Priority Strategies
End-of-Year Report
2017-2018

Invest in Gold
Division of Academic Affairs Strategic Plan 2016—2021
Executive Summary
Western Michigan University is committed to being learner-centered, discovery-driven, and globally engaged. Invest In Gold 2021, the strategic plan of the Division of Academic Affairs, was adopted in October 2016 following the March 2016 completion of the new university strategic plan, The Gold Standard 2020. This annual report provides a summary of the second-year progress reported by the 17 units within the Division of Academic Affairs on the five goals, 16 objectives, and 15 priority strategies (full number of plan strategies n= 76). Academic Affairs units provided status updates on 163 of initiatives addressing the priority strategies and Provost Tactics. A large number of initiatives were reported as ongoing (80%, n=131), however 17% (n=27) of initiatives reported completed, and only three percent were reported as delayed (n=3) or canceled (n=2). The largest number of initiatives focused on creating and fully implementing professional development and operational succession plans for faculty, staff, and administrators. Emphasis was also placed on strengthening 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. In addition, a small number of initiatives focused on identifying research clusters; promoting the use of university centers and institutes; and, using market data to drive implementation of new high-demand programs.

In October of 2017, the newly appointed president, Dr. Edward Montgomery, provided the campus with a renewed focus on three overarching, transformational priorities of the strategic plan that would allow WMU to react to emerging challenges, and put the university on a new higher-future trajectory. President Montgomery encouraged the campus community to see their strategic planning in a renewed focus that would have significant impact on student success, diversifying revenue, and becoming a school of choice. Interim provost, Dr. Susan Stapleton, further identified priority tactics focusing on student retention and student engagement. Academic Affairs units answered both challenges.
Responding to the president’s transformational priorities, Academic Affairs units reported 182 initiatives focused on diversifying revenue with the most emphasis placed on increasing financial stability (n=80), and improving enrollment management (n=63). Units also reported 149 initiatives designed to make WMU the school of choice for continuing and future students. The majority of these initiatives focused on academic excellence (n=49), improving the campus climate (n=25), and diversifying faculty and staff (n=25). Finally, units reported 112 initiatives designed to increase student success with the most emphasis placed on second-year retention. Information on specific initiatives are available online at www.wmich.edu/strategic and www.wmich.edu/provost.

To help streamline strategic plan reporting efforts, the university invested in a campus-wide implementation of Planning, a Campus Labs online strategic plan reporting module. During spring 2018, 15 Academic Affairs representatives completed training to report their 2017-18 end-of-year outcomes and any new or reappropriated strategic allocations of resources in support of priority initiatives. Development of standardized templates will provide greater efficiencies in analysis and reporting.

Accountability to Invest in Gold 2021 is based on 19 key performance metrics (disaggregated to 27) across the 16 objectives. Ten years of data are used to establish trends to measure progress toward the achievement of goals by 2021.
Due to Academic Affairs’ focus on retention for 2017-18, second-year retention increased by more than two percent.

$199,229 was given to colleges for retention efforts such as hiring new retention-focused staff and the development of the college-level offices of student success and retention.

Through senior completion grants, 223 students were able to graduate who otherwise would not have been able to do so due to insufficient funds in FY 2018.

$128,227 was provided by the Division of Academic Affairs to support 64 students.

$452,600 was provided by the academic colleges to support 126 students.

$71,826 was provided by Office of the President to support 33 students.
students attended at least one of 375 Signature-designated events. WMU Signature is WMU's Quality Initiative, as required by the Higher Learning Commission.

was provided by the Offices of the Vice Presidents for Academic Affairs and Student Affairs to support WMU Signature's launch.

students graduated with their WMU Signature in AY 2017-18.

additional students have declared a Signature Pathway.

The Division of Academic Affairs requested faculty and administrators to complete the EverFi online training. To-date, here are the completions per segment:

Workplace Violence Prevention

Completed: 584
Ongoing: 427
Denied: 21
Canceled: 2

Bullying in the Workplace

Completed: 520
Ongoing: 3
Denied: 131
Canceled: 104

Harassment and Discrimination Prevention

Completed: 427
Ongoing: 2
Denied: 3
Canceled: 2

new articulation agreements were created in 2017-18. A total of 51 agreements now exist that diagram the efficient transfer of classes to WMU programs.

Annual Progress (N = 163)

Completed: N = 27
Ongoing: N = 131
Denied: N = 3
Canceled: N = 2
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.

Engagement Opportunities
Over 1,000 students attended over 12 interprofessional events hosted by the College of Health and Human Services.

Post-Graduate Success
Of Lee Honors College graduates furthering their education, 63% reported pursuing master degrees, 20% doctoral degrees, 15% professional schools and 2% in bachelors degrees.

Marketing and Promotion
The Graduate College included a WMU Signature program presentation in the Graduate Appointee Training Sessions, and added a link to their Plan-It-4-Ward resource bank.

Annual Progress (N = 7)
- Completed: N = 2
- Ongoing: N = 5
- Delayed: N = 0
- Canceled: N = 0
Taking Flight
The College of Arts and Sciences launched a certificate program on Unmanned Aerial Vehicle (UAV) through the Departments of Geological and Environmental Sciences and the Department of Geography.

Pioneering Programs
Academic Affairs pioneered configuration of six new certificate programs to begin fall 2018, bringing total 38. In 2017-2018, 72 certificates were awarded.

Leading Edge
$100,000 was invested to support student learning through the purchase of the Anatomage table (virtual cadaver), in the College of Health and Human Services.

Learning Glass
Office of Information technology is partnering with faculty to creatively package learning materials using a new light board technology called Learning Glass.

Annual Progress (N = 11)
Completed N = 2
Ongoing N = 9
Delayed N = 0
Canceled N = 0

Invest in Gold Priority Strategy Report 2017-18
GOAL 1

ACADEMIC EXCELLENCE AND PROGRAM DISTINCTION
Objective 1.2: Innovative curricular delivery leads to strategic growth in quality and transformative graduate and undergraduate education.

Peer Coaching
41 students taking BIOS 1910 (Anatomy course) signed up to meet for individual coaching sessions with student peer coaches in the College of Health and Human Services.

Measuring Success
Lee Honors program learning outcomes were established along with metrics and tools, alumni survey and thesis rubric. Data collection is slated to begin fall 2018.

Curriculum Review
The College of Arts and Sciences formed a new curricular review committee in preparation for the changes to the General Education curriculum.

Annual Progress (N = 9)

Completed N = 3
Ongoing N = 6
Delayed N = 0
Canceled N = 0

Provost Tactic: Revise curricula of all teacher education programs – one aspect of this revision is to decrease the number of credit hours in the program and, thus, reduce the time-to-degree completion. Update the progress of the Academic Program Review and Planning (APR&P) process to continue to grow, improve, remediate, or eliminate programs.

Strategy 1.2.d: Make the curricular approval process nimble so that programs can better respond to the needs of a rapidly changing world.
**GOAL 1**

**ACADEMIC EXCELLENCE AND PROGRAM DISTINCTION**
Objective 1.2: Innovative curricular delivery leads to strategic growth in quality and transformative graduate and undergraduate education.

**Strategy 1.2.e: Prioritize the revision of the general education program through the implementation of Western Essential Studies.**

**Voting on Change**
The Office of Assessment and Undergraduate Studies, worked with the Faculty Senate on the implementation of WMU Essential Studies. **Main accomplishments** included MOAs on learning outcomes, course approval guidelines, and student requirements; and, an assessment rubric for each WMU Essential Studies learning outcome.

**Adapting to Change**
5 new courses and adjustments to several existing courses were submitted by the Lee Honors College to meet areas of WMU Essential Studies.

**Planning for Change**
University Libraries faculty participated in a **rubric working group**, and contributed to the development of the **Information Literacy Rubric** for WMU Essential Studies.

**Leading Change**
Academic Affairs has allocated funding to support the **appointment of a director** of WMU Essential Studies.

**Annual Progress (N = 4)**

- **Completed**: N = 1
- **Ongoing**: N = 2
- **Delayed**: N = 1
- **Canceled**: N = 0

Invest in Gold Priority Strategy Report 2017-18
Professional Development
63 school counselors attended the Kalamazoo Regional Educational Service Agency (KRESA) Counselor Professional Development Day sponsored by the College of Education and Human Development.

Supporting Communities
$29,100 was raised through donations and events for the 2018 Health Careers Connection program, in the College of Health and Human Services. The focus of the program is for disadvantaged, high-achieving high school students.

Creating Pathways
34,827 youth were served through pre-college outreach efforts through a total of 278 pre-college outreach programs registered with the Office of Pre-College Programming.

Annual Progress (N = 10)
- Completed: N = 0
- Ongoing: N = 8
- Delayed: N = 0
- Canceled: N = 2

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.

Provost Tactic: Utilize existing programs, like Health Center Connections, to establish connections with counselors to build student interest and applications.
Strategy 1.3.c: Provide resources as necessary to support the needs of nationally and internationally recognized undergraduate and graduate programs, and model this trajectory to cultivate other programs.

Provision Tactic: Partner with Student Affairs to increase programming in residence halls and on-campus.

Supportive Services
2,741 Student Success Center (SSC) visits in the College of Engineering and Applied Sciences for FY 17-18.

Coaching Support
19 students received peer support coaching and 15 received academic faculty coaching through the Interprofessional Peer Education and Evidence for Recovery (I-PEER) project in the College of Health and Human Services.

Providing Resources
Of first-year Lee Honors College students living in residence halls, 56% resided in honors learning communities. Meanwhile, 33 Science Scholars from the College of Arts and Sciences resided in the residence halls in FY 17-18.

Academic Supports
604 students attended the College of Engineering and Applied Sciences Student Success Center.

Annual Progress (N = 14)
- Completed: N = 3
- Ongoing: N = 11
- Delayed: N = 0
- Canceled: N = 0

Invest in Gold Priority Strategy Report 2017-18
ACADEMIC EXCELLENCE AND PROGRAM DISTINCTION
Objective 1.4: Strategic investment in personnel promotes academic excellence and innovative discovery.

Strategy 1.4c: Create and fully implement professional development and operational succession plans for faculty, staff, and administrators.

Provost Tactic: Increase the number of search committees trained on anti-bias and equity.

Personnel Development
$116,000 in personal development awards were provided to faculty and staff in the Haworth College of Business.

6 College of Arts and Sciences staff received staff development awards of up to $1000.

11 administrative professional staff and 4 advisors in the College of Health and Human Services attended off-campus professional development.

The Division of Academic Affairs required all search committees to be trained in preventing institutional bias. 397 faculty, staff, administrators, and students participated.

Bringing Others Aboard
University Libraries held 12 active searches resulting in 10 successful hires, with 4 additional searches underway.

The Dean of the Lee Honors College and members of the search committee for the Associate Dean in the college completed implicit bias training.

Annual Progress (N = 22)

Completed N = 4
Ongoing N = 17
Delayed N = 1
Canceled N = 0
GOAL 2

ROBUST ENROLLMENT MANAGEMENT PLAN
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.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.

Making Partnerships
The College of Engineering and Applied Sciences established new articulation agreements with Aquinas College and Grand Rapids Community College and international partnerships with UNIBE in the Dominican Republic and Al–Hussein Bin Talal University in Jordan.

Branching Out
The College of Arts and Sciences initiated a 4+1 program with Kalamazoo College in Economics, a dual-enrollment agreement with Kalamazoo Christian High School and dozens of articulation agreements with area community colleges. Two additional graduate programs developed articulation agreements that fall under the 4+1 cooperative agreement with Kalamazoo College.

The College of Education and Human Development developed a 2+2 agreement in Interior Design with Sunway College in Malaysia.

Diverse Growth
101 new students come from 15 new agreements made in the Haenicke Institute of Global Education (HIGE).

Annual Progress (N = 9)

Completed N = 1
Ongoing N = 8
Delayed N = 0
Canceled N = 0
ROBUST ENROLLMENT MANAGEMENT PLAN

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.c: Expand and optimize WMU’s enrollment management efforts of targeted student groups and strategic geographic regions.

Taking Action

30 individuals from Academic Affairs, Business and Finance, and the Division of Student Affairs make up the Retention Action Team through Enrollment Management.

Attracting Talent

57% increase in the number of out of state applications for the College of Arts and Sciences from 2017-2018.

Musically Inclined

The Music Therapy program in Punta Gorda, FL through the College of Fine Arts has admitted their first class of students to the completion program.

Annual Progress (N = 17)

Completed
N = 1

Ongoing
N = 15

Delayed
N = 1

Canceled
N = 0
Senior Completion Grants
95 graduate awards were made for fall 2017, with over half of students graduated by summer 2018.

Financial Support
$691,000 in merit based scholarships were provided by the Haworth College of Business during FY17-18. Also raised was over $19,000 for military scholarships and book scholarships for Alpha students in the Center for Academic Success Programs (CASP).

Increasing Yield
The Haenicke Institute for Global Education increased their yield of scholarship recipients from 25 to 41% by increasing scholarship award amount.

Gold Mine
The Office of Student Financial Aid (SFA), in Enrollment Management began implementation and utilization of the Academic Works Scholarship Management platform to award endowed scholarships. SFA created an online scholarship application site, the Bronco Gold Mine, resulting in an 83% increase in scholarship applications.

Annual Progress (N = 19)
Completed N = 3
Ongoing N = 16
Delayed N = 0
Canceled N = 0

Invest in Gold Priority Strategy Report 2017-18
GOAL 3

OUTSTANDING RESEARCH AND CREATIVE WORKS
Objective 3.2: Undergraduate and graduate student scholarship strengthens WMU’s position 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.

**Provost Tactic:** Implement more searches that are internal/external simultaneously posted to establish more robust pools.

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### Matching Funds

The College of Education and Human Development provided matching funds to faculty that brought in external funding.

### Successful Hiring Practices

The Lee Honors College search for associate dean and marketing specialist were designated internal searches at beginning of hiring process. Well qualified, diverse individuals filled the positions.

### Assisting Research

$268,000 in combined funding from the College of Arts and Sciences and the Graduate college funded 48 graduate research assistant awards for summer 2018.

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**Annual Progress (N = 6)**

- **Completed:** N = 2
- **Ongoing:** N = 4
- **Delayed:** N = 0
- **Canceled:** N = 0

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Invest in Gold Priority Strategy Report 2017-18
OUTSTANDING RESEARCH AND CREATIVE WORKS

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

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.”

Interdisciplinary Innovation
Through the College of Arts and Sciences Innovation Cluster hire proposals, departments worked to build new programs that will enhance opportunities for teaching and research in high-demand areas.

Advancing Sustainable Infrastructure
WMU’s Georgeau Construction Research Center, in the College of Engineering and Applied Sciences (Academic Affairs), has funded $350,000 in grants to seven projects conducted by university faculty members. Project’s focus not only on the advancement of the construction industry through innovative research, but also on creating more sustainable and resilient construction systems and materials.

Incentivizing Collaboration
The College of Education and Human Development allocated $50,000 to create five Centers of Excellence, to encourage prolific grant-writing faculty to partner with junior faculty.

Annual Progress (N = 3)

Completed
N = 1

Ongoing
N = 2

Delayed
N = 0

Canceled
N = 0

Invest in Gold Priority Strategy Report 2017-18
Strategy 4.3a: 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.

**Provost Tactic:** Work collaboratively with Development and Alumni Relations to increase alumni giving, including international alumni.

### Global Engagement
The Haenicke Institute for Global Education held international alumni events in the **Dominical Republic** and **Japan** in 2018.

### Diversifying Revenue
Lee Honors College saw **two new alumni gifts** emerging from alumni events held during the “**Walt's Pilgrimage**” Study in the States course.

### Employer Engagement
170 is the average number of employers recruiting at the Haworth College of Business Career Fairs.

### Healthy Minds
Through the “Healthy Minds Study” online survey, some **4,000 WMU students** were asked to share their attitudes, behaviors and awareness of mental health issues. This is the first step in WMU becoming a **JED campus**.

### Annual Progress (N = 20)
- **Completed** N = 3
- **Ongoing** N = 17
- **Delayed** N = 0
- **Canceled** N = 0

**Invest in Gold Priority Strategy Report 2017-18**
Strategy 5.1.d: Use market data to drive implementation of new high demand programs and review sustainability of existing programs.

Market Research
Extended University Programs formalized its market research process and evaluated its entire portfolio, guiding unit decisions.

Strategic Expansion
The College of Health and Human Services has seven staff members studying the potential expansion of undergraduate opportunities in the college, including undergraduate-level certificates.

Open Consultation
The Graduate College actively encourages and provides advice to programs that are considering developing new certificate programs.

Supporting Needs
The Financial Literacy, Educational Planning, and Outreach [FLEPO] unit, in the Office of Financial Aid, hosted 120 workshops and presentations, and served over 1100 students.

Annual Progress (N = 3)
- Completed: N = 0
- Ongoing: N = 3
- Delayed: N = 0
- Canceled: N = 0
FINANCIAL PROCESS AND DECISION MAKING
Objective 5.2: Focused branding and marketing of Academic Affairs units and programs improve outreach, recruitment, yield, and retention of students.

Strategy 5.2a: Implement consistent, targeted marketing that is collaborative and integrated to increase the visibility and unique appeal of WMU's undergraduate and graduate programs.

Streamlining Processes
Enrollment Management purchased Salesforce and TargetX to provide the university with one system, instead of many divergent systems, and to track incoming and prospective students, and allow them to apply online.

Campus Tour
Lee Honors College added an honors tour option to the admissions campus tour program, for which 235 prospective students registered.

Utilizing Technology
The Office of Information Technology is working with Extended University Programs to investigate potentially expanding the RAVE emergency alert system to include informational texting as a service. In addition, EUP has utilized software such as Google Analytics, Salesforce, and Pardot to leverage data in marketing decisions.

Annual Progress (N = 9)
- Completed: N = 1
- Ongoing: N = 8
- Delayed: N = 0
- Canceled: N = 0
The second year of the **Invest in Gold** implementation provided continued guidance during a period of administrative transition. In addition, President Montgomery's identification of the 2017-18 transformation priorities afforded a much needed focus for the university's plan, The **Gold Standard 2020**. Interim Provost Stapleton challenged Academic Affairs units to focus on student retention, especially through greater student engagement. The arrival of WMU's new Provost and Vice President for Academic Affairs Jennifer Bott will bring fresh eyes to the strategic planning process. There now needs to be continued communication from the leadership on how **Invest in Gold** will continue to move the needle on these priorities. It is critical that Academic Affairs fully utilize the plan for decision-making and the strategic allocation of its resources. The Higher Learning Commission will look for evidence of implementation and ongoing planning informed by accountability measures (see HLC Criterion Five. Resources, Planning, and Institutional Effectiveness).

University-wide implementation of Campus Labs’ **Planning** module provided a modest movement toward standardization and ease of reporting. It will take a concerted and continued effort to fully maximize the capabilities of this software. While all divisions participated in use of the reporting tool, the lack of standardization of terminology and alignment between unit-level strategies with the **Invest in Gold** strategies made reporting less than efficient. Time must be spent in creating a standardized report template that has clearly agreed upon terminology, then assuring that all reporting units participate.

The request for Academic Affairs units to report new or reallocated resources to strategic priorities demonstrates the link between budget and planning. Alignment will be especially important as the WMU begins planning for a new budget model to be implemented fiscal year 2021-22. Fiscal year 2018 presented a good start, but reporting units need to provide more detailed responses to allow for aggregation of resources allocated to goals and objectives.

The 19 key performance metrics aligned with the 15 strategic objectives continue to serve as measures of accountability for the achievement of **Invest in Gold**. These lag measures, however, do not provide the impetus for annual benchmarking or reprioritization of strategies and resources. Provost Council should invest time in creating lead indicators with annual benchmarks for specific strategies for which units will be held responsible. The significant change in vice-presidential leadership would allow for new strategies to be put into the existing plan; however, key performance metrics should be utilized as measures of progress. The timing of end-of-year reporting and the use of academic year or fiscal year data should be discussed with Provost Council and Institutional Research so that units providing data will ready for negotiated deadlines. The ability to report weekly or monthly progress on strategies that tie to lead indicators would assist units to remain focused on priorities while continuing to respond to the constant push for operational decisions.

Finally, as **Invest in Gold** reaches its halfway point, Provost Council needs to identify where enhanced efforts are needed to follow through on strategies that were not originally identified as priorities. **Invest in Gold** has 16 Objectives and 76 strategies, 15 of which were prioritized for the first two years. It is now time to identify other strategies for increased visibility and support, as well as those that were completed.
Invest in Gold Priority Strategy Report 2017-18

delayed, or canceled in light of the President’s transformational priorities.

More detailed analysis of mid-year and end-of-year reporting processes and outcomes identified additional recommendations:

- There is a need to discuss Academic Affairs objectives and strategies as each unit seems to have a different interpretation of the core intent of the strategy.
- Prioritization might be enhanced if we were to consider strategic, operational and financial priorities rather than competing priorities.
- There is often a great overlap in applying strategies and unit-level tactics between second-year retention and sixth-year completion. While one obviously impacts the other, they require separate strategies. Similarly, recruitment is often considered in concert with retention.
- The responses given for allocation or reallocation of resources are often more qualitative than quantitative. Since this will be a critical component in the review of budget models for the university, there is the need for a better way to report this information.
- A great deal of reported initiatives involved new staffing, compared to innovative strategies. There should be a concerted effort to utilize the information gained from the current Administrative Program Review to consider efficiencies through improved practices or innovative solutions.

- Outcome responses include projects or initiatives that were accomplished in previous years, or are operational rather than strategic objectives. Standardization of terminology, and creation of lead indicators would help in clarifying how to report multiple year projects.
- There has been little prioritization of research-based or community engagement initiatives; focus has been on enrollment management. Since the president has prioritized revenue diversification, this may be an area to consider in Invest in Gold prioritization.
- The report mentions few department-, college-, or university-level centers and institutes. Effort must be made to align the goals of centers and institutes with appropriate strategic planning and accountability measures.
- There has been little prioritization given to interdisciplinary strategies. Standardization of academic program language could clarify and report progress in this area. Clarification of what was an academic program (majors, minors, certificates, not concentrations) in Academic Program Review was very useful. A similar attempt should be made to create definitions for the various forms of academic offerings such as interdisciplinary, dual enrollment, enhanced dual enrollment, middle college, early college, and bridge programs, to name a few.

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### Transformational Priorities: Metrics

#### STUDENT SUCCESS

<table>
<thead>
<tr>
<th>Priority</th>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase 2nd Year Retention Rate to 80%</td>
<td>Metric 1.1a</td>
<td>2nd-year retention rate – 79.9%</td>
</tr>
<tr>
<td>Increase 6-Year Graduation Rate to 67%</td>
<td>Metric 1.2d</td>
<td>6-year graduation rate – 52.1% (2018)</td>
</tr>
</tbody>
</table>

**Student Engagement, Inclusive Excellence, Student Financial Support**

- Metric 2.3a: Percent of undergraduate students receiving Pell grants - FTFT: 34.1%, Undergraduates: 36.3%, Federal Student Loan award rate: 63.0% (FY2018)

#### DIVERSIFYING REVENUE

<table>
<thead>
<tr>
<th>Priority</th>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Alumni Giving to 10%</td>
<td>Metric 4.3a</td>
<td>Alumni giving rate – 4%</td>
</tr>
<tr>
<td>Increase Research Expenditures to $50 M</td>
<td>Metric 3.2b</td>
<td>Number of graduate assistant appointments - 878</td>
</tr>
</tbody>
</table>

**Financial Sustainability, Enrollment Management**

- Metric 2.1b: Number of transfer articulation agreements - 34 (Fall 2018)
- Metric 2.1c: Percent of change in total enrollment from previous fall: -1.45%

- Metric 3.3b: Research expenditures per tenured/tenure track faculty (dollars in thousands) - FY 2018 data not available at this time

- Metric 5.1d: Percentage of active programs that award a number of degrees at or above established capacity - FY18 data: bachelor’s: 51.7%, master’s: 55.4%, doctoral: 36.4%

- Metric 5.1d: Credit hours generated - FY18 data: main campus: 471,503, online: 69,531, regional sites: 18,162

- Metric 5.2a: Total Enrollment - 22,562

#### SCHOOL OF CHOICE

<table>
<thead>
<tr>
<th>Priority</th>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Climate, Facilities, Safety, Employee Well-being</td>
<td>Metric 1.4c</td>
<td>Total amount of staff tuition remission (dollars in thousands) - $1,957, Fiscal year 2018</td>
</tr>
</tbody>
</table>

- Metric 1.4c: Board appointed faculty - Fall 2018 pre-census data: T/TT traditional faculty - 692, T/TT faculty specialist - 105, term-appointed faculty - 103

**Freshman Profile, Academic Excellence, Internationalization/Globalization**

- Metric 1.2b: Number of certificates offered - 38, Fall 2018

- Metric 1.2b: Certificates awarded - 69, Fiscal year 2018

- Metric 1.2e: Percentage of assessment-based curriculum changes - 7.8%, Fiscal year 2018

- Metric 1.2h: Number of dual enrolled students - 99

**High School Counselor Rating, Community Engagement**

- Metric 1.1.2: Percentage of freshmen entering with college credit from Advanced Placement (AP) or International Baccalaureate (IB) exams – 23.4%, Fall 2017

- Metric 2.3.2: Ranking on U.S. News and World Report – 207, Spring 2017

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1 Note for Fall 2018 pre-census data: The 6-year graduation rate for the 2018 cohort includes graduates only through summer I of Year 6. All other 6-year graduation rates are reported through summer II of Year 6. Final graduation rates for the 2018 cohort will be available in early October 2018, and will likely be higher than what is reported here.
For more information on individual unit strategic plans, please see the links below:

- Academic Affairs: http://www.wmich.edu/provost/
- Enrollment management: http://www.wmich.edu/enrollment/planning
- Assessment and Undergraduate Studies: http://www.wmich.edu/assessment/about/planning
- Institutional Effectiveness and Planning: http://www.wmich.edu/effectiveness/strategic
- University Libraries: http://www.wmich.edu/library/about/strategicplan
- Office of Information Technology: http://www.wmich.edu/itplan/strategicplan
- College of Arts and Sciences: http://wmich.edu/arts-sciences/about/planning
- College of Education and Human Development: http://www.wmich.edu/education/about/strategic-planning
- College of Aviation: http://wmich.edu/aviation/about/strategic
- Haworth College of Business: http://wmich.edu/business/about/planning
- College of Engineering and Applied Sciences: http://wmich.edu/engineer/about/strategic-plan
- College of Health and Human Services: http://wmich.edu/hhs/about/planning
- Lee Honors College: http://wmich.edu/honors/about/mission
- The Graduate College: http://wmich.edu/grad/planning
- College of Fine Arts: http://wmich.edu/finearts/about/planning
- Haenicke Institute for Global Education: http://www.wmich.edu/international/planning
- Extended University Programs: https://wmich.edu/extended
- Academic Labor Relations: http://www.wmich.edu/academic-labor-relations