Introduction

In May 2016, Provost Greene charged a team of 18 faculty, administrators, and staff from across the division with revising the Academic Affairs Strategic Plan. The team’s goal was to submit the final draft of the revised plan to the provost by the end of October 2016. During the five months, team members reviewed the results of the previous divisional plan, studied the revised University Strategic Plan, and sought input from various constituencies to inform the revision.

The revised Division of Academic Affairs Strategic Plan differs most in structure. It follows the formatting and terminology of the University plan, and streamlines the content into five primary goal areas for the division. Each goal area consists of objectives serving as outcomes to be achieved over time through the employment of measurable and timely strategies. Additionally, the team voted to title the revised plan “Invest in Gold” as a nod to the University plan, entitled The Gold Standard 2020, and the University’s use of the word “gold” as the fulcrum of its branding.

This plan is meant to provide the direction for the division from 2016 to 2021. The revision cycle is offset from the University’s in order to have sufficient time to adjust to any changes in direction. Progress updates will be made twice per year, with a culminating report at the conclusion of the five years.

Mission

Michigan and the nation need more college-educated citizens to provide intellectual capacity and leadership. WMU dedicates its resources to attract and support outstanding students, faculty, and staff. WMU offers distinctive undergraduate and graduate experiences that inspire a passion for learning. Academic Affairs is committed to WMU’s status as a Carnegie-classified Doctoral University: Higher Research Activity. To that end, the fundamental source for heightened levels of scholarship is active faculty engagement in seeking external funding. Within this context and recognizing the University’s mission and goals, the mission of Academic Affairs is to ensure:

- Premier undergraduate and graduate learner-centered education encompassing the arts, humanities, sciences, and professions.
- Excellence in teaching and learning, research, professional practice, creative endeavor, and service to the University and external community.
- Leadership that advances the University’s mission and goals.

Values

We value and affirm excellence in daily actions through the following:

- Learning and freedom of inquiry
- Scholarship and creative endeavor
- Civic, social, and cultural responsibility
- Respectful, diverse, and inclusive community
- Productive student-faculty engagement
- Ethical behavior and integrity
- Shared governance
- Performance-based assessment
Ensure academic excellence and program distinction necessary for students to be highly successful in their lives and careers.

Objective 1.1: Experiential and co-curricular learning opportunities are available to help undergraduate and graduate students develop their unique education portfolio.

- Strategy 1.1.a: Develop and implement the Signature Designation to support student engagement and distinction.
- Strategy 1.1.b: Develop more global and local curricular opportunities for experiential learning that emphasize the connection to world issues.
- Strategy 1.1.c: Implement curricular management of experiential learning to monitor, and evaluate efficiencies and impact.
- Strategy 1.1.d: Enhance career preparation services and provide more opportunities with alumni and community partners for professional development to boost post-graduation student success.
- Strategy 1.1.e: Use discovery opportunities as a form of engagement for undergraduates.

Objective 1.2: Innovative curricular delivery leads to strategic growth in quality and transformative graduate and undergraduate education.

- Strategy 1.2.a: Support the evolving needs of contemporary students through the assessment of delivery formats, locations, faculty development, and pathways to assure consistency in delivery of high-quality instruction.
- Strategy 1.2.b: Pioneer new configurations of undergraduate and graduate certificates and stackable credentials.
- Strategy 1.2.c: Implement competency-based learning assessment to grant academic credit where appropriate.
- Strategy 1.2.d: Make the curricular approval process nimble so that programs can better respond to the needs of a rapidly changing world.
- Strategy 1.2.e: Prioritize the completion of an innovative general education revision by the end of the academic year 2016-17.
- Strategy 1.2.f: Target areas where high-impact teaching practices and emerging technologies are needed.
- Strategy 1.2.g: Incorporate faculty research and discovery in the delivery of instruction and student mentoring.
- Strategy 1.2.h: Launch and support the early-middle college/pre-college initiative allowing high school students to access mutually beneficial and cost-effective WMU programs.

Objective 1.3: A culture of continuous assessment and improvement ensures academic excellence.

- Strategy 1.3.a: Require utilization of measurable student learning outcomes in the assessment process, including the addition of student learning outcomes in curriculum proposals.
- Strategy 1.3.b: Implement the findings of the Academic Program Review and Planning (APR&P) process to grow, improve, remediate, or eliminate programs.
- Strategy 1.3.c: Provide resources necessary to support the needs of nationally and internationally recognized undergraduate and graduate programs, and model this trajectory to cultivate other programs.
- Strategy 1.3.d: Review the timing, flexibility, and interdependency of curricular offerings to improve student retention and degree completion.

Objective 1.4: Strategic investment in personnel promotes academic excellence and innovative discovery.

- Strategy 1.4.a: Strategically align faculty, staff, and administration expertise and strengths with available resources at the unit-level to promote learning and discovery.
- Strategy 1.4.b: Identify and appropriately resource staffing levels in learner-support units to ensure success in learning and professional development for all students at WMU.
- Strategy 1.4.c: Create and fully implement professional development and operational succession plans for faculty, staff, and administrators.
- Strategy 1.4.d: Assess workplace engagement for all personnel to identify ways to improve workplace satisfaction, productivity, and sense of belonging.
- Strategy 1.4.e: Continue dialog with part-time instructors to ensure avenues for their input into the academic discussion are available.
- Strategy 1.4.f: Increase the diversity of faculty, staff, and administration through culturally unbiased and inclusive hiring and retention efforts.
Goal 2

Establish a robust graduate and undergraduate enrollment management plan that recruits, retains, and graduates a diverse, outstanding student body consistent with a learner-centered, discovery-driven, and globally engaged university.

Objective 2.1: Strategic management of enrollment leads to achievement of enrollment levels consistent with WMU’s distinctive programs and transformative educational experiences.

- Strategy 2.1.a: Implement with training an integrated customer relationship management (CRM) system that should be uniformly used by the offices of Admissions, Graduate Admissions, International Admissions, Extended University Programs, and colleges and departments.
- Strategy 2.1.b: Empower the offices of Admissions, Graduate Admissions, International Admissions, and Extended University Programs, in collaboration with academic programs, to embark on new agreements with partnering institutions.
- Strategy 2.1.c: Expand and optimize WMU’s enrollment management efforts of targeted student groups and strategic geographic regions.
- Strategy 2.1.d: Use the pre-college office to develop robust enrollment management pipelines.

Objective 2.2: An inclusive, student success-centered model improves retention and degree completion.

- Strategy 2.2.a: Ensure early-alert systems lead to holistic, intrusive, and persistent advising focused on retention appropriate to the needs of student populations.
- Strategy 2.2.b: Use assessment data to identify achievement gaps and improve support programming to address varying levels of academic need.
- Strategy 2.2.c: Improve data systems and provide personnel to monitor, review, and assess graduate student success.
- Strategy 2.2.d: Use analytics of retention data and graduation outcomes to continually refine student support strategies.
- Strategy 2.2.e: Improve understanding of and support current efforts to remove systemic institutional barriers for recruitment, retention, and degree completion of students from historically underrepresented groups in higher education.
- Strategy 2.2.f: Develop and implement methods to decrease time-to-degree in doctoral programs.
- Strategy 2.2.g: Continue to revitalize facilities to enhance informal space for student learning and collaboration.

Objective 2.3: Improve affordability while maximizing accessible quality education for all students.

- Strategy 2.3.a: Utilize innovative and competitive need- and merit-based financial support strategies.
- Strategy 2.3.b: Investigate and advocate for differential tuition structures to increase affordability and access.
- Strategy 2.3.c: Build educational programs and infrastructure for support of faculty to more fully utilize open educational resources and reduce the cost of attendance.
- Strategy 2.3.d: Empower and enable colleges, departments, and programs to participate in development activities that generate external support for endowed student scholarships, professorships, and other program-related priorities.
- Strategy 2.3.e: Explore business partnerships to support funding for graduate students who continue their employment during their enrollment.
- Strategy 2.3.f: Continue development and implementation of programming to increase student financial literacy.
- Strategy 2.3.g: Increase the number of student employment opportunities on campus from internal and external sources.
Produce outstanding research, creative works, and intellectual property that enhances society and continues to position WMU as a Carnegie-classified Doctoral University: Higher Research Activity.

Objective 3.1: Providing sufficient resources for faculty in pursuit of research and creative endeavors strengthens WMU’s level of scholarly productivity and increases external funding.

- Strategy 3.1.a: In collaboration with the offices of the Vice President for Research, and Business and Finance, evaluate the effectiveness of the indirect cost distribution plan in continued support of research and creative work, and adjust as appropriate.
- Strategy 3.1.b: Institute financial, policy, and educational support mechanisms to encourage open access publications, where appropriate.
- Strategy 3.1.c: Investigate and adopt web-based software to enable the institution to recognize, publicize, and reward faculty/staff scholarly works and creative accomplishments.
- Strategy 3.1.d: Encourage units to elevate, promote, and incentivize high-impact discovery endeavors (including seeking and obtaining external funding) consistent with the expectations of WMU’s Carnegie-classified Doctoral University: Higher Research Activity.
- Strategy 3.1.e: Prioritize funding to improve discovery infrastructure and data management.

Objective 3.2: Undergraduate and graduate student scholarship strengthens WMU’s position as a Carnegie-classified Doctoral University: Higher Research Activity.

- Strategy 3.2.a: Utilize faculty, staff, and student orientation programs to expand understanding of how to engage in WMU’s climate as a Carnegie-classified Doctoral University: Higher Research Activity.
- Strategy 3.2.b: Provide incentives to academic programs that develop new research assistantships and post-doctoral fellowships supported through research awards, grants, and gifts.
- Strategy 3.2.c: Identify barriers to and incentives for increasing the number of graduate students who complete a thesis.
- Strategy 3.2.d: Promote active engagement of undergraduate students in faculty-sponsored discovery activity.

Objective 3.3: Implementation and accountability of discovery communities, supported at the department, college, and University, increase both the aggregate and per-capita level of research activity supportive of a Carnegie-classified Doctoral University: Higher Research Activity.

- Strategy 3.3.a: Appropriately resource strategic staffing levels to support research infrastructure.
- Strategy 3.3.b: Strategically support research potential through the identification of research clusters and use of University centers and institutes to promote cross-college, multidisciplinary initiatives that support Carnegie-classified Doctoral University: Higher Research Activity.
- Strategy 3.3.c: Develop mechanisms for faculty to become knowledgeable of and engage in significant multidisciplinary research opportunities on campus, such as the functional use of the Western Michigan University Discovery Experts system and active participation in discovery focus groups.
WMU improves the greater community by applying the University’s knowledge, talents, and energies through collaboration, service, and outreach among stakeholders.

Objective 4.1: WMU becomes a more integral partner in the strategic development of local and regional communities.
- Strategy 4.1.a: Promote active community dialogue through coordinated community outreach activities that are responsive to the social, economic, and educational needs of our local and regional communities.
- Strategy 4.1.b: Promote University practices and policies that establish formal, sustainable, and mutually beneficial community partnerships to enhance research, instruction, and service.
- Strategy 4.1.c: Align curricular and co-curricular programs that are focused on entrepreneurship with strategic economic development of the local and regional community.

Objective 4.2: Expand civic engagement to develop responsible citizenship.
- Strategy 4.2.a: Partner with the community to foster professional development and curricular opportunities that ensure workforce readiness.
- Strategy 4.2.b: Develop and implement a renewed commitment to experiential learning, service learning, and volunteerism to support a 2017 Campus Compact Action Plan, dedicating the University to work with the community to advance the public purposes of higher education.
- Strategy 4.2.c: Reinforce or revise, where appropriate, institutional policies and practices that encourage faculty, staff, and student commitment to service and community outreach.

Objective 4.3: WMU becomes a steward-of-place that contributes to the inclusive excellence of local, regional, and global communities.
- Strategy 4.3.a: Strengthen department- and program-level partnerships with the Office of Development and Alumni Relations to cultivate engagement opportunities with global and domestic alumni that especially target new funds for student support and research.
- Strategy 4.3.b: Expand participation opportunities in global education programs that benefit cultural understanding and development of cultural humility.
- Strategy 4.3.c: Use an equity-minded approach to assessment and data analytics to create conditions that result in equitable outcomes for all students.
- Strategy 4.3.d: Provide training opportunities and hold discussions that expand University employee and student cultural responsiveness and civility.
Financial Process and Decision-making

Goal 5

A data-driven, transparent, sustainable financial process will be used to inform decisions.

Objective 5.1: Alignment of business strategy and financial stewardship will maximize efficiencies within Academic Affairs.
- Strategy 5.1.a: Develop and utilize a common standard for budgets and expenditures within academic affairs to increase transparency and understanding of budgetary decisions.
- Strategy 5.1.b: Adopt a strategy that allows academic programs to use differential tuition structures and alternate financial aid models in program offering.
- Strategy 5.1.c: Strategically plan for increased resources needed to comply with ever-changing federal and specialized program accreditation regulations.
- Strategy 5.1.d: Use market data to drive implementation of new high-demand programs and review sustainability of existing programs.
- Strategy 5.1.e: Every academic unit will create a culture of academic excellence that is financially sustainable by identifying and promoting top-ranked programs and faculty.
- Strategy 5.1.f: Evaluate and assign academic space to best utilize available facilities for learning and scholarship.

Objective 5.2: Focused branding and marketing of Academic Affairs units and programs improve outreach, recruitment, yield, and retention of students.
- Strategy 5.2.a: Implement consistent, targeted marketing that is collaborative and integrated to increase the visibility and unique appeal of WMU’s undergraduate and graduate programs.
- Strategy 5.2.b: Bring visibility to innovative teaching and nationally recognized academic programs in the recruitment of new groups of students and respond to current needs and trends.
- Strategy 5.2.c: Build a culture in which faculty and staff in each unit take shared responsibility for and are trained to assist in recruitment and yield of new students.

Objective 5.3: Reduction of silos, and increase of cross-unit coordination of resources, improves efficient use of fiscal, facility, and personnel resources.
- Strategy 5.3.a: Promote and incentivize innovative cross-unit partnerships and opportunities for collaboration in order to increase possibilities and decrease inefficiencies.
- Strategy 5.3.b: Identify and connect units involved in complementary research and creative activities.
- Strategy 5.3.c: Develop an internal communication plan that effectively creates transparency and celebrates success while maintaining a sense of relevance and importance.
- Strategy 5.3.d: Resolve institutional barriers that prevent cross-college and cross-institution collaboration, including interdisciplinary programs, by addressing the budgeting, governance, and reward structures aligned with curricular/program development and personnel.
Priority Strategies: 2016-2018

1.1.a: Develop and implement the Signature Designation.

1.2.b: Pioneer new configurations of stackable credentials.

1.2.d: Make the curricular approval process nimble.

1.2.e: Prioritize the revision of the general education program.

1.2.h: Launch and support the early-middle college/pre-college initiative.

1.3.c: Provide resources to support nationally and internationally recognized programs.

1.4.c: Implement professional development and succession plans for faculty, staff, and administrators.

2.1.b: Empower the offices to embark on new agreements with partnering institutions.

2.1.c: Optimize WMU’s enrollment management plan.

2.3.a: Utilize need- and merit-based financial support strategies.

3.2.b: Provide incentives to develop new research assistantships and post-doctoral fellowships.

3.3.b: Support research clusters and promote cross-college, multidisciplinary initiatives.

4.3.a: Cultivate alumni engagement opportunities that target funding for student support and research.

5.1.d: Implement new high-demand programs and review sustainability of existing programs.

5.2.a: Implement targeted marketing to increase the visibility of WMU’s programs.
**Invest in Gold: Division of Academic Affairs Strategic Plan: 2016-2017 Priorities**

### 1.1a: Develop and implement the Signature Designation

**Metric:** 2-year retention rate

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<th>Fall 2015</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td></td>
<td>73.4%</td>
<td>72.4%</td>
<td>76.0%</td>
<td>74.4%</td>
<td>73.1%</td>
<td>73.7%</td>
<td>77.5%</td>
<td>79.0%</td>
<td>78.6%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comment**

**Description:** The percent of fall first-time, full-time, degree-seeking undergraduates who return as either full-time or part-time students the following fall.

**Rationale:** The mission of the Signature Designation is to provide a meaningful and reflective framework that inspires students to intentionally integrate, synthesize, and articulate their unique WMU experience. Students who are more engaged and intentional in their curricular and co-curricular activity are more likely to persist in pursuit of academic goals. The second year retention rate is a leading indicator for the six-year graduation rate.

**Availability:** Data available in October

**Source:** Common Data Set Initiative

### 1.2b: Pioneer new configurations of certificates and stackable credentials

**Metric:** Number of certificates offered

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<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<th>Fall 2015</th>
<th>Fall 2016</th>
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<td>12</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Comment**

**Description:** The number of undergraduate (sub-baccalaureate) certificates, graduate (post-baccalaureate) certificates, and specialist degree programs (post-master’s certificates) offered by Western Michigan University.

A sub-baccalaureate certificate requires the completion of an organized program of study at the postsecondary level. A post-baccalaureate certificate is an award that requires the completion of an organized program of study beyond the bachelor’s. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master’s degree. A post-master’s certificate is an award that requires the completion of an organized program beyond the master’s degree but does not meet the requirements of academic degrees at the doctoral level.

**Rationale:** A measure of the development of innovative curricular delivery through new configurations of undergraduate and graduate credentials.

**Availability:** September

**Source:** Institutional Research Report Program Count Final
# Invest in Gold: Division of Academic Affairs Strategic Plan: 2016-2017 Priorities

## Metric: Number of certificates awarded

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<td>37</td>
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<td>33</td>
<td>39</td>
<td>43</td>
<td>37</td>
<td>56</td>
<td>N/A</td>
</tr>
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</table>

**Description:** The number of undergraduate (sub-baccalaureate) certificates, graduate (post-baccalaureate) certificates, and specialist degrees (post-master’s certificates) awarded.

**Rationale:** A measure of the development of innovative curricular delivery through new configurations of undergraduate and graduate credentials.

**Availability:** Data available in October

**Source:** Common Data Set Initiative

## 1.2d: Make the curricular approval process nimble to better respond to a rapidly changing world

### Metric: Six-year graduation rate

<table>
<thead>
<tr>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>53.8%</td>
<td>55.2%</td>
<td>54.1%</td>
<td>52.2%</td>
<td>55.9%</td>
<td>55.7%</td>
<td>54.9%</td>
<td>54.0%</td>
<td>54.4%</td>
<td>52.7%</td>
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</table>

**Description:** The percent of fall first-time, full-time, degree-seeking undergraduates who earn their bachelor’s degree within six years of their first fall semester. This rate is based on the FTIAC (First Time in Any College) cohort and is defined by the federal Department of Education. The cohort may be adjusted in the case of the death of a student and does not include students that matriculate to WMU as transfer students.

**Rationale:** The success of students earning their degree in a certain amount of time reflects the curricular efficiency of an academic program. A responsive curriculum approval process enables each academic program to maintain market relevancy and meet the needs of the contemporary student.

**Availability:** Data available in October

**Source:** Common Data Set Initiative

## 1.2e: Prioritize the completion of an innovative general education revision

### Metric: Percentage of assessment based curriculum changes

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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>24.3%</td>
<td>13.6%</td>
<td>13.4%</td>
<td>17.3%</td>
<td>15.5%</td>
<td>13.3%</td>
<td>10.6%</td>
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</tr>
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</table>

**Description:** The percent of curriculum changes resulting from an assessment of student learning (either formal or informal) within a fiscal year.

**Rationale:** The Higher learning Commission requires all institutions to use the information gained from assessment to improve student learning. The institution must especially articulate the purposes, content, and intended learning outcomes of its undergraduate general education requirements. Use of assessment in the curriculum development and change process will provide an indication of this expectation.

**Availability:** Data available in August

**Source:** Annual Report on Curriculum

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Note: N/A=Not Available. NR=Not Reportable
1.2h: Launch and support the early-middle college/pre-college initiative

Metric: Number of dual enrolled students

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td>2007</td>
<td>87</td>
<td>80</td>
<td>70</td>
<td>80</td>
<td>94</td>
<td>71</td>
<td>69</td>
<td>53</td>
<td>54</td>
<td>60</td>
</tr>
</tbody>
</table>

Comment: The number of high school students enrolled in university courses for college credit at WMU prior to graduating from high school.

Rationale: This is a measure of a specific strategy within comprehensive enrollment management efforts to maximize program capacity and to expand WMU’s recruitment and delivery of education opportunities, allowing high school students to access mutually beneficial and cost-effective WMU programs.

Availability: Data available in September

Source: Internal source

1.3c: Provide resources necessary to support the needs of nationally and internationally recognized programs

Metric: Institutional support per Fiscal Year Equated Students (FYES)

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<tr>
<td>2007-08</td>
<td>$1,687</td>
<td>$1,710</td>
<td>$1,757</td>
<td>$1,750</td>
<td>$1,905</td>
<td>$2,377</td>
<td>$2,129</td>
<td>$2,314</td>
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</table>

Comment: Institutional support is a functional expense category that includes expenses for the day-to-day operational support of the institution. It includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, personnel and records, logistical services such as purchasing and printing, and public relations and development. It also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function. FYES is calculated by dividing the undergraduate credit hours generated in the fiscal year by 30 and the graduate credit hours generated in the fiscal year by 24.

Rationale: A measure of the institution’s ability to support and maintain high quality academic programs which will attract and retain domestic and international students.

Availability: Data submitted in April

Source: IPEDS Finance Survey
Invest in Gold: Division of Academic Affairs Strategic Plan: 2016-2017 Priorities

1.4c: Create and fully implement professional development and operational succession plans

**Metric: Total amount of staff tuition remission (dollars in thousands)**

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<tbody>
<tr>
<td>Comment</td>
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<td>N/A</td>
<td>$1,116</td>
<td>$1,253</td>
<td>$1,521</td>
<td>$1,672</td>
<td>$1,569</td>
<td>$1,694</td>
<td>$1,660</td>
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</table>

**Description:** The dollar amount of tuition discount granted to all employees who continue their education by enrolling in courses and programs at Western Michigan University.

**Rationale:** A measure of institutional investment in the professional development of employees by facilitating participation in benefit-supported learning opportunities.

**Availability:** Data available in July

**Source:** Internal Source

**Metric: Number of Board appointed faculty**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<th>Fall 2013</th>
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<th>Fall 2015</th>
<th>Fall 2016</th>
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</thead>
<tbody>
<tr>
<td>Tenured and Tenure Track Traditional Faculty</td>
<td>695</td>
<td>698</td>
<td>694</td>
<td>699</td>
<td>697</td>
<td>694</td>
<td>700</td>
<td>690</td>
<td>696</td>
<td>682</td>
</tr>
<tr>
<td>Tenured and Tenure Track Faculty Specialist</td>
<td>73</td>
<td>81</td>
<td>86</td>
<td>86</td>
<td>90</td>
<td>94</td>
<td>90</td>
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<td>Term Appointed Faculty</td>
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<td>77</td>
<td>73</td>
<td>80</td>
<td>104</td>
<td>104</td>
<td>106</td>
</tr>
</tbody>
</table>

**Comment**

**Description:** Traditionally-ranked faculty are all persons employed by Western Michigan University who hold Board appointments and are ranked as professor, associate professor, assistant professor, or instructor. Faculty specialists are persons holding Board appointments as one of six categories of specialized faculty: (1) lecturer; (2) clinical specialist; (3) professional specialist; (4) aviation specialist; (5) language specialist; or (6) counseling specialist.

Term appointed faculty means employment for a specific period, with a separation date specified at the time of appointment. These appointments are for one-year periods and are renewable annually for up to five (5) consecutive years, with such decisions as to separation date made by the Office of the Provost at the time of appointment. A person in such a position is not eligible for tenure.

**Rationale:** A measure of the institution’s ability to recruit and retain personnel to promote academic excellence and innovative discovery.

**Availability:** Data available in October

**Source:** Academic Operational Indicators

Note: N/A=Not Available. NR=Not Reportable
Invest in Gold: Division of Academic Affairs Strategic Plan: 2016-2017 Priorities

2.1b: Empower WMU admission offices to embark on new agreements with partnering institutions

Metric: Number of transfer articulation agreements

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>29</td>
<td>29</td>
<td>30</td>
<td>32</td>
<td>32</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

Description: The number of formal articulation programs WMU signed with other educational institutions, stating specific policies relating to transfer and recognition of academic achievement in order to facilitate the successful transfer of students without duplication of learning.

Rationale: A measure of enrollment management and admissions efforts to boost enrollment through transfer articulation agreements with collaborating institutions.

Availability: Data submitted in February

Source: College Board Annual Survey of Colleges

2.1c: Expand and optimize WMU’s enrollment management efforts

Metric: Percent of change in total enrollment from previous fall

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1.64%</td>
<td>1.58%</td>
<td>-0.98%</td>
<td>1.91%</td>
<td>0.16%</td>
<td>-1.95%</td>
<td>-1.24%</td>
<td>-1.56%</td>
<td>-1.50%</td>
<td>-1.29%</td>
<td></td>
</tr>
</tbody>
</table>

Description: The percent change in total enrollment from one fall semester to the next.

Rationale: A measure of the success of strategic enrollment management efforts to recruit, retain, and graduate an outstanding student body. Changes in enrollment show fluctuation in the demand for, and accessibility of, the University's educational services.

Availability: Data submitted in April

Source: IPEDS Fall Enrollment survey

2.3a: Utilize innovative and competitive need- and merit-based financial support strategies

Metric: Percent of undergraduate students receiving Pell grants

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FTFT</td>
<td>19.8%</td>
<td>22.0%</td>
<td>34.5%</td>
<td>35.5%</td>
<td>37.8%</td>
<td>36.4%</td>
<td>35.5%</td>
<td>36.9%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergrad</td>
<td>22.0%</td>
<td>23.2%</td>
<td>31.2%</td>
<td>37.8%</td>
<td>39.2%</td>
<td>39.7%</td>
<td>38.6%</td>
<td>38.3%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Description: The percent of First-Time, Full-Time, degree/certificate-seeking (FTFT) students who received a Pell grant and the percent of all undergraduate students who received a Pell grant. Pell grants are awarded to students who meet the federal definition of eligibility based on expected family contribution.

Rationale: A measure of academic and non-academic support given to eligible students which promotes persistence and degree completion. Used to assist in strategic allocation of additional financial support strategies.

Availability: Data available in February

Source: IPEDS Financial Aid Survey
## Invest in Gold: Division of Academic Affairs Strategic Plan: 2016-2017 Priorities

### Metric: Federal student loan award rate

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</thead>
<tbody>
<tr>
<td>Comment</td>
<td>N/A</td>
<td>45.3%</td>
<td>64.2%</td>
<td>65.5%</td>
<td>72.2%</td>
<td>68.0%</td>
<td>66.8%</td>
<td>66.7%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Description:** The percent of eligible undergraduate students who received awards based upon estimated family contribution, cost of attendance, enrollment and other resources. It includes all Title IV subsidized or unsubsidized loans. Does not include graduate PLUS loan.

**Rationale:** A measure of the effort to improve affordability while maximizing accessible quality education by replacing federal student loans with innovative and competitive financial aid support strategies.

**Availability:** Data available in February

**Source:** IPEDS Financial Aid Survey

### 3.2b: Incentivize the development of new research assistantships and post-doctoral fellowships

#### Metric: Number of graduate assistant appointments

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
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<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment</td>
<td>879</td>
<td>897</td>
<td>845</td>
<td>848</td>
<td>844</td>
<td>876</td>
<td>871</td>
<td>810</td>
<td>853</td>
<td>879</td>
</tr>
</tbody>
</table>

**Description:** The number of graduate assistantship appointments. Graduate assistants are graduate students pursuing a program leading to a graduate degree at the University and receiving payment for services to the University. Graduate assistants fall into two broad categories of assignment: (a) those involved in teaching classes that produce credit hours independent of any other faculty member or instructor, and (b) those involved in assisting with classes, research, and/or administrative responsibilities.

**Rationale:** A measure of effective efforts made in advancing a culture of excellence that attracts highly talented, diverse graduates who will help enhance innovative teaching and discovery.

**Availability:** Data available in October

**Source:** Internal Source
3.3b: Strategically support research potential to promote cross-college, multidisciplinary initiatives

**Metric:** Research expenditures per tenured/tenure track faculty (dollar in thousands)

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</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$29,996</td>
<td>$25,927</td>
<td>$29,446</td>
<td>$28,631</td>
<td>$27,865</td>
<td>$23,041</td>
<td>$22,463</td>
<td>$23,141</td>
<td>$24,591</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comment Body**

**Description:** The total research expenditures reported in a fiscal year divided by the number of traditionally ranked (tenured or tenure track) faculty for the corresponding fall semester. Research expenditures are reported based on the research function used in the WMU accounting system and includes all expenses for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Nonresearch sponsored programs (e.g., training programs) are not included. (FARM para. 703.5) The IPEDS definition of faculty is used, which specifies that librarian and counseling faculty be excluded and that researchers be included. Faculty specialists are included.

**Rationale:** Central to WMU's mission to be discovery driven, research expenditures indicate the extent to which the University offers support for activities that enable discovery and promote innovation and research. As opposed to the indicator for federal research expenditures, this indicator seeks to account for all research activity.

**Availability:** Data available in August

**Source:** IPEDS Finance Survey

4.3a: Strengthen partnerships to cultivate engagement opportunities with global and domestic alumni

**Metric:** Alumni giving rate

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</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>7%</td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comment Body**

**Description:** The alumni giving rate reflects the two-year average percent of living alumni with a bachelor’s degree who gave to WMU during the fiscal year (as defined by the U.S. News and World Report Best Colleges Ranking methodology). The number of undergraduate alumni donors divided by the total number of undergraduate alumni of record in the fiscal year.

**Rationale:** A measure of services that effectively connect and engage WMU's global network of alumni and friends as advocates for the university.

**Availability:** Data submitted in April. Peer results released in August

**Source:** U.S. News and World Report

Note: N/A=Not Available. NR=Not Reportable
5.1d: Use market data to implement new high-demand programs and review program sustainability

Metric: Percentage of active programs that award a number of degrees at or above an established capacity

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>56.6%</td>
<td>56.7%</td>
<td>55.2%</td>
<td>54.9%</td>
<td>51.0%</td>
<td>47.3%</td>
<td>N/A</td>
</tr>
<tr>
<td>Master's</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>64.7%</td>
<td>65.5%</td>
<td>63.8%</td>
<td>64.3%</td>
<td>64.8%</td>
<td>58.3%</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctoral</td>
<td>NR</td>
<td>NR</td>
<td>NR</td>
<td>24.1%</td>
<td>13.3%</td>
<td>23.3%</td>
<td>33.3%</td>
<td>23.3%</td>
<td>25.8%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comment: The percent of programs active in a given fiscal year that awarded a number of degrees at or above an established capacity. The Provost’s established capacity for the minimum number of degrees awarded in any fiscal year is at least 10 bachelor’s degrees; 7 master’s degrees; or 5 doctoral degrees. Bachelor’s degrees awarded includes primary, secondary and tertiary majors.

Rationale: A measure of sustainability and demand for existing programs.

Availability: Data available in July

Source: Office of Institutional Research

Metric: Credit hours generated

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
<td>593,357</td>
<td>594,250</td>
<td>581,804</td>
<td>586,038</td>
<td>568,424</td>
<td>536,940</td>
<td>521,775</td>
<td>508,979</td>
<td>494,859</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>23,297</td>
<td>29,342</td>
<td>30,284</td>
<td>31,080</td>
<td>37,589</td>
<td>48,963</td>
<td>53,083</td>
<td>57,778</td>
<td>60,961</td>
<td>N/A</td>
</tr>
<tr>
<td>Regional Sites</td>
<td>18,574</td>
<td>19,481</td>
<td>18,516</td>
<td>18,875</td>
<td>19,242</td>
<td>20,310</td>
<td>19,544</td>
<td>19,489</td>
<td>18,980</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>635,228</td>
<td>643,073</td>
<td>630,604</td>
<td>635,993</td>
<td>625,255</td>
<td>606,213</td>
<td>594,402</td>
<td>586,246</td>
<td>574,800</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Subject: The number of credit hours generated in a fiscal year. A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Main Campus credit hours are those earned through coursework completed on campus in Kalamazoo.

Online Education credit hours are those earned through coursework completed online through Extended University Programs.

Regional Sites credit hours are those earned through coursework completed at any of WMU’s eight regional sites: Battle Creek, Grand Rapids, Lansing, Metro Detroit, Muskegon, Southwest, Traverse City and Florida Southwestern State College.

Rationale: A measure of the effectiveness of intervention on persistence toward program completion and of the innovative educational technologies and outreach services aimed at assisting students achieve their professional, academic, and lifelong goals.

Availability: Data available in July

Source: Office of Institutional Research

Note: N/A=Not Available. NR=Not Reportable
5.2a: Implement consistent, targeted marketing to increase the visibility of WMU’s programs

**Metric: Total enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24,433</td>
<td>24,818</td>
<td>24,576</td>
<td>25,045</td>
<td>25,086</td>
<td>24,598</td>
<td>24,294</td>
<td>23,914</td>
<td>23,556</td>
<td>23,252</td>
</tr>
</tbody>
</table>

**Description:** The total enrollment at fall semester. Includes undergraduate and graduate students.

**Rationale:** Enrollment is a measure of the demand and accessibility of the University's educational services. Stable enrollment and/or planned changes allow the University to better manage its financial resources.

**Availability:** Data submitted in April

**Source:** IPEDS Fall Enrollment survey