

Western Illinois University Annual Program Review Academic Year 2019–2020

Due to Supervisor's Office: ~~07 April 2020~~ 18 June 2020
Due to Provost's or Vice President's Office: ~~29 April 2020~~ 30 June 2020
Deadlines extended due to COVID-19

Unit: College of Business and Technology

Degree(s)/Program(s)/Options: (List all.)

See schools and departments

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

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 multidisciplinary, 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.

Our Values — University

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

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — College of Business and Technology

The College of Business & Technology prepares students for professional careers and life-long 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 and ethics among our constituents.

Vision — College of Business and Technology

The College of Business & Technology will 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 will have dedicated faculty who are excellent teachers and recognized professionally for their work. We will engage in collaborative relationships with industry through joint technology development, sponsored programs and applied research. It will be a leading college in Illinois and beyond. The College accomplishes its mission through the three key sustaining objectives that are central to the CBT's vision and mission: 1) teaching, 2) research, and 3) service.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

See School and Department Reports

Student Learning Outcomes

See School and Department Reports

Department/School Evaluation

Describe Department/School strengths:

Strengths

- Student Focus – The CBT has a strong student focus, which the students, faculty, and administrators identified as a strength. This is supported by low student-teacher ratios (average for WIU was 15:1 in Fall 2018), small classes (average size 19.2 for Fall 2017 in CBT), individual attention from faculty, extra time devoted to other curricular activities such as projects and labs, and to extracurricular activities such as field visits and nationally recognized student organizations. The CBT also has many instructional resources that are dedicated to student success, including computer laboratories, writing assistance, course-specific tutoring, and centralized advising.
- National Recognition – US News and World Report has consistently ranks WIU as a top-tier Midwestern master's granting, higher education institution, and the Princeton Review lists it as a Best

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Midwestern College. The CBT holds accreditation by AACSB, as well as specialized (supplemental) accounting accreditation. The School of Engineering is accredited by ABET.

- Industry Relevant/Hands on Programs – The CBT has many strong industry relevant programs, including Supply Chain Management (SCM), Cybersecurity, Engineering, Human Resource Management (HRM), Business Analytics and Construction Management. Faculty, students, and administrators identified this as a strength. SCM is one of the three programs in the state and one of 39 available at AACSB accredited institutions. The SCM and HRM majors and minors are popular and offered at both the Macomb and Quad Cities campuses. Business Analytics was the first undergraduate program of its kind in Illinois. The variety of programs in the CBT provides opportunities to leverage related expertise in teaching and research.
- Industry and Alumni Support – The CBT enjoys close ties with industry through activities such as the Professional Development Series and the Executive in Residence Program, as well as through corporate sponsorship of facilities and professional events. Companies, such as John Deere and Caterpillar, regularly provide financial support for CBT programs. Many companies offer internships to our students on a regular basis. In addition, alumni provide generous financial support and willingly contribute their talents to the CBT and its departments. Many experienced executives participate on the CBT and department-level advisory committees. Guest lectures are common events.
- Quad Cities Campus – The Riverfront Campus in the Quad Cities is a showcase for the CBT and is poised for growth. The University opened the Riverfront Campus in 2012 and expanded it in 2014.
- New Faculty – Due to retirements and resignations, the CBT added new faculty in 2019-20. The new members of the faculty bring a different perspective, current skills, and innovative ideas to the College.
- Online Programs – The CBT began offering undergraduate Accounting, Economics, and Management degrees completely online since Fall 2017. Since then Supply Change Management was added to the undergraduate online offerings and all of the CBT graduate degrees. The faculty are currently developing Human Resource Management and Finance for online availability. The CBT has a well-established online MBA, which is currently the most popular format for that degree and experiencing healthy growth.

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Describe Department/School challenges:

- Student Demographics – WIU student scores on the ACT, on average, are slightly below the national and state average. The average score for the 2017 freshmen class was 20.8, while the national and state averages were 21.0 and 21.4 respectively. The average scores have fallen from 21.1 in 2013 to 20.8 in 2017. However, freshman high school GPAs have increased from 3.11 in 2013 to 3.22 in 2017. Math ACT scores are particularly low.
- Budget – The lean budget years of 2016 and 2017 resulted in severe cuts to the CBT. The operating budget was \$181,771 for 2018, which was loaded at 75% (\$136,328). The 2013 operating budget was \$227,832. Although up from 2016 and 2017, the 2018 business operating budget was considerably less than the 2013 budget.
- Facilities – Aging facilities and outdated classroom technology in Macomb detract from the learning environment and leave a poor impression on campus visitors. The newer Riverfront Campus in the Quad Cities provides a notable contrast to the facilities in Macomb.
- Campus Influence – The relationship between the administration, faculty governance groups and the union hinders decision-making and communication across campus. The CBT is often underrepresented on campus decision-making bodies. Active union participation and leadership from the CBT is low, relative to other colleges.
- Enrollment Management – In recent years, the competition for students has become an increasing threat. Illinois is the second largest among the states as a net exporter of students. Surrounding Midwestern states are also facing dramatic declines in the number of high school graduates; WIU (and other state universities in Illinois) will see increased competition from neighboring states for students.
- Competition from Online Programs – In addition to the competition from traditional undergraduate universities and area community colleges, the CBT is facing increased pressure from online degree programs offered by for-profit universities and established nonprofit institutions.
- Budget – State funding for WIU has decreased since 2014. State support for WIU was approximately 12% less for FY18 than for FY14. Coupled with declining enrollment and limited ability to increase tuition and fees, the University struggles to provide annual salary increases. Salaries for new hires in the business area are not competitive with peer institutions, which hinder the CBT's ability to attract and retain qualified faculty and staff. Some programs have replaced terminally qualified faculty with adjuncts to save money. In the long-term, this will negatively affect the public image of the University. In addition, the CBT is experiencing either flat or declining operating budgets. Reduced operating budgets have consistently challenged faculty and staff to do more with less.
- Workplace Changes – Rapid changes in the work environment for business graduates quickly render teaching techniques, course content, and instructional software obsolete. Faculty development and technology upgrades will be a challenge in times of tight budgets. Maintaining quality in online programs will be an additional challenge, as our number of online courses, programs, and students continue to increase.

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Identify Department/School opportunities:

- Changes in the Job Market – The career marketplace is constantly evolving with advanced technologies and changing employee skill sets, including the ability to innovate. The CBT structure contains a number of these technological disciplines under a centralized administration, creating the perfect opportunity for synergy through curriculum innovation and integration, team teaching and faculty collaboration, and innovative Signature Programs. The Quad Cities community leadership is working to strengthen the manufacturing sector by emphasizing innovation and technology. WIU is also well positioned in this area with SCM, Manufacturing Technology, and Engineering in the CBT. The Quad City Manufacturing Lab continues working on innovative manufacturing techniques. The Macomb campus houses the School of Computer Sciences within the CBT, including the Information Systems major. This major is also available in the Quad Cities. Computer Sciences added a bachelor's degree in Cyber Security, which complements several areas of business, such as Accounting and Business Analytics. The business areas can better leverage their expertise within these more applied technological areas.
- The Quad Cities Market – WIU is the only four-year public institution in the Illinois-Iowa Quad Cities metropolitan area (pop. 384,000). This market offers tremendous opportunities for outreach to mid-career business professionals and international students. Most promising in this market is the MBA and the advanced professional certifications. Students could be attracted through innovative promotional material that improves the image and reputation of the CBT.
- Internships – CBT students are traditionally underserved in this area largely because of the location of the Macomb campus. As competition among job seekers remains high, internship experiences are becoming more important to CBT graduates. The CBT has an opportunity to broaden internship outreach and other types of experiential learning through the newly created Executive Institute and the leveraging of alumni relationships and industry partnerships. Full implementation of the Learn and Earn Initiative will also help the CBT take advantage of this opportunity.
- International Market – The developing world is very interested in learning about the U.S. economic system and its highly technical areas, such as supply chain and internet-based marketing. China, India, and the Middle Eastern countries continue to send large numbers of students to the U.S. The CBT offers established programs in these areas. The Macomb campus is attractive to some international students because of its rural, small city, and safe environment with a relatively low cost of living and free public transportation system. A well-developed support system also exists on the Macomb campus for international students, including the English as a Second Language program. Nevertheless, the Quad Cities offers a more cosmopolitan environment for international students.

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. Maintain AACSB and ABET accreditations for the business and engineering programs.
2. Stabilize enrollment in the CBT programs.
3. Improve the delivery of online and live streamed courses.
4. Staff critical leadership positions with high quality permanent personnel.
5. Increase enrollment in new, cutting edge programs such as business analytics and cybersecurity.
6. Gain national certification for the Cybersecurity program.
7. Move forward the masters degree programs in Engineering.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Improve the quality of alternative delivery methods.
2. Continue to support decentralized area efforts to recruit.
3. Increase student involvement in internship like experiences.

How will you measure your success?

1. Survey students in alternatively delivered classes.
2. Monitor amount spend on recruiting by area
3. Track the number and type of experiential learning experiences.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
3	36	16	0	39	13	14	0	0

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Unit: Accounting and Finance

Degree(s)/Program(s)/Options: (List all.)

Masters of Accountancy, Bachelors of Accountancy, Bachelors of Finance

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Mission — Accounting and Finance

The WIU Department of Accounting and Finance provides a collegial student-centered environment for domestic and international undergraduate and masters level students who seek challenging academic programs. We emphasize academic excellence, educational opportunity, professional and personal growth, and social responsibility as evidenced by a commitment to diversity and an inclusive community, and ethical and professional conduct.

The Department's faculty engage in teaching, mentoring, and scholarship that support the development of outstanding graduates who demonstrate the knowledge, skills, and competencies necessary to enter the accounting and finance professions and to meet future career challenges.

Vision — Accounting and Finance

The vision of the Department of Accounting and Finance at WIU is to be recognized by its stakeholders as providing a quality professional accounting and finance education that develops career opportunities and success for tomorrow's business leaders.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Masters of Accountancy

1. Students will comprehend the implications of accounting and auditing concepts to an organization's mission.
2. Students will identify, analyze, interpret, and use financial and nonfinancial data to solve unstructured problems in unfamiliar business contexts and exercise judgment based on comprehension of an unfocused set of facts.
3. Students will have the ethical background necessary to function as an accounting professional.
4. Students must demonstrate competency in locating relevant, technical accounting information; appropriately using that information to craft solutions to accounting/business problems; and effectively conceptualizing and communicating those solutions.
5. Students will understand the role of accounting in a global economy and its link to global capital markets; develop an understanding of international accounting issues and practices and how they impact multinational enterprises; identify the special ethical issues and their implications to organizations and individuals operating in an international environment; and understand the role of international accounting and auditing standard setting organizations and their impact on multinational enterprises.
6. Students will construct grammatically correct text; formulate logical, complete and articulate thoughts; indicate an appropriate level of detail to support knowledge; be concise; use accurate citations; exhibit awareness of the audience and purpose of text; and make organized and articulate oral presentations.

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Bachelors of Accountancy

1. Students will possess the technical knowledge and skills in financial accounting needed for an entry-level position in accounting.
2. Students will possess the technical knowledge and skills in cost accounting needed for an entry-level position in accounting.
3. Students will possess the technical knowledge and skills in tax accounting needed for an entry-level position in accounting.
4. Students will possess the technical knowledge and skills in accounting information systems needed for an entry-level position in accounting.
5. Students will possess the technical knowledge and skills in auditing needed for an entry-level position in accounting.
6. Students will possess the technical knowledge and skills in international accounting needed for an entry-level position in accounting.

Bachelors of Finance

1. The student should understand and be able to implement concepts related to *real estate*.
2. The student should understand and be able to implement concepts related to *corporate finance*.
3. The student should understand and be able to implement concepts related to *financial institutions*.
4. The student should understand and be able to implement concepts related to *risk management*.
5. The student should understand and be able to implement concepts related to *investments*.

Student Learning Outcomes

Masters of Accountancy (Measured in 2019)

1. Rigorous admissions criteria for the MAcc program results in an exceptional student population and near 100% graduation rates. Therefore, it should come as no surprise that student performance is normally well-above the performance benchmarks set by faculty. (More than 70% of the MAcc students will demonstrate success for each learning goal using direct objective measures)
2. Percentage of students meeting or exceeding learning goals:
 - a. Goal 1 69%
 - b. Goal 2 100%
 - c. Goal 3 100%

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- d. Goal 4 100%
- e. Goal 5 92%
- f. Goal 6 100%

Bachelors of Accountancy (Measured in 2019)

1. The faculty have set three levels for measuring outcomes for the Bachelors of Accountancy program's learning goals. These are a) Meets or Exceeds Expectations, a score of 70% or higher on direct measures, b) Nearly Meets Expectations, a score of 60% or more-but less than 70%, and c) Fails to Meet Expectations, a score of less than 60%.

2. The percentage of students falling into each category by learning goal expectations:

	Meets or Exceeds	Nearly Meets	Fails to Meet
Goal 1	40%	60%	0%
Goal 2	60%	20%	20%
Goal 3	40%	40%	20%
Goal 4	80%	0%	20%
Goal 5	60%	20%	20%
Goal 6	80%	20%	0%

Bachelors of Financem (Measured in 2019)

1. The faculty have set three levels for measuring outcomes for the Bachelors of Finance program's learning goals. These are a) Meets or Exceeds Expectations, a score of 70% or higher on direct measures, b) Nearly Meets Expectations, a score of 60% or more-but less than 70%, and c) Fails to Meet Expectations, a score of less than 60%.

2. The percentage of students falling into each category by learning goal expectations:

	Meets or Exceeds	Nearly Meets	Fails to Meet
Goal 1	100%		
Goal 2	100%		
Goal 3	100%		
Goal 4	100%		
Goal 5	100%		

Department/School Evaluation

Describe Department/School strengths:

A. Strengths

- Programs
 - o AACSB is our selling point.
 - o Administrative leadership is willing to try new initiatives.
 - o Reputation backed up with results for academic excellence, as demonstrated by success on certification exams and success in the profession.
 - o The programs receive very high marks on long-term, alumni surveys for preparing students for their first jobs.
 - o Accounting has been a signature program.

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- Faculty
 - Faculty serve the teaching mission of the Department well.
 - Faculty participate in student activities outside the classroom.
 - Faculty preserve a cooperative (team-spirited) environment.
 - Faculty produce a distribution of basic, applied, and education-focused research that is appropriate for the mission.

- Students
 - Employers consistently express satisfaction with graduates, which is reflected in the quantity and quality of their placements.
 - WIU is the second most affordable university in Illinois.
 - Students get individualized care.
 - More internship opportunities lead to higher, quality job placements.
 - Accounting student groups (BAP, Society of Accountancy) are consistently recognized at the regional and national levels for the quality of their activities.
 - Accounting student teams have won numerous regional and national awards in academic competitions.
 - The Finance Club annually visits the financial district in Chicago and actively engages Accounting and Finance students and alumni in various finance-related presentations and service activities.
 - Student organizations are regularly involved in service projects in the community, which help maintain a positive image for the Department and the CBT.

- Physical plant
 - The new Riverfront Campus is an asset to the Quad Cities program.
 - The Malpass Library is ranked among the best in the Midwest.
 - Classroom technology is good.

- Moderately sized classes
 - Primarily full-time faculty teach classes. The average class size for fall 2019 for accounting was 27.17 and for finance was 27.65 in the undergraduate courses. The average class size for graduate Accounting courses was 13.75 and Finance 12.67 (Note this represents a significant increase in Accounting at the undergraduate level)

- Accreditation
 - AACSB International accredits the Accounting and Business programs.

- Graduate employment
 - Accounting graduates have a high placement rate (100% FY 19) in quality positions.
 - The Department has a strong network of business connections.

- Alumni support
 - Loyal alumni willingly contribute time, talent, and funding to the Department.
 - Supportive advisory board.

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- Cost/value of the degree
 - WIU remains very competitive in its market for total cost and in terms of program quality.
- Opportunity exists for synergy between the merged disciplines.
- Collaborative research between Accounting and Finance faculty has been productive.
- Cross-listed courses are offered (ACCT/FIN 445-G Financial Analysis (Modeling), and ACCT/FIN 453 Estate Planning and Taxation)

Describe Department/School challenges:

- Programs
 - Recent loss of senior faculty with insight and leadership.
 - Low university ranking makes it difficult to attract students as well as faculty.
 - Lack of funding caused by state funding cuts and low enrollment creates uncertainty.
 - Slow in keeping up with technology development for faculty members and students.
- Location
 - The Macomb campus is not close to a metropolitan area.
- Reputation
 - WIU could benefit from more widespread name recognition.
- Funding
 - The Department and University rely overwhelmingly on state funding and tuition.
 - The operating budget for the Department is very low and in jeopardy of going lower.
 - The Department staffing in Accounting is at the margin for covering classes and for maintaining AACSB accreditation.
 - Low faculty-staffing forces us to consider downsizing (number of courses, programs) or to use a less effective delivery format (CODEC).
- Students
 - The student body on average is less prepared for college than the student bodies of competing programs.
 - Recruiting plans are weak at the University and College levels.
 - Opposition to lower international student tuition and increase international student enrollment is driven by IBH's position that "They do not pay taxes."
 - Regional competitors (Iowa, Wisconsin) eliminated out-of-state tuition.
 - State-wide low enrollment (48.4% of Illinois students go to other states in 2017 as compared to only 29.3% in 2002; There were 930,000 university and college students in Illinois in 2010; The number is down to 768,000 in

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2017.).

- o University of Illinois and other universities lower admission standards (Enrollments increase UIUC, UIC, and SIUE: Decreased enrollment at EIU, Governors State, NIU, SIUC and WIU).
- Stipes Hall
 - o The building needs updating, and efforts at renovation are slow due to fiscal constraints.
- Technology
 - o Technology Macomb utilizes a mobile accounting lab. Software issues are challenging for the mobile lab in Macomb.
 - o The computer lab in the Quad Cities is small. There are no dedicated computers available in the Quad Cities to teach Auditing, Systems, Fraud Examination, and Financial Analysis (Modeling).
- Research support
 - o The Department has limited databases.
 - o Limited support is available for release time and summer research stipends.
- Employment package
 - o Salary compression is occurring for senior faculty.
 - o Research support is weak.

Identify Department/School opportunities:

- o We have a strong program, which provides an opportunity to enhance our relationship with employers.
- o We have incorporated key technology elements into our program.
- Quad Cities market
 - o The Quad Cities is a metropolitan area with several area community colleges and numerous opportunities for the placement of interns and graduates.
- Job market long-term career opportunities
 - o Although the short-term market is weak, the long-term forecast is strong with baby boomer retirements and overall improvement in the economy.
 - o There are new opportunities with the internationalization of accounting and growth in the audit area.
 - o Job market is strong, creating so many great opportunities for external outreach.
 - o Online delivery of courses provides new growth potential. WIU is delivering most of courses both undergraduate and graduate levels online.
 - o High job placement and CPA pass rates at affordable tuition provide a hope for success.
 - o Department initiatives focused on first generation and at-risk student's success and retention include virtual tutoring, traditional tutoring and increased individual mentoring activities. Department is working to increase student interest in professional Accounting and Finance. This work includes

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presentations about career opportunities, qualifying for professional examinations, and representative career paths after graduation. Alumni, faculty and Teaching Support Assistants make these presentations in regional high schools and community colleges. The department chair works with the Illinois State Board of Examiners, The Illinois CPA Society and the AICPA to recruit underrepresented students and create student awareness in Accounting as a career. The department chair and Beta Alpha Psi advisor work to create more internship opportunities. The activities have been adopted or increased to reverse declining enrollment trends.

- o Maintaining a low tuition together with tuition freezing can help us tackle the low enrollment issue.
- o Creating a communication plan to ensure stakeholders are aware of our activities and opportunities to them.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Department of Accounting and Finance will merge with Economics and Decision Sciences effective July 1, 2020. The Accounting program revised its undergraduate and graduate degrees in response to student assessment, stakeholder input, and changes in the demand for accounting graduates and their skills. The Undergraduate degree now offers two emphases, Taxation and Managerial Accounting. The MAcc program is focused on meeting the learning goals necessary to become a Certified Public Accountant (CPA)

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Increase Freshman enrollments in Accounting and Finance versus August 2019
Increase Transfer enrollments in Accounting and Finance versus August 2019
Increase or maintain record Graduate Enrollment in MAcc versus August 2019

How will you measure your success?

Freshmen Accounting enrollment greater than 14
Freshman Finance enrollment greater than 8
Transfer Accounting enrollment greater than 37
Transfer Finance enrollment greater than 4
MAcc new enrollment greater than or equal to 18.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number

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of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
2	3	#	#	5	1	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Continue promoting Accounting and Finance careers/undergraduate studies at regional high schools and community colleges. Continue promoting graduate studies an regional undergraduate colleges and through the AICPA Diversity Pipeline Initiative and the CPA Project (Originated at WIU)

Retention Initiatives

Continue training TSA's to provide virtual and traditional tutoring services. Train and CPA Project Scholars and Volunteer (TSA's to coach and mentor freshmen and transfer students)

Undergraduate/Graduate Research

TBD based on the availability of research resources

Contributions to the University

Building and promoting a welcoming learning environment through the CPA Project for first generation, transfer students, and all students from diverse backgrounds.

Alumni Success

2019-2020 MAcc placement 92% for all MAcc graduates. 100% for those who were seeking employment.

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Due to Provost's Office: 29 April 2020

Unit: School of Agriculture

Degree(s)/Program(s)/Options: (List all.)

B.S. in Agriculture with degree options in Ag Business, Ag Science, and Agricultural Education

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Mission — School of Agriculture

The School of Agriculture at Western Illinois University cultivates leaders of agriculture, by providing exceptional education in diverse agricultural disciplines. We accomplish this by teaching scientific theory, engaging students in practical experiences, conducting research, and participating in service and outreach activities.

Vision — School of Agriculture

The School of Agriculture at Western Illinois University will be recognized for cultivating leaders who develop solutions for the diverse world of agriculture.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. in Agriculture:

- #1: Establish a minor in Cannabis Biology and Production.
- #2: Establish a major option in Cannabis Production and Management.
- #3: Establish a minor in Ag Communications.
- #4: Establish a minor in Urban Forestry

Ag Business Option:

- #1: Assist students with career goals as well as internship and employment opportunities.
- #2: Evaluate curriculum on relevancy, student interest, and value to the agricultural industry.
- #3: Encourage students to participate in undergraduate research projects and honors projects.
- #4: Encourage students to pursue advanced degrees and provide networking activities to assist them with institutional selection.

Ag Science Option:

- #1: Assist students with career goals as well as internship and employment opportunities.
- #2: Evaluate curriculum on relevancy, student interest, and value to the agricultural industry.
- #3: Encourage students to participate in undergraduate research projects and honors projects.
- #4: Encourage students to pursue advanced degrees and provide networking activities to assist them with institutional selection.

Ag Education Option:

- #1: Maintain or increase the placement rate (85%) and retention rate (65%) of our graduates within the teaching profession. These percentages have been figured over a 20 year period.
- #2: Maintain or increase the program average edTPA score (program average is 48 points - needed passing score is 39 out of 75 points).
- #3: Place student teachers in high quality placement centers to ensure a quality educational experience and placement rates.

Student Learning Outcomes

Learning Objective #1 – Students will demonstrate interpersonal skills relevant to industry and employer needs.

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Learning Objective #2 – Students will demonstrate the ability to problem solve, using critical thinking, analytical techniques, and integration of functional area concepts.

Learning Objective #3 – Students will demonstrate awareness of new technologies and their ability to use existing technologies relevant to production agriculture.

Learning Objective #4 – Students will demonstrate their possession of written skills relevant to industry and employer needs.

Department/School Evaluation

Describe Department/School strengths:

- Student retention (93%)
- Recruitment efforts and engagement (Departmental Open Houses established in 2003)
- Social media presence (Facebook, Twitter, and Instagram account, plus a blog)
- Student Involvement (clubs, competitions, research, community service, philanthropic activities)
- Instructional expertise and excellence (numerous faculty awards)
- Placement of graduates in careers associated with their degree program (80% of our graduates are placed at the time of graduation)
- Placement of graduates in prestigious institutions to earn advanced degrees (Michigan State, Iowa State, Texas A&M, Texas Tech, Virginia Tech, Purdue, etc.)
- Use of Agriculture Field Laboratory for student experiential learning (labs, internships, research projects, etc.)
- Faculty collaboration (research start-up funds, research grants, research projects, etc.)
- Grant writing and securing external funds (one of the top departments institutionally)
- Departmental outreach by both faculty and students (annual field days and club events)
- School of Agriculture Career Fair (50+ vendors every year)
- Fundraising (Ag Legacy Sale, Banner Drive, Foundation Drive, etc.)
- Alumni support and engagement (Agriculture Alumni group, guest speakers, 100th year anniversary event, alumni events, etc.)

Describe Department/School challenges:

- Need for flexibility with ACE assignments (research, grant writing, and other novel activities that enhance WIU)

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- Devaluing effect of tutored study (faculty time is not respected and/or student tuition is short-changed)
- Need for adequate operational funding
- Need for updates/replacement of aging laboratory and farm facilities and antiquated equipment
- Adequate time to produce scholarly work for faculty carrying overloads
- Struggling to meet the needs of students, due to the lack of faculty
- Development of additional student scholarships within the school

Identify Department/School opportunities:

- Recruit highly talented and qualified students at the local, state, and national levels
- Expand undergraduate research projects to assist students in their pursuit of advanced degrees
- Increase the enrollment in the MBA bridge program in Ag Business
- Establish a minor in Ag Communications to expand existing curriculum to meet the needs of potential and existing students
- Establish a minor in Urban Forestry to meet industrial needs
- Lead in the expansion of the cannabis production curriculum in order to fulfill industry needs
- Submit successful grant proposals to expand scholarly opportunities
- Expand study abroad opportunities
- Engage alumni within our academic unit
- Expand retail sales in our agricultural enterprises
- Increase efforts in expanding and improving our fundraising activities

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The School of Agriculture will continue to provide a high quality educational experience for students pursuing an undergraduate degree in agriculture through experimental learning from expert faculty who have a passion for developing future leaders in agriculture. The department will continue to evaluate curriculum to ensure it is relevant, accurate, and meeting the needs of the industry. The School of Agriculture will continue its efforts to recruit high quality students from across the country to ensure a diverse student body. The School of Agriculture will continue its efforts to recruit and retain high quality of faculty to advance the curriculum and attract high quality students. We will continue our fundraising efforts and grant writing efforts to ensure we are financially stable and support faculty and student development. We will continue

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to engage our alumni and continue the traditions associated with the School of Agriculture.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- 1) Grow enrollment with an ultimate target of 350 majors.
- 2) Hire and retain quality faculty and staff to sustain advancements in enrollment.
- 3) Actively recruit high quality students that embody our vision, mission, and slogan.
- 4) Advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
- 5) Improve and maintain agricultural field lab facilities as well as classroom technology.
- 6) Connect with Alumni and grow Foundation base.
- 7) Advance our curriculum to keep pace with our vision, mission, and slogan.

How will you measure your success?

- 1) Grow enrollment with an ultimate target of 350 majors.
 - a. Institutionally remain in the Top 5 in number of majors.
 - b. Continue to grow enrollment each year.
 - c. Attend at least 5 out-of-state recruitment events in 2019-2020.
 - d. To have at least 40 students enroll in QC courses in 2020-2021.
 - e. To increase our out-of-state enrollment each year.
- 2) Hire and retain quality faculty and staff to sustain advancements in enrollment.
 - a. Hire either one or all faculty positions Agronomy/Technology, Ag Education/Ag Communications, or Ag Economics in 2020-2021.
 - b. Assist with tenure and promotion of faculty through mentorship, classroom observations, portfolio construction, scholarly travel, start-up funds, technology/software needs, and encourage service-related activities.
 - c. Encourage independent study enrollment of students to assist faculty with scholarly and service related activities.
 - d. Increase the number of faculty submitting successful grant proposals to advance their scholarly work.
- 3) Actively recruit high quality students that embody our vision, mission, and slogan.
 - a. To have at least 50 prospective students attend our fall and spring open house events.
 - b. Increase our departmental scholarship allocation by 10% each year. (
 - c. To have 15 research projects submitted at URD each year.
 - d. To have 20% of our graduating class receive academic distinction or complete an honors project.

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- e. Showcase our students' skill set by providing them the opportunity to compete at state, regional, national, and international competitions.
- 4) Advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
 - a. Grow Facebook followers by 10% each year.
 - b. Grow Twitter followers by 10% each year.
 - c. Grow Instagram followers by 10% each year.
 - d. Increase our blog shares by 10% each year.
- 5) Improve and maintain agricultural field lab facilities as well as classroom technology.
 - a. Replace tables in LC classroom in 2019-2020.
 - b. Replace carpeting in LC office in 2019-2020.
 - c. Convert agronomy lab spaces in 304, 208, and 207 in 2019-2020.
 - d. Continue efforts in securing funding for new swine facility.
 - e. Continue efforts in securing funding for new data system in Bull Test Station
 - f. Purchase new plot combine through Pennycress USDA-NIFA grant in 2019-2020.
 - g. Construct farm storage shed on university farm through Pennycress USDA-NIFA grant 2019-2020.
- 6) Connect with alumni and grow foundation base.
 - a. Plan and organize 100th year anniversary event 2019-2020.
 - b. Increase our Foundation funds by 10% each year.
 - c. Continue to offer alumni activities through the WIU Aggies group and increase attendance by 30%.
- 7) Advance our curriculum to keep pace with our vision, mission, and slogan.
 - a. Secure a minor in Ag Communications with the hiring of a new Ag Communications/Ag Education faculty member.
 - b. Develop and have approval for new Cannabis minor, plus a new Cannabis course 2019-2020.
 - c. Continue efforts in assessment that evaluate our students' ability to write effectively.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Attend the 2021 Illinois FFA Convention in Springfield, IL
Attend the 2021 National FFA Convention in Indianapolis, IN
Attend the 2021 Iowa FFA Convention in Ames, IA
Attend the 2021 Missouri FFA Convention in Columbia, MO
Host the School of Agriculture Open House in the Fall and Spring semesters
Visit 30 high schools to promote the School of Agriculture and the institution
Attend 20 different college fairs throughout the state
Host several 4H, FFA, and collegiate judging competitions
Work with Admissions Office to conduct prospective student visits

Retention Initiatives

Host fall School of Agriculture picnic
Host the School of Agriculture Career Fair in October
Host Agriculture Alumni Panel with the CBT Professional Development Series
Host School of Agriculture annual banquet
Increase activity with the Agriculture Living Learning Community

Undergraduate/Graduate Research

Phippen, W = USDA NIFA IPREFER Grant
Franken, J = USDA Non-Land Grant College of Agriculture (NLGCA) Capacity Building Grant = "A Research Agenda for Cooperatives"
Franken, J = USDA Non-Land Grant College of Agriculture (NLGCA) Capacity Building Grant = "Improving Access to Locally-Produced, Healthy Food in Illinois Deserts"
Phippen, W = Evaluation of wild hemp (*Cannabis sativa*) strains collected in Illinois
Phippen, W = Impact of nitrogen applications on pennycress (*Thlaspi arvense*)
Phippen, W = Evaluation of weed control methods in industrial hemp (*Cannabis sativa*) production for CBD
Atherton, D. & Henning, S = Illinois Department of Agriculture "Utilizing Hyperspectral Reflectance Imagery to Improve Fertilizer Efficiency and Sustainability of Hydroponic Lettuce"

Contributions to the University

Phippen, W – University Research Day Planning Committee, 2002 – Present

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Phippen, W – IAI Curriculum Review Committee for Agriculture, Fall 2017 – Present
Phippen, W – U of I Extension Council Board member, Fall 2016 – Present, Chairman
Blome, P & Henning, S – University Tree Advisory Committee
Baker, A – UCEP committee member 2000 - Present
Bernards, M – Senate Nominating Committee 20-21

Alumni Success

Host an annual Alumni Banquet in February
Recognize distinguished alumni at annual Alumni Banquet
Host Agriculture Alumni Panel with the CBT Professional Development Series
Continue to utilize social media and press releases to highlight alumni success stories

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Unit: School of Computer Sciences

Degree(s)/Program(s)/Options: (List all.)

BS Computer Sciency
BS Cyber Security
BS Information Systems
MS Computer Science

Vision, Mission, and Values

Our Vision — University

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of Computer Sciences

The mission of the School of Computer Sciences is to provide our students with an exceptional and comprehensive education in the fields of Computer Science, Cyber Security, and Information Systems, and their associated professional practices, while instilling a lifelong love of learning.

Vision — School of Computer Sciences

The School of Computer Sciences strives to be a regional educational leader in the fields of Computer Science, Cyber Security, and Information Systems.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

General – Across All Programs

To prepare students for employment in a variety of positions in Computer Science, Cyber Security, and Information Systems; to prepare students for study at the graduate level; to provide service courses for students and workers in other disciplines who require enhanced computer skills.

Computer Science

To prepare students with the knowledge and skills to implement software solutions.
To provide broad exposure to current trends in computer science.

Cyber Security

To prepare students with necessary knowledge and key applied skills to help defend and protect computer systems, networks, and the cyberinfrastructure.
To train students to solve challenging cybersecurity problems.
To guide students to develop required professional skills to set up and monitor cyber security mechanisms.
To enable students with knowledge to detect, analyze, and recover from cyber security attacks.
To develop an awareness of legal, ethical, professional, and social responsibilities in the cyber security realm.

Information Systems

To prepare students to apply information systems technologies to business situations.
To enable students to select and utilize appropriate systems development methodologies.
To train students to analyze, design, and develop/implement an information system.
To develop students' abilities to assess the organizational and societal impacts of

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information systems

Student Learning Outcomes

Computer Science Students Will:

- Demonstrate skill in computer programming, using at least two contemporary languages.
- Demonstrate ability to analyze complex problems and design appropriate solutions.
- Demonstrate breadth of knowledge in Computer Science, and depth of knowledge in several areas, such as database management, networks, artificial intelligence, computer graphics, operating systems, and computer organization.
- Demonstrate depth of knowledge in software engineering.

Cyber Security Students Will:

- Demonstrate a broad understanding of computer networks, switching, and routing.
- Demonstrate depth of knowledge in computer and network security.
- Demonstrate ability to identify and defend against cyber security threats.
- Demonstrate ability to analyze a system for risk.

Information Systems Students Will:

- Demonstrate ability to design an information system
- Perform analysis of information systems, and make recommendations regarding optimizing the availability and usefulness of an organization's information assets.
- Demonstrate familiarity with various enterprise systems, particularly database and networks.

Department/School Evaluation

Describe Department/School strengths:

- Sharing resources and synergy among the three undergraduate degree programs.
- Dedicated faculty
- International presence in the MS program
- Near state-of-the-art computing facilities
- Strong relationships with prospective internship and employment sites

Describe Department/School challenges:

- Maintaining state-of-the-art facilities
- Declining faculty research support
- Lack of faculty, particularly in Information Systems
- Declining enrollment. Enrollment in CS has typically been cyclical, but the downward trend has lasted longer than usual.
- Changing demographics in potential student pool
- Intense competition from other regional universities in emerging technology areas

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Identify Department/School opportunities:

Growth in Cyber Security
Growing demand in big data, machine learning, artificial intelligence
Growing demand for real computer science in K-12 education
Networking with industry

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Over the past year one of our goals was to rebuild the cyber security faculty following the unexpected resignation of one of our key people. We believe that we will accomplish that, so an important plan for the next academic year is to get back on track with the Center of Academic Excellence designation.

The necessary curriculum changes are in place to allow us to pursue an integrated Cyber Security/Computer Science BS to MS program.

We are short-handed on the Information Systems side of the house. The IS graduate faculty would like to revitalize the IS concentration in the MBA program. We hope to hire at least one Unit A person to fill the void and enable us to offer the IS concentration.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Make progress on the Center of Academic Excellence designation.
2. Return to development of recruiting activities and strategies as the health climate permits
3. Seek additional efficiencies in each of the programs, as well as cross-disciplinary scheduling opportunities. Information Systems is not sustainable under the current practices and staffing levels.

How will you measure your success?

1. CAE designation requires outside mentoring and review. Feedback from those outside entities will provide a metric by which we can evaluate our success.
2. We will initially measure success by simply tracking how many, if any, recruiting opportunities we have. Assuming that we are able to participate this year, further indication of success will be determining whether any of the activities yielded students. That information will be at least one year out.
3. In the past the IS faculty objected to most suggestions of faculty crossing the CS – IS lines. With the loss of 60% of the dedicated IS faculty, that model no longer works. Measuring success in the short term is simple. We will be successful if we manage to offer an acceptable schedule of IS courses without asking Dr. Mangalaraj to postpone his sabbatical.

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	4			1	4			

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Unit: School of Engineering

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science Mechanical Engineering
Bachelor of Science Electrical Engineering
Bachelor of Science Civil Engineering
Bachelor of Science Engineering

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of Engineering

The mission of the School of Engineering is to provide our students with the guidance, knowledge, and opportunities to serve their communities as ethical, competent, and involved engineers.

Vision — School of Engineering

To build an innovation community in the Quad Cities centered on the Riverfront Campus and serve as the focal point for technology development, thus becoming a key economic engine for this region.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Mechanical Engineering: Emphases in Design, Robotics, Manufacturing
Engineering: Emphases in General, Industrial
Civil Engineering
Electrical Engineering

All degrees have the same ABET Educational Objectives (Program Outcomes):

Create: Graduates are expected to be able to analyze problems and create innovative designs that are based on sound engineering principles and that consider functionality, cost effectiveness, sustainability, safety, aesthetics, and satisfy the requirements of a customer.

Communicate: Graduates are expected to use modern technology and design tools, work effectively as individuals and in teams, and clearly and effectively communicate ideas in written, oral, and graphical form.

Continue to Learn: Graduates are expected to increase their personal knowledge and skills through graduate work and other professional education, to maintain an appropriate level of expertise and remain current in their chosen profession.

Community: Graduates are expected to serve as a team member or as a team leader and use the principles of ethical leadership, both in their chosen profession and in other activities. Graduates contribute their time and talents to improve their communities.

Student Learning Outcomes

All four bachelor of science degrees have the same ABET student (learning) outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

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3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Department/School Evaluation

Describe Department/School strengths:

1. Involvement of our advisory board members, retired engineering mentors
2. Mandatory (paid) internships with Industry
3. Senior design projects with industry: Students are hired by the company and work on real projects.
4. Active involvement of our faculty and staff in recruiting and retaining students
5. Retention rate above 90% from Fall to Spring
6. Bringing math, science, and technology classes on campus in the Fall semester for “Discover Engineering Expo’s”. Each fall for the past three years we have brought over 300 students on the QC campus where they met students and faculty, had lunch and toured the labs. We paid for the school’s bus transportation and documented it all on social media.
7. Our social media presents.

Describe Department/School challenges:

1. Lack of marketing, recruiting and a dedicated foundation development officer in the QC; we are largely unknown in the Quad Cities region.
2. Lack of modern CRM software to help in tracking student prospects, determining what recruiting methods are useful.
3. Lack of unit A faculty. We have four programs and four faculty.
4. ABET accreditation for Civil especially and Electrical as well. We are critically dependent on one faculty for each program. Everything else is under control.
5. No plan by the administration to support three masters programs in engineering.

Identify Department/School opportunities:

1. We have completed feasibility studies, program and course documents for Masters of Science in Mechanical, Civil, and Electrical Engineering.
2. School/Program growth: Mechanical Engineering is growing, Civil and Electrical engineering programs will grow IF we support them.

Department/School Plans, Goals, and Metrics

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Describe the Department's/School's plans for moving forward in the next academic year.

1. Continue recruiting and expand our reach from 10 miles to 25 miles if possible. Create and hopefully hire adjuncts to fill the voids we have in our programs, especially as we grow.
2. Obtain IBHE approval for Masters of Science in Mechanical, Civil, and Electrical Engineering.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Continue recruiting initiatives.
2. Work with Admissions to effectively use CRM software to determine what works and what doesn't, track prospects, and MANAGE our recruiting efforts.
3. Improve our teaching especially in the lower division engineering classes.
4. Obtain more scholarship funds.

How will you measure your success?

Program and SCH growth.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	5	13			2			

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Unit: Department of Engineering Technology

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science in Construction and Facilities Management: Macomb
Bachelor of Science in Engineering Technology: Macomb, Quad Cities

Master of Science in Engineering Technology: Macomb

Master of Science in Instructional Design and Technology: Online

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Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

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Deadlines extended due to COVID-19

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Engineering Technology

Provide learning opportunities that prepare and motivate ethical responsible leaders and professionals who can adapt and apply practical knowledge, theories, principles, processes, and problem-solving techniques in a dynamic global society.

Vision — Department of Engineering Technology

Be recognized for shaping the next generation of technology professionals.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

1. Creative, innovative approaches to curriculum design.
2. Lifelong learning.
3. Hands-on, student-centered instruction.
4. Knowledge, skills, and technology applications.
5. An environment of critical thinking, creativity, diversity, and friendship.
6. Leadership through ethical and professional behavior.
7. Local-to-global community interaction.

Student Learning Outcomes

By graduation, all students should be able to:

1. Think critically and creatively.
2. Understand the theoretical principles of the profession.
3. Understand and apply adequate technology in the solution of technical problems.
4. Organize, manage, and maintain projects.
5. Develop an appreciation for ethical and professional practices.
6. Develop and refine oral, written, and visual communication skills.
7. Demonstrate an overall competency in the program objectives.

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Department/School Evaluation

Describe Department/School strengths:

- Faculty (Career professionals; adjuncts; diversity; creativity)
- Curriculum
- Incubator/Product development
- Industry connections
- Placement
- Retention
- Work Experience/Internships
- STEM
- Students
- Advising
- Alumni

Describe Department/School challenges:

- Administration (leadership, certainty; stability)
- Budget
- Enrollment (declining)
- Market/Marketing
- Office Support
- Articulation/Outreach
- Recruitment
- Scholarships

Identify Department/School opportunities:

- Articulation/Outreach
- Collaboration
- External funding
- Partnerships
- Work Experience/Internships

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Department had to forego ATMAE accreditation in the Spring of 2020 and plan to regain such accreditation by Fall 2021. This implies curriculum reviews, revamping assessment and conducting a full self study.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Conduct a year-long self study
- Search/Increase External funding support
- Maintain Recruiting and Retention efforts

How will you measure your success?

Achieve re-accreditation

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	1	3	0	2	0	1	0	0

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Unit: School of Management and Marketing

Degree(s)/Program(s)/Options:

B.B. in Human Resource Management
B.B. in Management
B.B. in Marketing
Enterprise Marketing Option
Marketing Technology Option
Omnichannel Marketing Option
B.B. in Supply Chain Management

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

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 multidisciplinary, 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.

Our Values — University

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Mission — School of Management and Marketing

By delivering business knowledge and developing decision-making skills in a compassionate and inclusive learning environment, the School of Management and Marketing prepares students to successful careers in managing people and organizations

Vision — School of Management and Marketing

The School of Management and Marketing will be the leading destination for business education and participative knowledge sharing in Western Illinois and beyond

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The School of Management and Marketing contains multiple highly interrelated business disciplines. As such, all disciplines in the unit follow unified goals differentiated through discipline specific learning objectives.

Educational

- Offer students diverse business knowledge and internship opportunities with high quality of instruction.
- Encourage application of advanced educational technologies.
- Engage students in professional organizations and professional development activities.

Scholarly

- Engage faculty in applied and basic scholarship and instructional development advancing business research and supporting accreditation requirements
- Integrate faculty research into the classroom activities.
- Facilitate cooperation and exchange of ideas among faculty, students, professional peers and industry partners.

Service

- Engage faculty in service activities that support the mission of the University and the College of Business and Technology.
- Provide assistance to professional organizations through active memberships and holding editorial and leadership positions.

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Student Learning Outcomes

B.B. in Human Resource Management

- 1a Learning Outcome 1 (L.O.1) - Employment Law. The student should be able to interpret and apply relevant legal and regulatory concepts related to human resource management.
- 2a Learning Outcome 2 (L.O.2) - Strategy and HR. The student should have a clear understanding of organizational strategy and leadership skills, and how to manage diversity
- 3a Learning Outcome 3 (L.O.3) - Workforce Planning. The student should have knowledge of staffing strategies such as making appropriate use of recruiting methods, selection procedures, and appropriate staffing decisions.
- 4a Learning Outcome 4 (L.O.4) - Training and Development. The student should understand instructional and mentoring strategies relating to employee training, development, and career planning.
- 5a Learning Outcome 5 (L.O.5) - Performance Management. The student should be able to understand the concepts of designing and implementing employee performance appraisals.
- 6a Learning Outcome 6 (L.O.6) - Compensation and Benefits. The student should possess a full understanding of a compensation/total rewards strategy based on compensation laws, evaluation methods, and benefits administration.
- 7a Learning Outcome 7 (L.O.7) - Employee and Labor Relations. The student should have a clear understanding of union organizing, union/management relations, and unfair labor practices.

B.B. in Management

- 1a Learning Outcome 1 (L.O.1) - Understand the fundamental ways of organizational planning.
- 2a Learning Outcome 2 (L.O.2) - Understand the principles necessary for effective leadership of others
- 3a Learning Outcome 3 (L.O.3) - Recognize and resolve ethical dilemmas using accepted principles.
- 4a Learning Outcome 4 (L.O.4) - Understand the fundamental ways in which an organization seeks competitive advantage.
- 5a Learning Outcome 5 (L.O.5) - Exhibit knowledge of the various ways in which jobs and activities can be organized within an organization.

B.B. in Marketing

- 1a Learning Outcome 1 (L.O.1) - Reflective Thinking. The student should also be able to extrapolate the firm's current situation into the future based on his/her assessment of competitive threats and new opportunities
- 2a Learning Outcome 2 (L.O.2) - Analytical Skills. The student should be able to use tools of marketing to understand the firm's current situation and its position relative to its competitors.
- 3a Learning Outcome 3 (L.O.3) - Financial Analysis and Reporting. The student should be able to analyze historical and pro forma financial statements and profit analysis reports in a marketing context.
- 4a Learning Outcome 4 (L.O.4) - Integration. The student should be able to understand each

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independent functional area within the marketing complex, as well as the interrelated nature of the field.

- 5a Learning Outcome 5 (L.O.5) - Knowledge Application. The student should be able to contextually apply marketing terms, principles, and thinking to a real world situation.

B.B. in Supply Chain Management.

- 1a Learning Outcome 1 (L.O. 1) - The SCM major should be able to understand the role of supply chain management within the broader business context (General Supply Chain Management).
- 2a Learning Outcome 2 (L.O. 2) - The SCM major should be able to understand concepts and application of how to manage warehousing and distribution processes and operations (Warehousing).
- 3a Learning Outcome 3 (L.O. 3) - The SCM major should understand concepts and application of how to manage transportation processes and operations (Transportation Management).
- 4a Learning Outcome 4 (L.O. 4) - The SCM major should understand the managerial functions involved in moving products in and out of organizations in a highly complex and dynamic global setting (Global Supply Chain Management).
- 5a Learning Outcome 5 (L.O. 5) - The SCM major should understand concepts and application of how to manage purchasing/ supply management processes and functions (Purchasing and Supply Management).
- 6a Learning Outcome 6 (L.O. 6) - The SCM major should understand and be able to manage inventory control processes (Inventory Control).

Department/School Evaluation

Describe Department/School strengths:

The School of Management and Marketing maintains quality relationships with industry partners with the purpose of creating opportunity for students in multiple disciplines. Our industry partners include several Fortune 50 corporations. To increase engagement, with those companies, multiple disciplines have made changes to their curriculum to apply internships towards students' degree plan.

Describe Department/School challenges:

The School of Management and Marketing will have significant difficulties 1) retaining younger faculty, 2) replacing departing/retiring faculty, 3) maintaining leadership continuity, 4) delivering programs and multiple locations in multiple formats, 5) introducing/maintaining online programs unless staff issues are addressed.

SCH production has decreased and part of that decrease is a direct result of not being able to offer sections. Each of these issues will be exacerbated by multiple retirements in the near future along with limited funding for faculty replacement.

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Poor research productivity among tenured faculty has created significant potential accreditation issues. This is especially true in among select senior faculty and is specifically related to peer reviewed journal (PRJ) article publication. The lack of PRJ publication on the Macomb campus is directly related to the lack of ramifications for this particular faculty group, increased teaching loads, and, in some cases, simple apathy. The Full Professor Merit Award does not significantly motivate senior faculty and the criteria rewards them for relatively low level performance activities.

Decreasing enrollment base across the entire university has created extreme challenges in course enrollments.

Identify Department/School opportunities:

All disciplines in the academic unit have submitted proposals for online degree completion options. This mode of delivery has the potential to allow the large adult degree seeking students to complete an undergraduate degree while remaining in the workforce.

Required internship programs coupled with complications from the current public health crisis allow for an opportunity to consider alternative project based completion of internship requirements. The school, in conjunction with a college wide effort, has the possibility of launching a “project hub” whereby a combination of smaller remote project based activities would create an alternative path for completion of the 150 hour internship.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

As an academic unit, the primary operational objective is to meet student course demand in light of a turbulent external environment. Our entire existence relates to the value added activity of delivering a quality educational experience to students. Thus, the most important activities associated with “moving forward” focus on the efficient and effective delivery of relevant and timely business related content that supports the mission of the College of Business and Technology.

The quality of instruction, instructional materials, and instructional technologies is directly related to the School of Management and Marketing's ability to delivery established curriculum. Given the current environment, engaging, embedding, and implementing course content technology solutions to enable smooth delivery will be the primary focus.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Meet student course demand.
2. Facilitate leadership transition to new Director.
3. Administer obligations associated with the stewardship requirements of funds contributed to the WIU Foundation on behalf of the School of Management and Marketing.
4. Increase online offerings across multiple disciplines to ultimately increase fully online degree programs.
5. Ensure AACSB Standard 15.1 is met with respect to faculty qualification are met on both the QC and Macomb Campus.

How will you measure your success?

Goal #1: SCH production and graduation rates remain the primary indicators of student demand

Goal #2: Soft evaluations with the Dean’s office representatives will provide continuous measurement and feedback on progress.

Goal #3: Feedback from the College of Business and Technology’s Director of Development will support measurement of progress towards stewardship activities.

Goal #4: The addition of online program counts, online/livestream course counts, and online student headcounts allow for measurement of progress.

Goal #5: Annual evaluation of faculty credentials is performed as part of continued accreditation standards. Comparisons to previous metrics will demonstrate progress.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int’l	Domestic	Int’l	Faculty	Staff	Student
	11			7	5	13		