6            | 200.0%                   | -             | 200.0%        |
| <b>Computer Science, School of</b>                   | <b>244</b>   | <b>174</b> | <b>418</b>   | <b>193</b>   | <b>120</b> | <b>313</b>   | <b>166</b>   | <b>107</b> | <b>273</b>   | <b>150</b>   | <b>90</b>  | <b>240</b>   | <b>151</b>   | <b>240</b> | <b>391</b>   | <b>-38.1%</b>            | <b>37.9%</b>  | <b>-6.5%</b>  |
| Computer Science                                     | 150          | 174        | 324          | 118          | 120        | 238          | 101          | 107        | 208          | 92           | 90         | 182          | 87           | 240        | 327          | -42.0%                   | 37.9%         | 0.9%          |
| Cybersecurity**                                      | 7            | -          | 7            | 18           | -          | 18           | 19           | -          | 19           | 25           | -          | 25           | 23           | -          | 23           | 228.6%                   | -             | 228.6%        |
| Information Systems (B.B.)                           | 1            | -          | 1            | 2            | -          | 2            | 1            | -          | 1            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| Information Systems (B.S.)                           | 57           | -          | 57           | 45           | -          | 45           | 43           | -          | 43           | 33           | -          | 33           | 41           | -          | 41           | -28.1%                   | -             | -28.1%        |
| Network Technologies                                 | 29           | -          | 29           | 10           | -          | 10           | 2            | -          | 2            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| <b>Engineering &amp; Technology, School of**</b>     | <b>397</b>   | <b>91</b>  | <b>488</b>   | <b>331</b>   | <b>83</b>  | <b>414</b>   | <b>305</b>   | <b>57</b>  | <b>362</b>   | <b>277</b>   | <b>59</b>  | <b>336</b>   | <b>252</b>   | <b>80</b>  | <b>332</b>   | <b>-36.5%</b>            | <b>-12.1%</b> | <b>-32.0%</b> |
| Civil Engineering                                    | -            | -          | -            | -            | -          | -            | 2            | -          | 2            | 16           | -          | 16           | 22           | -          | 22           | -                        | -             | -             |
| Construction & Facilities Management                 | 87           | -          | 87           | 69           | -          | 69           | 52           | -          | 52           | 52           | -          | 52           | 59           | -          | 59           | -32.2%                   | -             | -32.2%        |
| Electrical Engineering                               | -            | -          | -            | -            | -          | -            | 3            | -          | 3            | 19           | -          | 19           | 20           | -          | 20           | -                        | -             | -             |
| Engineering  | 110          | -          | 110          | 81           | -          | 81           | 73           | -          | 73           | 51           | -          | 51           | 24           | -          | 24           | -                        | -             | -             |
| Engineering Technology (B.S.)                        | 142          | -          | 142          | 107          | -          | 107          | 85           | -          | 85           | 77           | -          | 77           | 57           | -          | 57           | -59.9%                   | -             | -59.9%        |
| Engineering Technology (M.S.)                        | -            | 30         | 30           | -            | 26         | 26           | -            | 15         | 15           | -            | 8          | 8            | -            | 22         | 22           | -                        | -26.7%        | -26.7%        |
| Graphic Communication                                | 26           | -          | 26           | 22           | -          | 22           | 19           | -          | 19           | 7            | -          | 7            | 2            | -          | 2            | -92.3%                   | -             | -92.3%        |
| Instructional Design & Technology                    | -            | 56         | 56           | -            | 49         | 49           | -            | 38         | 38           | -            | 48         | 48           | -            | 54         | 54           | -                        | -3.6%         | -3.6%         |
| Instructional Design & Technology (PBC)              | -            | 5          | 5            | -            | 8          | 8            | -            | 4          | 4            | -            | 3          | 3            | -            | 4          | 4            | -                        | -20.0%        | -20.0%        |
| Mechanical Engineering                               | 28           | -          | 28           | 52           | -          | 52           | 73           | -          | 73           | 71           | -          | 71           | 68           | -          | 68           | -                        | -             | -             |
| Media & Instructional Technology                     | 4            | -          | 4            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| <b>Management &amp; Marketing, School of</b>         | <b>547</b>   | <b>115</b> | <b>662</b>   | <b>551</b>   | <b>109</b> | <b>660</b>   | <b>488</b>   | <b>129</b> | <b>617</b>   | <b>468</b>   | <b>197</b> | <b>665</b>   | <b>418</b>   | <b>257</b> | <b>675</b>   | <b>-23.6%</b>            | <b>123.5%</b> | <b>2.0%</b>   |
| Apparel & Textile Merchandising                      | -            | -          | -            | 20           | -          | 20           | 12           | -          | 12           | 5            | -          | 5            | -            | -          | -            | -                        | -             | -             |
| Business Administration                              | -            | 107        | 107          | -            | 105        | 105          | -            | 120        | 120          | -            | 194        | 194          | -            | 251        | 251          | -                        | 134.6%        | 134.6%        |
| Business Administration (PBC)                        | -            | 4          | 4            | -            | 1          | 1            | -            | 39         | 39           | -            | -          | -            | -            | -          | -            | -                        | -             | -             |
| Human Resource Management                            | 22           | -          | 22           | 35           | -          | 35           | 39           | -          | 39           | 40           | -          | 40           | 21           | -          | 21           | -4.5%                    | -             | -4.5%         |
| Pre-Human Resource Management                        | 49           | -          | 49           | 60           | -          | 60           | 32           | -          | 32           | 41           | -          | 41           | 45           | -          | 45           | -8.2%                    | -             | -8.2%         |
| Management   | 78           | -          | 78           | 77           | -          | 77           | 64           | -          | 64           | 60           | -          | 60           | 66           | -          | 66           | -15.4%                   | -             | -15.4%        |
| Pre-Management                                       | 121          | -          | 121          | 85           | -          | 85           | 103          | -          | 103          | 120          | -          | 120          | 113          | -          | 113          | -6.6%                    | -             | -6.6%         |
| Marketing  | 45           | -          | 45           | 46           | -          | 46           | 43           | -          | 43           | 39           | -          | 39           | 33           | -          | 33           | -26.7%                   | -             | -26.7%        |
| Pre-Marketing  | 79           | -          | 79           | 77           | -          | 77           | 63           | -          | 63           | 64           | -          | 64           | 59           | -          | 59           | -25.3%                   | -             | -25.3%        |
| Supply Chain Management                              | 66           | -          | 66           | 65           | -          | 65           | 63           | -          | 63           | 60           | -          | 60           | 36           | -          | 36           | -45.5%                   | -             | -45.5%        |
| Pre-Supply Chain Management                          | 87           | -          | 87           | 86           | -          | 86           | 69           | -          | 69           | 49           | -          | 49           | 45           | -          | 45           | -48.3%                   | -             | -48.3%        |
| Supply Chain Management (PBC)                        | -            | 4          | 4            | -            | 3          | 3            | -            | 9          | 9            | -            | 3          | 3            | -            | 6          | 6            | -                        | 50.0%         | 50.0%         |
| Pre-Business Undecided                               | 88           | -          | 88           | 72           | -          | 72           | 56           | -          | 56           | 33           | -          | 33           | 52           | -          | 52           | -40.9%                   | -             | -40.9%        |
| <b>TOTAL BUSINESS &amp; TECHNOLOGY</b>               | <b>1,988</b> | <b>446</b> | <b>2,434</b> | <b>1,796</b> | <b>374</b> | <b>2,170</b> | <b>1,588</b> | <b>362</b> | <b>1,950</b> | <b>1,485</b> | <b>416</b> | <b>1,901</b> | <b>1,429</b> | <b>685</b> | <b>2,114</b> | <b>-28.1%</b>            | <b>53.6%</b>  | <b>-13.1%</b> |

- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin

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| College of Business and Technology |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
|------------------------------------|---------------|------------|-----------------|-----------|------------|------------------|--------------|-------------|-----------|--------------|------------|--------------|--------------------------|----------------------|
| Race & Gender Headcount            |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Fall Term                          | International | Black      | American Indian | Asian     | Hispanic   | Pacific Islander | White        | Two or More | Unknown   | Male         | Female     | Total        | Domestic non-White Total | Domestic non-White % |
| <b>2017</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 54            | 379        | 3               | 21        | 176        | -                | 1,266        | 48          | 41        | 1,333        | 655        | 1,988        | 627                      | 31.54%               |
| Graduate                           | 211           | 20         | -               | 6         | 15         | -                | 184          | 2           | 8         | 264          | 182        | 446          | 43                       | 9.64%                |
| <b>Total</b>                       | <b>265</b>    | <b>399</b> | <b>3</b>        | <b>27</b> | <b>191</b> | <b>-</b>         | <b>1,450</b> | <b>50</b>   | <b>49</b> | <b>1,597</b> | <b>837</b> | <b>2,434</b> | <b>670</b>               | <b>27.53%</b>        |
| <b>2018</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 41            | 319        | 2               | 23        | 185        | 2                | 1,146        | 44          | 34        | 1,165        | 631        | 1,796        | 575                      | 32.02%               |
| Graduate                           | 155           | 21         | 1               | 8         | 7          | -                | 170          | 4           | 8         | 233          | 141        | 374          | 41                       | 10.96%               |
| <b>Total</b>                       | <b>196</b>    | <b>340</b> | <b>3</b>        | <b>31</b> | <b>192</b> | <b>2</b>         | <b>1,316</b> | <b>48</b>   | <b>42</b> | <b>1,398</b> | <b>772</b> | <b>2,170</b> | <b>616</b>               | <b>28.39%</b>        |
| <b>2019</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 28            | 264        | 1               | 23        | 154        | 2                | 1,052        | 36          | 30        | 1,016        | 574        | 1,590        | 480                      | 30.19%               |
| Graduate                           | 140           | 22         | 1               | 5         | 11         | -                | 167          | 3           | 13        | 212          | 150        | 362          | 42                       | 11.60%               |
| <b>Total</b>                       | <b>168</b>    | <b>286</b> | <b>2</b>        | <b>28</b> | <b>165</b> | <b>2</b>         | <b>1,219</b> | <b>39</b>   | <b>43</b> | <b>1,228</b> | <b>724</b> | <b>1,952</b> | <b>522</b>               | <b>26.74%</b>        |
| <b>2020</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 26            | 277        | 2               | 23        | 166        | 2                | 952          | 27          | 26        | 923          | 578        | 1,501        | 497                      | 33.11%               |
| Graduate                           | 116           | 27         | -               | 9         | 18         | -                | 223          | 7           | 16        | 236          | 180        | 416          | 61                       | 14.66%               |
| <b>Total</b>                       | <b>142</b>    | <b>304</b> | <b>2</b>        | <b>32</b> | <b>184</b> | <b>2</b>         | <b>1,175</b> | <b>34</b>   | <b>42</b> | <b>1,159</b> | <b>758</b> | <b>1,917</b> | <b>558</b>               | <b>29.11%</b>        |
| <b>2021</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 56            | 240        | -               | 21        | 166        | 4                | 895          | 28          | 19        | 880          | 549        | 1,429        | 459                      | 32.12%               |
| Graduate                           | 350           | 39         | -               | 11        | 30         | -                | 230          | 6           | 19        | 409          | 276        | 685          | 86                       | 12.55%               |
| <b>Total</b>                       | <b>406</b>    | <b>279</b> | <b>-</b>        | <b>32</b> | <b>196</b> | <b>4</b>         | <b>1,125</b> | <b>34</b>   | <b>38</b> | <b>1,289</b> | <b>825</b> | <b>2,114</b> | <b>545</b>               | <b>25.78%</b>        |

c. 5 years total credit hour production by Department/School

| College of Business and Technology Student Credit Hour Production (by Unit) |        |        |        |        |        |                          |                          |  |
|---|--------|--------|--------|--------|--------|--------------------------|--------------------------|--|
| Fiscal Years 2017 through 2021  |        |        |        |        |        |                          |                          |  |
| SCHOOL/DEPARTMENT   | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | PERCENT CHANGE 2020-2021 | PERCENT CHANGE 2017-2021 | Average Annual Growth Rate (2017-2021) |
| <b>BUSINESS &amp; TECHNOLOGY</b>  | 58,940 | 53,373 | 49,535 | 42,852 | 40,211 | -6.2%                    | -31.8%                   | -7.4%                                  |
| School of Acct, Fin, Econ & Decision Sciences*                              | 16,291 | 14,810 | 13,610 | 12,658 | 13,207 | 4.3%                     | -18.9%                   | -4.1%                                  |
| School of Agriculture   | 6,370  | 5,845  | 5,749  | 5,190  | 4,653  | -10.3%                   | -27.0%                   | -6.1%                                  |
| School of Computer Sciences   | 12,415 | 11,231 | 9,326  | 7,630  | 6,966  | -8.7%                    | -43.9%                   | -10.9%                                 |
| School of Engineering   | 1,443  | 1,100  | 1,373  | 1,483  | 1,469  | -0.9%                    | 1.8%                     | 0.4%                                   |
| Engineering Technology  | 6,567  | 6,088  | 5,533  | 4,059  | 3,351  | -17.4%                   | -49.0%                   | -12.6%                                 |
| Management & Marketing  | 15,854 | 14,299 | 13,944 | 11,832 | 10,565 | -10.7%                   | -33.4%                   | -7.8%                                  |

*Notes: Average Annual Growth rate column added to supplement single year and 5 year percentage changes. 2021 represents an anomalous year in multiple disciplines containing graduate programs. Most notably, the School of Computer Sciences and the School of AFED. Both units house graduate programs that contains significant international student enrollments. During the 2021 academic year, the ability to travel and obtain a visa were drastically reduced due to COVID 19.*

d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms

These numbers are irrelevant as requested. Multiple graduate programs are overcapacity in terms of faculty-to-student ratio and average class size (corrected for independent studies, internships, and all other nominal level “teaching engagements. Specifically, graduate programs in Computer Science, MBA, and Applied Statistics and Decision Analytics are have ratios too high for the graduate education environment. Undergraduate program ratios hide the relevant metric data by including program data specific to the QC location.

There are no readily available disciplinary norms. There are, however, targets that need revised over time with input tempered by administrative goals. An initial ratio may be implied by evaluating class sizes.

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|   | Undergraduate<br>Class Size | Graduate<br>Class Size |
|---|-----------------------------|------------------------|
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b> | 21                          | 16.7                   |
| <b>Agriculture</b>  | 14.9                        |                        |
| <b>Computer Sciences</b>                                  | 19.2                        | 28.8                   |
| <b>Engineering</b>  | 10                          |                        |
| <b>Engineering Technology</b>                             |                             | 8.8                    |
| <b>Management &amp; Marketing</b>                         | 18.8                        | 24.8                   |

Unfortunately, as indicated, a multitude of issues cloud

**5. Degrees conferred**

*Include the following:*

- a. Total number of degrees conferred for most recent academic year
- b. Total number of degrees conferred for most recent academic year per department and/or program
- c. Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin

| <b>College of Business and Technology</b><br><b>Undergraduate and Graduate Degrees Conferred</b><br><i>by Degree Program, Race/Ethnicity and Gender, FY2021</i> |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
|---|---------------|-------|-----------------|-------|----------|-------|------------------|---------|-------------|------|--------|-------|--------------------------|----------------------|
|   | International | Black | American Indian | Asian | Hispanic | White | Pacific Islander | Unknown | Two or More | Male | Female | Total | Domestic non-White Total | Domestic non-White % |
| <b>Undergraduate Degree Program</b>   |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b>   | 2             | 16    | -               | 1     | 6        | 56    | -                | 1       | 3           | 45   | 40     | 85    | 26                       | 30.6%                |
| B.B. in Accountancy   | -             | 8     | -               | 1     | 4        | 31    | -                | 1       | 2           | 22   | 25     | 47    | 15                       | 31.9%                |
| B.B. in Business Analytics  | -             | -     | -               | -     | -        | 2     | -                | -       | -           | 2    | -      | 2     | -                        | 0.0%                 |
| B.A. in Economics   | -             | 2     | -               | -     | -        | 4     | -                | -       | -           | 3    | 3      | 6     | 2                        | 33.3%                |
| B.B. in Economics   | 1             | 2     | -               | -     | -        | 3     | -                | -       | -           | 5    | 1      | 6     | 2                        | 33.3%                |
| B.B. in Finance   | 1             | 4     | -               | -     | 2        | 16    | -                | -       | 1           | 13   | 11     | 24    | 7                        | 29.2%                |
| <b>B.S. in Agriculture</b>  | 1             | 1     | -               | -     | 3        | 68    | -                | 1       | 1           | 39   | 36     | 75    | 5                        | 6.7%                 |
| <b>Computer Sciences</b>  | 2             | 6     | -               | 1     | 3        | 25    | -                | 1       | 1           | 34   | 5      | 39    | 11                       | 28.2%                |
| B.S. in Computer Science  | 1             | 1     | -               | 1     | 3        | 15    | -                | -       | 1           | 20   | 2      | 22    | 6                        | 27.3%                |
| B.S. in Cybersecurity   | -             | -     | -               | -     | -        | 5     | -                | -       | -           | 5    | -      | 5     | -                        | 0.0%                 |
| B.S. in Information Systems   | 1             | 5     | -               | -     | -        | 5     | -                | 1       | -           | 9    | 3      | 12    | 5                        | 41.7%                |
| <b>Engineering</b>  | -             | 1     | -               | 1     | 1        | 21    | -                | -       | -           | 21   | 3      | 24    | 3                        | 12.5%                |
| B.S. in Civil Engineering   | -             | -     | -               | -     | -        | 1     | -                | -       | -           | 1    | -      | 1     | -                        | 0.0%                 |
| B.S. in Electrical Engineering  | -             | -     | -               | -     | -        | 3     | -                | -       | -           | 3    | -      | 3     | -                        | 0.0%                 |
| B.S. in Engineering   | -             | -     | -               | -     | -        | 10    | -                | -       | -           | 7    | 3      | 10    | -                        | 0.0%                 |
| B.S. in Mechanical Engineering  | -             | 1     | -               | 1     | 1        | 7     | -                | -       | -           | 10   | -      | 10    | 3                        | 30.0%                |
| <b>Engineering Technology</b>   | 1             | 11    | -               | 1     | 4        | 22    | -                | -       | 1           | 30   | 10     | 40    | 17                       | 42.5%                |
| B.S. in Construction & Facilities Management  | -             | 2     | -               | -     | 1        | 7     | -                | -       | 1           | 9    | 2      | 11    | 4                        | 36.4%                |
| B.S. in Engineering Technology  | 1             | 7     | 1               | -     | 1        | 10    | -                | -       | -           | 18   | 2      | 20    | 9                        | 45.0%                |
| B.S. in Graphic Communication   | -             | 2     | -               | -     | 2        | 5     | -                | -       | -           | 3    | 6      | 9     | 4                        | 44.4%                |
| <b>Management &amp; Marketing</b>   | 1             | 19    | -               | 3     | 17       | 65    | -                | 3       | 1           | 49   | 60     | 109   | 40                       | 36.7%                |
| B.S. in Apparel & Textile Merchandising   | -             | 4     | -               | -     | 1        | 1     | -                | -       | -           | -    | 6      | 6     | 5                        | 83.3%                |
| B.B. in Human Resource Management   | -             | 2     | -               | -     | 3        | 8     | -                | -       | 1           | 3    | 11     | 14    | 6                        | 42.9%                |
| B.B. in Management  | 1             | 7     | -               | 2     | 3        | 19    | -                | 1       | -           | 15   | 18     | 33    | 12                       | 36.4%                |
| B.B. in Marketing   | -             | 3     | -               | -     | 2        | 15    | -                | 1       | -           | 10   | 11     | 21    | 5                        | 23.8%                |
| B.B. in Supply Chain Management   | -             | 3     | -               | 1     | 8        | 22    | -                | 1       | -           | 21   | 14     | 35    | 12                       | 34.3%                |
| <b>TOTAL BUSINESS &amp; TECHNOLOGY</b>  | 7             | 54    | 1               | 6     | 34       | 257   | -                | 6       | 7           | 218  | 154    | 372   | 102                      | 27.4%                |
| <b>Graduate Degree Programs</b>   |               |       |                 |       |          |       |                  |         |             |      |        |       |                          |                      |
| <b>Accounting, Finance, Econ &amp; Decision Sciences*</b>   | 34            | 3     | -               | 1     | 3        | 19    | -                | 7       | -           | 39   | 28     | 67    | 7                        | 10.4%                |
| Master of Accountancy   | 1             | 1     | -               | 1     | 1        | 13    | -                | 1       | -           | 9    | 9      | 18    | 3                        | 16.7%                |
| M.S. in Applied Statistics & Decision Analytics   | 12            | 1     | -               | -     | 1        | 3     | -                | 3       | -           | 11   | 9      | 20    | 2                        | 10.0%                |
| M.S. in Quantitative Economics  | 8             | -     | -               | #     | -        | -     | -                | -       | -           | 6    | 2      | 8     | -                        | 0.0%                 |
| PBC in Business Analytics   | 13            | 1     | -               | #     | 1        | 3     | -                | 3       | -           | 13   | 8      | 21    | 2                        | 9.5%                 |
| <b>M.S. in Computer Science</b>   | 41            | 1     | -               | 1     | -        | 8     | -                | -       | 1           | 35   | 17     | 52    | 3                        | 5.8%                 |
| <b>Engineering Technology</b>   | 2             | 2     | -               | -     | -        | 13    | -                | -       | -           | 8    | 9      | 17    | 2                        | 11.8%                |
| M.S. in Engineering Technology  | 2             | 2     | -               | -     | -        | -     | -                | -       | -           | 4    | -      | 4     | 2                        | 50.0%                |
| Instructional Design & Technology   | -             | -     | -               | -     | -        | 11    | -                | -       | -           | 3    | 8      | 11    | -                        | 0.0%                 |
| PBC in Educational Technology Specialist  | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Instructional Media Development  | -             | -     | -               | -     | -        | 1     | -                | -       | -           | -    | 1      | 1     | -                        | 0.0%                 |
| PBC in Technology Integration in Education  | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Workplace Learning & Performance   | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Business Administration  | -             | -     | -               | -     | -        | -     | -                | -       | -           | -    | -      | -     | -                        | -                    |
| PBC in Supply Chain Management  | -             | 1     | -               | -     | -        | 1     | -                | 1       | -           | 1    | 2      | 3     | 1                        | 33.3%                |

**6. Retention of students**

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*List retention initiatives for the following:*

*a. Current students*

- The School of Agriculture implemented a new mentoring program in their freshman orientation course AGRI 120. Each new freshman student was paired with a WIU School of Agriculture alumnus, which they had to engage with 2 to 3 times during the 8-week course. There were 36 students in the class and we had 36 different alumni participate as mentors. It was a huge success for both the mentor and mentee. We will continue this program next fall for the new incoming class of freshmen. We were thrilled to have so many willing and active alumni participate in this event. This event was developed to aid in our retention efforts of the freshmen class.

*b. Transfer students*

Click or tap here to enter text.

## **7. Recruitment of students**

*List recruitment initiatives for the following:*

*a. First-year students*

- School of Agriculture attendance and participation at national and regional FFA conventions and activities. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology supported membership and attendance at the Illinois Association for Career and Technical Education (IACTE). IACTE is the only professional education organization in Illinois to represent all of career and technical education at the middle school, high school and post-secondary level. IACTE is dedicated to the advancement of educators that prepare students for successful careers. The purpose of the membership is to influence educators that assist and support students in making college attendance choices.
- College of Business and Technology supported membership and attendance at the Illinois Business Educators Association (IBEA) whose purpose is to promote business education by providing needed programs, resources, publication, and services to its membership, and presenting a unified voice on behalf of business educators in Illinois as well as throughout the nation. The purpose of the membership and attendance is to influence educators that assist and support students in making college attendance choices.
- College of Business and Technology supported attendance, presentation, and interaction (in conjunction with University Marketing and Enrollment Management at the Illinois Future Business Leaders of America (IAFGLA) The FBLA is a national organization whose mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. IBEA) whose purpose is to promote business education by providing needed programs, resources, publication, and services to its membership, and presenting a unified voice on behalf of business educators in Illinois as well as throughout the nation. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology representatives supported, through attendance, at the *Plan and Play: Tee Off Your College Search* with WIU event co-hosted by Enrollment Management and University Marketing.
- CBT advising supports and participates in all Discover Western Events and all individual CBT Units regularly meet with potential students and their family members.

*b. Graduate students*

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Graduate student recruiting is highly individualized by program. A significant number of program have maintained extremely positive word-of-mouth programs (CS) that have been built over multiple years. Other programs have been the beneficiary of overcapacity of over-enrolled programs (ASDA). Formal marketing has not been needed and multiple programs are overcapacity. This will be monitored over time.

Click or tap here to enter text.

## **8. Recruitment and retention of faculty and staff**

*Describe the following:*

### *a. Initiatives to retain faculty and staff*

Retention of Faculty and Staff are problematic within the College of Business and Technology. The disciplines within the college suffer from significant salary inversion, perceived “fatigue,” and a desire to work fully remote. The salary inversion issue creates an unstable staffing environment in which faculty feel they are underappreciated. This issue is exacerbated by the fact that they have not received any measurable raises and have seen real incomes decline (including summer compensation) in the face of increased expenses. However, it should also be noted that many faculty have chosen to live well beyond the geographic area at which the campus is delivered, thus increasing commute expenses based on their choices. This fact is, however, ignored in their general expression of discontent. Their choice of living location further contributes to the desire to work remote and thus reduce commute expenses. Unfortunately, the college has seen a decline in engagement activities such as student organization advisors due to 1) working remote and 2) no services being expected from Associate Faculty. The Unit A faculty simply are not engaging students in a meaningful way. The final contributing factor that makes retention and issue is simply the aging of faculty. The number of expected retirements in the next five years is significant.

Thus, retention of qualified faculty is a significant and ongoing concern that cannot be fixed at the college level. It is a systemic issue that will need addressed by broader administrative policies. Yet, the college has attempted several programs to incentivize retention of high performing faculty.

**“Grown your Own Program”** – The college has implemented and maintained a program in which Associate Faculty (Unit B) who desire to acquire additional, discipline relevant qualifications are incentivized to complete advanced degrees. To date, 3 Associate Faculty have successfully completed DBA (doctorate of business administration) degree credentials and been converted to tenure track Unit A faculty. Within the business disciplines, this is critical as it contributes to faculty qualification credentials that support AACSB accreditation efforts. These faculty include:

- Dr. Steve Gray (Finance)
- Dr. Sarah Shike (Management)
- Dr. Honey Zimmerman (Supply Chain Management)

Each faculty was incentivized with a 1 course per semester load reduction while completing coursework and at their discretion, a 1 semester educational leave to complete dissertation related research. A fourth faculty member in Accounting has expressed interest and will be supported when requests become official.

**Targeted Research Impact Program (TRIP)** - A two tier system of Aspirational Impact

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Journals and Basic Impact Journals has been implemented . Initial inclusion of a scholarly publication in either category was, by necessity, discipline based with input from Director/Chairs to ensure strategic alignment with department goals. Periodic review of the metrics and discipline categories will be performed but the Dean of the College of Business and Technology retains final approval over outlet acceptability to ensure alignment with college level goals in subsequent years. It should be noted that while other outlets may be deemed acceptable for retention/promotion purposes, this goal of this incentive program is on increasing scholarly output in high impact publication outlets. Faculty in all college, regardless of contract type are eligible for participation. The goal is to encourage/reward increased levels of quality for in-discipline publishing activity.

***Publication in Aspirational Impact Journals*** - \$1,200 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Aspirational Impact Journals: Publications achieving a SNIP score above 0.85 or a CITESCORE above 0.9 in relevant categories identified by Directors/Chairs based on the SCOPUS database (See Appendix A).

***Publication in Basic Impact Journals*** - \$600 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Basic Impact Journals: Publications achieving a SNIP score above 0.4 or a CITESCORE above 0.5 in relevant categories identified by Directors/Chairs based on the SCOPUS database.

The first year of the program has resulted that, on average, a greater percentage of the college's peer reviewed journal articles were indexed by SCOPUS (41.7% of last year's portfolio as compared to 53.6% of this year's). The average CITEScore and SNIP (of those indexed by SCOPUS) also increased from 2.3 and 1.0 to 4.2 and 1.3 respectively.

**Peer Reviewed Research Enhancement Program (PRREP)** – Accreditation of business and accounting programs has an associated activity and quality level of research productivity. The most recent AACSB accreditation review cites a required increase in both as we again move through the review process in 2023-2024. As quality research takes time to design, implement, and ultimately publish, it is imperative that high performing faculty are retained and incentivized to actually continue to engage in peer reviewed research. The retention issues outlined in the introductory paragraph create significant obstacles which, the college hopes can be somewhat mitigated through an incentive program common to other colleges/schools of business. Specifically, in both unionized and non-unionized environments, teaching loads specific to course assignments are adjusted based on research productivity. Unfortunately, the contractual environment at WIU only nominally and temporarily recognizes quality research productivity in its negotiated contract. Consequently, the college has proposed and will implement (beginning fall 2022) a program to incentivize/reward faculty performing at levels that support continued accreditation efforts through the awarding of college level ACE awards. Awarding course equivalent ACES will present the opportunity to either 1) provide, at the discretion of the school director, the equivalent of a 1 course reduction from the contract maximum to the contract



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minimum or 2) if program needs course delivery, provide a course equivalent credit that moves faculty toward overload compensation per the negotiated contract.

Unit A Faculty maintaining Scholarly Academic qualification are eligible to request a 3 ACE PRREP CWE (College Workload Equivalent) subject to the following stipulations:

- The faculty member's discipline is subject to accreditation needs governed by a Faculty Qualifications document.
- The Scholarly Academic designation is earned through publication in peer reviewed journals and not through the recency of an earned terminal degree nor alternative methods.
- All peer reviewed journals required by the Faculty Qualification document meet the minimum quality threshold of a CITEScore of 0.3 or a SNIP score of 0.2 within approved discipline specific SCOPUS categories.
- Faculty member is not receiving ACEs for any type of leave/sabbatical activities during the academic year in which the CWE would be applied.

Unit B Faculty maintaining Scholarly Practitioner qualification are eligible to request a 3 ACE PRREP CWE (College Workload Equivalent) subject to the following stipulations

- The faculty member's discipline is subject to accreditation needs governed by a Faculty Qualifications document.
- The Scholarly Practitioner designation is earned through publication in peer reviewed journals and not alternative methods.
- All peer reviewed journals required by the Faculty Qualification document meet the minimum quality threshold of a CITEScore of 0.3 or a SNIP score of 0.2 within approved discipline specific SCOPUS categories.
- Faculty member is not receiving ACEs for any type of leave/sabbatical activities during the academic year in which the CWE would be applied.

b. *Plans to hire faculty and staff*

Based on resignations, retirements, and expansion of graduate related programs, the following positions were requested and searches initiated within the college.

- 5 in Computer Sciences (3 total open lines, 1 retirement, 1 resignation, in-process)
- 1 Supplemental Administrative contract for Institute for Cyber Security Education (in-process)
- 2 in Decision Sciences (retirement plus 1 new line, in-process)
- 2 Associate Faculty in Management and Marketing (in-process)
- 2 in Accounting (replace resignations, systems & tax, both in-process)
- 2 in Engineering (1 Civil filled, 1 in-process for Electromechanical/Mechanotronics)
- 1 Technical Support (on-hold as ITSA Civil Service Classification pay rate at WIU does not match market conditions)
- 1 Farm Technician supporting Allison Organic Farm (in-process)

In addition, the following leadership positions within the CBT were requested with searches initiated.

- Dean of the College of Business and Technology (Internal search initiated, in-process)
- Associate Dean of the College of Business and Technology (Filled, search complete)
- Director of Management and Marketing (vacated, interim candidate identified)
- Director of AFED (search successfully completed)
- Director of Engineering and Technology (interim candidate identified, 2 year appointment)

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**9. Courses**

*Include the following:*

- a. *Total number of general education courses*  
 Natural Sciences and Mathematics
  - Computer Science: CS 114, 214
 Social Sciences - Economics:
  - ECON 100, 231, 232
 Multicultural Studies
  - Business and Technology: BAT 300
  - Economics: ECON 350, 351
  - Information Systems: IS 325
  - International Agriculture: INAG 310
 Human Well-Being
  - Finance: FIN 101
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

| <b>College of Business and Technology</b>   |   |                   |            |            |             |
|---|---|-------------------|------------|------------|-------------|
| Course Count by Location & Type             |   |                   |            |            |             |
| Action                                      | (Multiple Items) <input type="button" value="v"/> |                   |            |            |             |
| Type  | Undergraduate <input type="button" value="v"/>    |                   |            |            |             |
| Count of Star #                             | Column Labels <input type="button" value="v"/>    |                   |            |            |             |
| Row Labels <input type="button" value="v"/> | FYE   | Independent Study | Internship | Major      | Grand Total |
| = ACCT/FIN/ECON/DS                          | 2   |                   |            | 107        | 109         |
| Macomb Campus                               | 2   |                   |            | 43         | 45          |
| Online Campus                               |   |                   |            | 56         | 56          |
| QC Campus                                   |   |                   |            | 8          | 8           |
| = AGRICULTURE                               |   |                   | 2          | 71         | 73          |
| Macomb Campus                               |   |                   | 2          | 65         | 67          |
| Online Campus                               |   |                   |            | 6          | 6           |
| = COMPUTER SCIENCES                         |   |                   |            | 97         | 97          |
| Macomb Campus                               |   |                   |            | 56         | 56          |
| Online Campus                               |   |                   |            | 37         | 37          |
| QC Campus                                   |   |                   |            | 4          | 4           |
| = ENGINEERING & TECH                        |   | 2                 |            | 81         | 83          |
| Macomb Campus                               |   | 2                 |            | 35         | 37          |
| Online Campus                               |   |                   |            | 6          | 6           |
| QC Campus                                   |   |                   |            | 40         | 40          |
| = MANAGEMENT & MARKETING                    | 2   |                   | 1          | 85         | 88          |
| Macomb Campus                               | 2   |                   |            | 51         | 53          |
| Online Campus                               |   |                   | 1          | 27         | 28          |
| QC Campus                                   |   |                   |            | 7          | 7           |
| = (blank)                                   |   |                   |            |            |             |
| Macomb Campus                               |   |                   |            |            |             |
| <b>Grand Total</b>                          | <b>4</b>  | <b>2</b>          | <b>3</b>   | <b>441</b> | <b>450</b>  |

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| <b>College of Business and Technology</b>  |                          |                   |              |                    |
|--|--------------------------|-------------------|--------------|--------------------|
| <b>Course Count by Location &amp; Type</b> |                          |                   |              |                    |
| Action                                     | (Multiple Items)         |                   |              |                    |
| Type                                       | Graduate                 |                   |              |                    |
| <b>Count of Star #</b>                     | <b>Column Labels</b>     |                   |              |                    |
| <b>Row Labels</b>                          | <b>Independent Study</b> | <b>Internship</b> | <b>Major</b> | <b>Grand Total</b> |
| <b>ACCT/FIN/ECON/DS</b>                    | 9                        | 13                | 127          | 149                |
| Macomb Campus                              | 7                        | 13                | 53           | 73                 |
| Online Campus                              | 2                        |                   | 69           | 71                 |
| QC Campus                                  |                          |                   | 5            | 5                  |
| <b>AGRICULTURE</b>                         |                          |                   | 38           | 38                 |
| Macomb Campus                              |                          |                   | 35           | 35                 |
| Online Campus                              |                          |                   | 3            | 3                  |
| <b>COMPUTER SCIENCES</b>                   | 8                        | 11                | 83           | 102                |
| Macomb Campus                              | 8                        | 11                | 41           | 60                 |
| Online Campus                              |                          |                   | 41           | 41                 |
| QC Campus                                  |                          |                   | 1            | 1                  |
| <b>ENGINEERING &amp; TECH</b>              | 13                       | 14                | 84           | 111                |
| Macomb Campus                              | 12                       | 13                | 45           | 70                 |
| Online Campus                              | 1                        | 1                 | 21           | 23                 |
| QC Campus                                  |                          |                   | 18           | 18                 |
| <b>MANAGEMENT &amp; MARKETING</b>          | 2                        | 26                | 76           | 104                |
| Macomb Campus                              |                          | 24                | 31           | 55                 |
| Online Campus                              | 2                        | 2                 | 38           | 42                 |
| QC Campus                                  |                          |                   | 7            | 7                  |
| <b>Grand Total</b>                         | <b>32</b>                | <b>64</b>         | <b>408</b>   | <b>504</b>         |

**10. Number of new and revised academic programs**

*Include the following:*

- a. *New major options (include audience for the program and aspect of mission served by the program)*
  
- b. *New minors (include audience for the program and aspect of mission served by the program)*
  
- School of Management and Marketing introduced a Sustainable Business minor to be offered on the Macomb and Quad Cities campuses for Fall 2022. This minor provides a new opportunity for students to focus their degree during their academic career and demonstrates our promise to continue to enhance education and the growing needs of our students within this field. WIU's Sustainable Business minor will provide a new take for interested students and bring evidence of skills that are applicable to a majority of majors. Students interested in a sustainability focused independent study course within their major can seek approval from the major faculty, chair and the Sustainable Business minor advisor. In addition, sustainability focused honors or other courses can be approved by the advisor on a substitution basis.

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c. *New certificates, emphases, or other (include audience and aspect of mission served)*

None

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

No programs eliminated.

## **12. Faculty activities**

*Include the following:*

a. *Achievements*

- AFED faculty published a total of 9 Peer Reviewed Journal Articles in highly reputable journals this year.
- AFED faculty gave a total of 17 peer reviewed conference presentations at national conferences.
- AFED faculty participated in 24 collaborative research projects with graduate students this year.
- Western Illinois University College of Business and Technology (CBT) Adviser Ember Keithley has been named the Outstanding Academic Advisor of the Year by the WIU Council of Academic Advisors. Keithley has served as an advisor in the CBT since 2000. In this role, she advises all students in the School of Agriculture, as well as online business majors in management, human resources management and supply chain management.
- Western Illinois University Assistant Professor of Marketing Donna Wiencek has been named as the American Marketing Association's (AMA) Chicago Board Director, Marketing Insights. Wiencek was elected to the position by the members and appointed by the Board president and vice president for a two-year term. In her position, she will lead the Marketing Insights Committee for AMA Chicago, which is responsible for all chapter analytics, research projects, event evaluations, surveys and member interviews, the chapter ticketing platform partner, and data management in Salesforce.
- The expertise of multiple faculty within the School of Accounting, Finance, Economics, Decision Sciences were recognized through editorial assignments in scholarly activities including: Dr. Hongbok, Editor of the Journal of Finance Issues; Dr. Soon Suk Yoon, Editorial board of Asia Pacific Business Review, Dr. Jobu Babin, Assistant Editor of the Journal of Economic Insight and Special Assistant Editor at Labour Economics, Dr. Shankar Ghimire, Editor of the Journal of Development Innovations, Special Topics Editor at Sustainability
- Ms. Amy Ford consulted as a Gleim publications reviewer and contributed. She continues to be featured for CMA exam webinars for the IMA
- Dr. Soon Suk Yoon revised two published textbooks in the area of Accountancy.
- Dr. Tom Sadler published his textbook Pandemic Economics
- Dr. Shankar Ghimire was named the 2021-2023 Cecil P. McDonough Endowed Professor.

b. *Professional development*

The Online Education Best Practices Committee a new committee was formed whose charge is to:

- Continuously review industry best practices in remote delivery of business and technology related fields.

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- Design, implement, and maintain an audit process with the purpose of providing faculty a suggested benchmark against which they can measure their course design.
- Disseminate best practice information to CBT faculty on a continuous basis.
- Coordinate the review process for online course certification related to initial course design.
- Provide insight and serve in an advisory role to the Dean's Office in matters related to distance education.

Multiple committee members attend the *Hybrid and Online Learning Conference: Best Practices in Design and Delivery* sponsored by AACSB.

In addition, 4 representatives of the college were nominated to participate in the Applying the Quality Matters Rubrics (APPQMR) which focused on the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. They will also learned about drafting helpful recommendations as they apply the Rubric to an actual course. They same representatives furthermore enrolled in the Designing Your Online Course (DYOC) where our representatives brought their online course to this workshop and get a framework for developing an online course plan. Participants in this course will also use a framework and explore the QM Rubric to design one module for their online course

*c. Outreach and significant service*

The School of Agriculture hosted both Lt. Governor Julianna Stratton and Director of the Illinois Department of Agriculture Jerry Costello. Both visits centered on the role that the field of agriculture plays as an economic driver and solution to food insecurity within the state of Illinois.

The Western Illinois University School of Agriculture's annual Legacy Sale set a new fundraising record by \$20,000. The ninth annual sale, brought in nearly \$93,000, compared to last year's \$73,000 total, which was also considered a record at that time. The sale was organized by the School of Agriculture's Livestock Merchandising Class and the WIU Livestock Judging Team. The money raised helps pay for travel expenses for the WIU Livestock Judging Team and improvements to the University Farm. The one-day auction included a variety of lots, such as show boxes, frozen genetics, animals, bags boards and a fishing trip. The highest grossing item from the sale was a custom WIU bar, built by WIU students Tucker Marrs and Madison Neeley. The top of the bar is made from wood taken from a previous Western Hall basketball court. The WIU Department of Engineering made a WIU emblem for the front. The bar brought in \$3,400.

The School of Accounting, Finance, Economics and Decision Sciences is proud to announce that the annual Accounting challenge for area high-school and community college students will be held virtually on Friday, April 8. This exciting event provides area students an opportunity to learn more about the study of accountancy and exciting career opportunities within the field.

*d. Research (books, articles, conference presentations, other)*

- *AFED faculty published a total of 9 Peer Reviewed Journal Articles in highly reputable journals this year.*
- *AFED faculty gave a total of 17 peer reviewed conference presentations at national conferences.*
- *AFED faculty participated in 24 collaborative research projects with graduate students this year.*

### **13. Grant activities and external funding**

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- QCML and WIU have received \$2.25M for year 6 (2021-2022) of a ballistic protection research program with Army Research Lab. Dr. Eric J. Faierson is the Principal Investigator for QCML & WIU on the program. QCML & WIU are partnered with University of North Texas (Principal Investigator: Dr. Rajiv Mishra), University of Illinois, and Iowa State in this year of the program. Faculty from University of Illinois and Iowa State University will bring enhanced computational materials and computational structural modeling capabilities to the program. Funding is included in this year of the program for QCML to acquire a larger capacity Spark Plasma Sintering system, which will allow fabrication of larger armor ceramic panels, and thus enable more extensive ballistic tests to be conducted on new materials developed in this program. The program also provides funding for new staff, as well as undergraduate and graduate students, who will be incorporated into the program to gain hands-on experience in advanced materials, manufacturing, and modeling for ballistic protection.
- The School of Agriculture has received an \$84,200 grant from the Illinois Nutrient Research & Education Council (NREC). NREC provides financial support for nutrient research and education programs to ensure the discovery and adoption of practices that address environmental concerns, optimize nutrient use efficiency, and ensure soil fertility. The funding received will specifically be used to review the integration of livestock grazing into western Illinois corn-soybean cropping system to enhance farm profitability and reduce nutrient loss. Faculty will be evaluating three different cropping systems and integrating intensive, intermittent livestock grazing of cover crops to determine the economic, environmental, soil health, and crop productivity of these three systems. This research is being conducted on 16 acres (four 4 acre research blocks) on the Kerr Farm.
- Members of the School of Computer Sciences, the School of Accounting, Finance, Economics, and Decision Sciences, and the Illinois Institute for Rural Affairs were awarded a \$50,000 grant from the Broadband READY program. The program is part of a comprehensive Digital Equity Package announced by Governor Pritzker in 2021 to boost broadband capacity while addressing existing broadband equity gaps. The READY program and other investments to enhance community planning and equitable implementation will complement the Governor's ambitious Connect Illinois program, a \$400 million plan to deliver universal access to high-speed internet statewide.
- WIU School of Agriculture faculty member Win Phippen received \$10 million grant in 2019 from the U.S. Department of Agriculture National Institute of Food and Agriculture (NIFA). The multiyear research grant continues to allow Phippen to further refine Pennycress as a new winter-annual cash cover crop for use by the biofuel industry. This activity supported the application and awarding of a secondary \$1 million grant in the fall of 2020 that allows the WIU University Farm to act as a "grow-out" site for pennycress, along with sites at Illinois State University, the Ohio State University, the University of Minnesota, the University of Wisconsin-Platteville and Washington State University. Research includes using a variety of growing locations to test the environmental impacts on the pennycress plant.

#### **14. Value of programming**

*Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.*

The primary value proposition is best stated within the mission of the College of Business and Technology: "The College of Business & Technology prepares students for professional careers and lifelong learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity,

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and ethics among our constituents.”

Consequently, the CBT strives to be a place of excellence for talented students, faculty, and staff. We will foster excellence through innovative, technology-focused programs. We will offer an array of learning opportunities for students. We have dedicated faculty who are excellent teachers and recognized professionally for their work. We engage in collaborative relationships with industry through joint technology development, sponsored programs, and applied research.

Our technology-driven, value added education designed to train tomorrow's business and technology leaders relies on:

- Experience based learning activities including internships, practicum, and projects.
- Industry aligned curricular learning outcomes with a focus on “career launch.”
- Embedded micro-certifications.
- Actively engaged faculty that supporting student facing initiatives and outcomes.

## **15. Student success**

*List the following:*

- a. *Student clubs and organizations in the College*
- b. *Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*

•

- c. *All new initiatives in the College regarding student success*
  - The School of Agriculture implemented a new mentoring program in their freshman orientation course AGRI 120. Each new freshman student was paired with a WIU School of Agriculture alumnus, which they had to engage with 2 to 3 times during the 8-week course. There were 36 students in the class and we had 36 different alumni participate as mentors. It was a huge success for both the mentor and mentee. We will continue this program next fall for the new incoming class of freshmen. We were thrilled to have so many willing and active alumni participate in this event. This event was developed to aid in our retention efforts of the freshmen class.
  - WIU's Agricultural Education Program was recognized at the annual National Association for Agricultural Educators (NAAE) as the Region IV "Outstanding Post-Secondary Agriculture Program" for its high placements and retention rates among its Agricultural Education majors in the State of Illinois and across the country. One of WIU's alumni Mr. Trent Taber, who is the agriculture teacher at Cambridge High School, was awarded the NAAE Region IV "Outstanding Middle/Secondary Agriculture Program". These awards were given at the NAAE convention in New Orleans during the first week in December 2021. Region IV consists of six states and there are six regions.
  - The Stafford Challenge: Western Illinois University undergraduate and graduate students and recent graduates (within two years) have the opportunity to develop a proposal for a profit-generating business venture as part of the WIU College of Business and Technology (CBT) Stafford Challenge, created by 1993 WIU Accountancy Graduate David Stafford. The Stafford Challenge is designed to energize the competitive spirit and challenge participants to combine their knowledge, research and creativity to identify and develop real-world business ventures. A \$5,000 prize, funded by Stafford, will be

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awarded to any invested idea. Stafford is an operating director of Baylink Capital and a managing partner of AV Smart Solutions in Kirkland, WA. He is a member of President Guiyou Huang's National Advisory Council. Participants must identify and develop an initial proposal for converting a 65-acre parcel of land in Knox County (IL) into a profit-generating, value-added business venture. All commercially viable ideas were encouraged and the challenge was open to all WIU undergraduate and graduate students, as well as WIU alumni who have graduated in the past two years.

- Students enrolled in the Services Marketing course housed within the School of Management and Marketing assisted the Bailey House, a historical home and special event venue located in Macomb, with efforts to rebrand after remaining dormant since the start of the pandemic. The Bailey House was built in 1887, by William S. Bailey, one of the founders and the first president of Union National Bank in Macomb. The residence was passed through multiple owners before being donated to the McDonough County Historic Preservation Society in 1982. The building was placed on the National Register of Historic Places in 2012.
- The Western Illinois University Society for Human Resource Management (SHRM) student chapter is hosted a donation drive to support the Boys & Girls Club of the Mississippi Valley throughout the month of April. The drive supported the efforts made by the Boys & Girls Club to impact youth development, promote academic achievement and build character and citizenship toward a healthy lifestyle.
- The School of Management and Marketing housed Supply Chain Management hosted its annual SCM Advisory Board/Student Engagement event in which 20-30 students and board members participated in WIU Horn Field Campus leadership training and team building exercises. The engagement activity provides a valuable student/industry interface centered around professional development.
- Housed in the School of Management and Marketing, members of the WIU student chapter of SHRM won the 2022 Illinois State Human Resources Case Competition organized by the Illinois State Council of the Society for Human Resource Management (SHRM). SHRM is the world's largest professional association in human resources (HR), and students from any College/university in Illinois were eligible to participate.
- Western's student chapter of the SHRM allows students to participate in the case competition and learn by working through a challenging case study to come up with a solution within a limited time frame. Judges assessed the presentations on how well the team navigated through situations that they will most likely face in their future HR jobs.
- Six students and two faculty attended the MODEX 2022 supply chain conference and trade show, the Supply Chain & Transportation USA trade show, and the Student Days at MODEX 2022 events. MODEX 2022 is the industry's expo for the manufacturing, distribution and supply chain industries. MODEX 2022 featured the best solutions and innovations the industry has to offer. By attending, the students and faculty will meet over 1000 of the leading providers and see their solutions in person and in action, as well as have the opportunity to meet more than 40,000 industry professionals. There are also more than 100 show floor educational seminars. MODEX 2022 is sponsored by MHI (Material Handling Industry of America, they have awarded many thousands of dollars in scholarships to our students) and a number of other professional organizations in the supply chain management field.
- WIU's Human Resource Management (HRM) program includes the HR major, HR minor, and an HR concentration in the MBA program. Students also have the option to earn two degrees (Bachelor's and MBA) in just five years through the integrated program. Courses are offered at both campus locations or remotely. WIU offers opportunities such as the SHRM case competition, HR internships, HR micro-credentialing projects, study abroad programs, professional development and more. In addition, all curriculum is aligned with the educational guidelines put forth by SHRM.



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- Graduate students in MS Quantitative Economics and MS Applied Statistics & Decision Analytics programs was invited to compete in the University of Iowa's virtual Business Analytics Case Competition. Graduate enrollment in the School of Computer Sciences surpassed 300 students marking the largest enrollment since the program's creation. The MS in Applied Statistics & Decision Analytics has exceeded growth expectations and now has over 100 enrolled graduate students which represents 160% increase in enrollments since Spring 2021. The program initially launched in Fall 2016 on the Macomb campus and now is available to QC and online students as well.
- Western Illinois University's School of Computer Science hosted the 2022 LeatherHack training and cybersecurity competition. A selection committee chose 11 students out of 58 applicants to participate in the competition, based on their experience and interest in cybersecurity. "Many students said that they gained immense knowledge from participation," said CS Professor Dr. Binto George. "This year, the competition focused on web application vulnerabilities, and the plan is to expand to other skill areas assuming the necessary equipment would be available." The competition, and a reception following, was organized by members of the Cybersecurity Enthusiast Club, including computer science graduate student Ayobami Olatunji (club president), computer science graduate student Philip Nwaga (Cybersecurity lab assistant).
- Six Accounting students received Institute of Management Accounts scholarships to prepare for Certified Management Accounting licensure process.
- Ms. Kinsey, an Agriculture Education major was awarded a 1st place undergraduate research poster at American Society of Agronomy Meeting.
- The Western Illinois University School of Agriculture's Livestock Judging Team and Show Team recently earned numerous team and individual awards at the National Barrow Show in Austin, MN. The WIU Show Team was named Champion in the purebred truckload section, which then led to being named Grand Champion Overall in the truckload portion of the competition. WIU's Livestock Judging Team won High Team Overall, as well as Second High Team in Reasons. Two students placed in the top 10 in the individual competitions: Senior agriculture major Kyle Webster, of Chrisman, IL, captured High Individual Overall and Second High Individual in Reasons and senior agriculture major Leremy Jackson, of Unionville, IA, won Fifth High Individual Overall and Seventh High Individual in Reasons. The teams are advised by Associate Professor Mark Hoge and graduate assistants Cooper Bounds and Bailey Irick.
- Students within the Marketing Program housed in the School of Management and Marketing earned multiple micro-credentials including various Google Ads Certifications. The Google Ads Certifications assessment tests the knowledge of basic and advanced online advertising concepts including value proposition of online advertising, campaign setup and management, measurement and optimization. Individuals who demonstrate proficiency in basic and advanced aspects of display, search, measurement, video, and apps obtain the certifications. Google recognizes those individuals as experts in online advertising. Certifications included Google Ads Apps Certification, Google Ads Search Certification, Google Shopping Ads Certification, Google Ads Measurement Certification. Google Ads Video Certification, Google Ads Display Certification.
- The Supply Chain Management program held the 2021 SCM Day (September 14 & 15, 2021). SCM Day is the primary networking and recruiting event for students and industry partners. The event is hosted prior to most companies making their hiring decisions regarding internship and employment for the following spring and summer. Students from freshman year through graduate school attend the day's events including the semi-annual advisory board meeting with program updates, a career fair, on-site interviews, and an evening dinner with keynote address delivered by WIU Alumni Michael Wohlwend of Alpine Supply Chain Solutions.

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- Beta Alpha Psi, hosted the annual career fair focused on students majoring in accountancy, finance, and information systems. Attending firm representatives hosted 30 minute group informational sessions and were able to meet with students 1 on 1 to discuss internship and job opportunities. Meet the Firms provides a great opportunity for networking between students and firm representatives and is BAP's fall fundraiser.
- The Weed Science Team from the Western Illinois University School of Agriculture recently captured first place in the undergraduate division of the North Central Weed Science Society. The team's members, coached by Professor Mark Bernards, earned individual honors including first place in weed identification, first place in herbicide identification and farmer problems, and first and second place finishes in the undergraduate overall individual competition. Team members included agriculture science majors junior Dustin Steinkamp, of Coatsburg, IL; senior Luke Bergschneider, of Franklin, IL; junior Jacob Johnson, of Geneseo, IL; and junior Stephanie Reiter, of Hebron, IL.
- Ms. Kinsey Tiemann, an Agriculture Education major, was appointed to serve as the Board of Trustees Student Representative.

*d. All initiatives to support underrepresented student populations in your College*

- Initiated discussions within college leadership regarding the forming and framing the CBT Diversity, Equity, Inclusion and Belonging Committee. As currently conceptualized, the committee would consist of faculty and student members that would serve to advise college leadership on fostering an environment that expands student and faculty facing DEIB initiatives.
- CPA Project -At the time of launch (2017), the program was the first of its kind throughout the country and was/is designed to assist minority students complete their degrees and pass the CPA examination. The initial project was underwritten through a grant by the American Institute of Certified Public Accountants. The College of Business and Technology under my leadership has maintained its support of this program and requested an additional \$12,000 in funding from industry partners to sponsor one student for one full year. An additional \$4,000 in funds from targeted contributions from industry partnerships has been received this year and will further support the ongoing mission of the CPA Project. To date, a total of \$44,412 has been raised for the CPA Program.
- Supported the funding proposal for the "Initiative for Women's Leadership in Business and Technology" which proposed providing young women with a strong support network and an array of professional, academic, and career development activities in the context of the College of Business and Technology. The Center for WIB desires to develop and foster relationships among current students, potential students, alumni, faculty, staff, and business leaders, as well as provide resources to prepare and develop individuals for greater success.
- The College of Business and Technology, through the School of AFED supports a student chapter of the National Association of Black Accountants (NABA). As a nonprofit membership association, NABA is dedicated to bridging the opportunity gap for black accounting and finance professionals by providing leadership and technical training, as well as networking and career opportunities. NABA has Student Chapters on more than 150 campuses across the Country. Each Student Chapter must be sponsored by a Professional Chapter and they offer special programs based on the unique needs of the students at that Chapter's college or university.
- All searches have contained diversity, equity, and inclusion components and supported the CT Vivian Scholar process in several instances.

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## **16. Alumni highlights**

*List notable highlights from College alumni.*

- **Brian Kibby**, Named Chief Executive Officer at Modern Campus - Modern Campus, an innovator driving Omni CMS and Destiny One, empowers higher education institutions to thrive when radical change is required to successfully respond to lower student enrollment and revenue, rising costs, crushing student debt and even school closures. Powered by the industry's leading "student first" modern learner engagement platform, presidents and provosts can create pathways for lifelong learning, while marketing and IT leaders can deliver Amazon-like personalization and instant fulfillment. Award-winning products and its customers' 19% average annual revenue growth have earned Modern Campus a 98% retention rate and a reputation for customer obsession.
- **Joe Creed** (named Ferguson Lecture) currently serves as group president of Caterpillar Inc., with responsibility for the Energy & transportation segment, which includes the Rail Division, Solar Turbines, Large Power Systems Division (LPSD), Industrial Power Systems Division (IPSD), Caterpillar Remanufacturing Division, Electric Power Division and Caterpillar Oil & Gas and Marine Division. Creed joined Caterpillar in 1997, and has held numerous positions of increasing responsibility across multiple divisions of Caterpillar. He was promoted to chief financial officer for Caterpillar's Energy & Transportation business segment in 2013, and promoted to vice president of Caterpillar's Finance Services Division in 2017. Creed also served as interim Chief Financial Officer for Caterpillar in 2018, and, most recently, as vice president of the Oil & Gas and Marine Division and the Electric Power Division.
- **Curtis A. "Curt" Morgan**, Chief Executive Officer - Since October 2016, Morgan has served in the roles of president and of chief executive officer of Vistra. During his 37-year career spanning nearly the entire spectrum of the energy complex, Morgan has held leadership responsibilities in nearly every major U.S. power market. Prior to joining Vistra, Morgan was an operating partner at Energy Capital Partners (ECP), a private equity firm focused on investing in energy infrastructure. He joined the firm in 2015 and was involved in all areas of the firm's investment activities and portfolio company operations.

Prior to joining ECP, he served as the president and CEO of both EquiPower Resources Corp. and FirstLight Power Resources, Inc. He has also held leadership positions at NRG Energy, Mirant Corporation, Reliant Energy, and BP Amoco. Morgan serves on the board of directors of Vistra and Acropolis Infrastructure Acquisition Corp., and is currently chairman of the Electric Power Supply Association, the competitive power generation industry organization. He is also on the board of Comp-U-Dopt, a non-profit providing digital and technology access and education to underserved youth. Morgan has previously served on the boards of Summit Midstream and Prevent Child Abuse Georgia. A certified public accountant, Morgan received a bachelor's degree in accounting from Western Illinois University and a master's of business administration in finance and economics from the University of Chicago.

- **Scott Harris**, Case IH Global President - Harris has been with the company since 2006, first with CNH Industrial Capital and later as Northeast region sales manager for both agricultural and construction equipment. In 2007, he became senior director of sales and marketing for that division. His last role with CNH Industrial Capital was vice president of U.S. Financial Services and Operations. Harris then joined CNH Industrial Parts and Service in 2011, first as

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vice president of sales and marketing for North America and later the entire division in 2013. He became vice president of CASE Construction in 2016 and then vice president of Case IH North America in 2018. His strong leadership in North America has made a significant impact on the Case IH brand,” said Derek Neilson, CNH Industrial president of agriculture. “As we look to the future, at both Case IH and the agriculture industry as a whole, we are excited for him to make his mark across the globe.” As Case IH global president, Harris will lead the overall strategy for the brand with a strict focus on customer-centric brand building, brand marketing and communications, overall digital customer experience, and the Case IH solutions portfolio. He will coordinate activities with Case IH and CNH Industrial leadership across all regions.

### **17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

- The School of Agriculture has worked with the local Hy-Vee store in Macomb to offer hydroponic lettuce to their consumers. Drs. Dan Atherton and Shelby Henning were able to write a Illinois Department of Agriculture grant to construct a hydroponic unit for research purposes and sell the lettuce to Hy-Vee. The School of Agriculture also starting selling fresh tomatoes, bell peppers, and eggplant to Hy-Vee this summer, which was produced in our high tunnel facility on the university farm
- The School of Accounting, Finance, Economics and Decision Sciences is proud to announce that the annual Accounting challenge for area high-school and community college students will be held virtually on Friday, April 8. This exciting event provides area students an opportunity to learn more about the study of accountancy and exciting career opportunities within the field.
- Makerspace, Moline, continues to produce varied promotional gadgets for WIU “customers” and city/regional businesses. The Makerspace has produced promotional items, like key chains and WIU banners, used in Discover Western and recruiting events. Also, custom made parts have been 3D Printed for diverse external customers. Engineering and Engineering Technology students take advantage of the Makerspace to consolidate elements of their Senior Design projects.

### **18. Conclusion**

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