

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

Centennial Honors College

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/. 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.

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1. What is unique and special about your College?

The Honors College serves academically talented and motivated students who engage in specially designed honors programs. Students from all majors and colleges are welcome and have the opportunity to enroll in the Honors College. The Honors College offers courses with unique course titles and content that are only for students enrolled in the Honors College. Students have opportunities to work one-on-one with faculty on research and/or creative projects, for which they receive honors course credit upon completion. In the past, students enrolled in the College also received discounts from local and area vendors. The College is working on reviving this discount program to resume in the next academic year.

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.

- a. Go to local high schools to talk to juniors and seniors
- b. Provide high school counselors with information about the Honors College for them to share with students
- c. Offer dual enrollment honors courses (e.g. ENG 180/280) so that dual enrolled high school students can join the Honors College and maintain good standing
- d. Develop mentorship program and/or success series for new freshmen
- e. Collaborate with University Marketing and Undergraduate Admissions to develop new marketing plans and “Honors Day.”
- f. Create new honors opportunities to engage with each other and in the community
- g. Review and revise the honors curriculum with updated course offerings that are of interest to the students

3. Barriers to growth in your College

- Lack of scholarships to incentivize new and current honors students
- Lack of interest/motivation by students to pursue/complete honors
- Staffing shortage prohibits ability to offer engagement opportunities to support retention

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. *5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. *5 years total credit hour production by Department/School*
- d. *Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
New Freshmen	No data	169	132	73	93
New Transfers	No data	61	49	46	18
Continuing UG	No data	603	764	489	350

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

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian	1	2	3	2	2
Asian	10	19	14	14	13
Black	151	101	92	77	49
Foreign	no data	no data	no data	no data	13
Hispanic	96	86	87	74	45
Other	14	7	12	14	9
Pacific Islander	1	1	1	0	0
Two or More	35	24	18	10	17
Unknown	10	12	8	5	0
White	654	581	529	383	312
Female	303	534	515	425	326
Male	331	299	249	183	134

- c. **5 year total credit hour production by Department School**
d. **Identify faculty-student ration by College and Department/School, with explanation of disciplinary norms**

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,*

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country of origin

- a. **Total number of degrees conferred for most recent academic year**
 - Fall 2022: 25
 - Spring/summer 2023 (anticipated): 90
- b. **Total number of degrees for most recent academic year per department and/or program**

	Fall 2022	Spring/Summer 2023 anticipated
General Honors	9	39
Major Honors	5	30
University Honors	10	19
Pre-Law Honors Minor	1	2

- c. **Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin**

6. Retention of students

List retention initiatives for the following:

- a. *Current students*
- b. *Transfer students*

a. **Current students**

Ice cream social; Fall fling; Host Game night in the residence hall; Host “Donuts with the Dean” in the Honors College; Provide regular email communications to students; Encourage student participation in the Student Honors Association (SHA); Seek student assistance with Discover Western and other events that are hosted by the College; Encourage students to meet regularly with their Honors Academic Advisors

b. **Transfer students**

Ice cream social; Fall fling; Host Game night in the residence hall; Host “Donuts with the Dean” in the Honors College; Provide regular email communications to students; Encourage student participation in the Student Honors Association (SHA); Seek student assistance with Discover Western and other events that are hosted by the College; Encourage students to meet regularly with their Honors Academic Advisors

7. Recruitment of students

List recruitment initiatives for the following:

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- a. *First-year students*
- b. *Graduate students*

The Honors College recruits undergraduate students by:

- Participating in Discover Western events and departmental open houses
- Hosting on-campus recruiting presentations for current students
- Weely preparing and mailing recruitment brochures to students recently admitted to WIU who meet the criteria to be admitted into Honors
- Meeting with interested/accepted students and their parents via Zoom
- Ensuring that the information on the College's webpage is up to date

8. Recruitment and retention of faculty and staff

Describe the following:

- a. *Initiatives to retain faculty and staff*
- b. *Plans to hire faculty and staff*

Click or tap here to enter text.

9. Courses

Include the following:

- a. *Total number of general education courses*
- 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*

	Fall 2022
GH 101: TRUTH (ENGLISH 180/280)	9
GH 101: UTOPIA/DYSTOPIA (ENGLISH 180/280)	15
GH 101: LITERATURE OF PLACE (ENGLISH 180/280)	13
GH 299: MINDFULNESS FUND (COLLOQUIUM)	20
GH 299: WEALTH MGT (COLLOQUIUM)	17
GH 299: SEE INVISIBLE (COLLOQUIUM)	11
GH 302: ECONOMICS SUST FOODS (SOCIAL SCIENCES)	12
GH 333: INDEP STUDY	0
GH 444: IND SR RESEARCH	0
TOTAL GENERAL HONORS ENROLLMENT	97

	Spring 2023
GH 101: UTOPIA/DYSTOPIA (ENGLISH 180/280)	15
GH 101: LITERATURE OF PLACE (ENGLISH 180/280)	18

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GH 299: WEALTH MGT (COLLOQUIUM)	17
GH 299-51: ASPECTS SUSTAINABILITY (COLLOQUIUM)	11
GH 299-52: ASPECTS SUSTAINABILITY (COLLOQUIUM)	5
GH 301: GAMING THE PAST (HUMANITIES)	13
GH 302: CITIZENT POLITICS	9
GH 333: INDEP STUDY	0
GH 444: IND SR RESEARCH	0
TOTAL GENERAL HONORS ENROLLMENT	88

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

Click or tap here to enter text.

11. Eliminated academic programs

List eliminated majors, minors, other

Click or tap here to enter text.

12. Faculty activities

Include the following:

- a. *Achievements*
- b. *Professional development*
- c. *Outreach and significant service*
- d. *Research (books, articles, conference presentations, other)*

Click or tap here to enter text.

13. Grant activities and external funding

Click or tap here to enter text.

14. Value of programming

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

Students in the Centennial Honors College enjoy specialized courses which count towards their general education and graduation requirements through the General Honors program. General Honors courses have lower enrollments accessible only by honors students. This provides for more in depth interaction with honors faculty and other honors students, and engages students in deeper critical thinking activities. Through Major Honors, students get the opportunity to engage in research and creative projects in a one on one mentoring relationship with their course instructors. The Pre-Law Honors minor offers an interdisciplinary minor for honors students to complete foundational coursework to prepare them for legal studies. Graduates of the Centennial

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Honors College are recognized for scholarly and creative accomplishments, setting them apart from non-honors students. These accomplishments are noted on students' official transcripts and enhance students' resumes when competing for graduate school and employment opportunities.

The Honors College also hosts several events each academic year. The events are not only for students in the Honors College. All students at WIU are welcome to participate in the events. One such event is the observance of Constitution Day, which is a collaborative effort between the Honors College and the Department of Political Science. The College also hosts the annual Pre-Law Symposium for students who are aspiring to obtain careers in the field of law. The College also hosts the annual Jill M. Brody Pre-Med Symposium for students who are considering future careers in some aspect of medicine. The annual Thomas E. Helm Undergraduate Research Day in Macomb and the Research Conference in the QC enable students to work with faculty to broaden their research interests, and to showcase their work and creative projects with those in attendance. All of these events serve to enhance the educational opportunities for students at WIU.

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

a. Student clubs and organizations in the College-

- Student Honors Association (SHA)

b. Results of any surveys in your College, including on student success, program development, student satisfaction, etc.

- 1) Focus Groups were conducted in the fall of 2022. Honors students discussed the following:
 1. They felt as if honors faculty do not take the time to get to know their students
 2. They would like to see a broader range of courses to choose from
 3. Have more events like the Fall Fling, which was a new event offered for the first time in fall 2022.
 4. They would like the RAs on the honors LLC floors to be honors students so they can relate better to honors students; they would also like for RAs to conduct/host activities for honors students.
 5. Students stated they were not aware of services such as the Writing Center, Captain's Closet, and other academic support options.
 6. They would like to get involved with the College by providing assistance with giving tours; providing programs on study skills; assisting students by providing information on how to get around campus.

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7. They would like to see/hear more from SHA and have more opportunities to get involved.
8. They would like to have welcome meetings where new students meet with current students – have treats and t-shirts to make students feel welcome.

c. All new initiatives in the College regarding student success

- The academic honors advisors are working with the first-year advisors in the early stages of Registration 101. Honors advisors receive information submitted by honors freshmen, use Transferology to prepare articulations and honors course recommendations, which are sent to the first-year advisors to assist with course scheduling.
- A new welcome brochure was created to reiterate information new honors students should be aware of as they are planning their first semester at WIU.
- New events include the Fall fling, Game Night, Donuts with the Dean, and the Honors College Recognition Ceremony.

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

- The Honors College admissions criteria has been revised to include the option for incoming freshmen, transfer students, and current WIU students, to submit an essay, which would be reviewed by the Dean of the Honors College. The students electing this option for entry into the Honors College will be guided by prompts for the composition of their essays. Including such a revision to the honors admissions criteria, may serve to encourage more students to consider enrolling in the Honors College and completing the requirements to graduate as an Honors Scholar. Students will be able to envision themselves in the Honors College. A student who demonstrates, through their written essay, the desire to enroll in honors and put in the work necessary to maintain the Honors College graduation requirements, will be granted serious consideration for entry into the Honors College.
- A review of the some of the scholarship criteria may also serve to address this initiative.
- The Honors Academic Advisors also encourage students to schedule meetings with the advisors, who will not only discuss the honors requirements with the students, but also inform them of the resources that are available at WIU.

16. Alumni highlights

List notable highlights from College alumni.

Click or tap here to enter text.

17. Community and/or regional engagement from College:

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List notable community and regional engagement activities.

The Honors College has been in discussions with the Mayor of the City of Macomb, the Macomb Area Convention and Visitors Bureau, the Macomb Area Economic Development Corporation (MAEDCO), the Provost and Academic Vice President, and others about developing a program to offer more opportunities for honors students to engage with industry. There is significant interest in developing such a program, however, the details of the collaborative efforts have not been finalized. The idea is to offer more experiential/entrepreneurial opportunities for students. Students may engage in a long-term project with an industry. Opportunities would also be provided to students in the Quad Cities. Those discussions have not yet occurred.

18. Conclusion

The Honors College is in the process of completing a S.W.O.T. Analysis and a Strategic Plan for the College. The College has also assembled an ad hoc committee consisting of faculty from the Honors Council and one of the Honors Academic Advisors to conduct a thorough review of the current honors curriculum and suggest some recommendations for revisions, if any are needed.