2005

UA3/9/1 2004-2005 Progress Report

WKU President's Office

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2004–2005 Progress Report
Challenging The Spirit

PROGRESS REPORT ON PERFORMANCE INDICATORS FOR 2004-2005

Overview

• *Challenging the Spirit*, the Western Kentucky University strategic plan, was originally adopted in 1998. The plan sets forth the vision, mission, purpose, core values, and strategic goals of the institution.

• *Challenging the Spirit* is implemented through the five strategic goals:
  
  Goal 1 Increase student learning  
  Goal 2 Develop the student population  
  Goal 3 Assure high quality faculty and staff  
  Goal 4 Enhance responsiveness to constituents  
  Goal 5 Improve institutional effectiveness  

• At the institutional level, progress toward each Goal is measured by a set of performance indicators and is evaluated and reported each year. This is the seventh annual assessment of Western Kentucky University's progress toward goals set forth in the *Challenging the Spirit* strategic plan.

• The current list of seventy-eight performance indicators are to be achieved by 2005. Some performance indicators reflect ongoing efforts and therefore are targeted for annual achievement. This report documents the University's progress on its current seventy-eight performance indicators for the fiscal year 2004-2005.

• Progress toward each performance indicator is evaluated on the following scale: NONE, LITTLE, SOME, SUBSTANTIAL, EXCEPTIONAL, ACHIEVED. The following summary of the levels of progress for the seventy-eight current performance indicators during 2004-2005 reflects significant accomplishments and advances in most areas:

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Achieved:</td>
<td>37</td>
<td>(47 Percent)</td>
</tr>
<tr>
<td>Exceptional Progress:</td>
<td>12</td>
<td>(16 Percent)</td>
</tr>
<tr>
<td>Substantial Progress:</td>
<td>16</td>
<td>(21 Percent)</td>
</tr>
<tr>
<td>Some Progress:</td>
<td>8</td>
<td>(10 Percent)</td>
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<tr>
<td>Little Progress:</td>
<td>1</td>
<td>(1 Percent)</td>
</tr>
<tr>
<td>No Progress:</td>
<td>4</td>
<td>(5 Percent)</td>
</tr>
</tbody>
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Details on the progress toward individual performance indicators appear in the following pages. Please note that various rates of progress for performance indicators are to be expected in a comprehensive plan of a multifaceted institution whose progress is significantly affected by state funding and other external factors.

• Highlights in this year's report include the accreditation of the joint engineering programs (electrical, mechanical, and civil) (Goal 1), substantially increasing the number of enrollments in distance learning (Goal 2), increasing the diversity of faculty and administrative/professional staff and achieving institutional diversity goals established in the Kentucky Plan for Equal Opportunities (Goal 3), recruiting and involving large numbers of alumni volunteers in the life of the institution (Goal 4), and increasing our already substantial external financial resources dedicated to supporting the WKU mission and goals (Goal 5).

• A list of previously achieved performance indicators from the original *Challenging the Spirit* adopted in 1998 appears at the end of this report as well as a list of those achieved during the cycle ending in 2004-2005.
Strategic Goal 1:

**Increase Student Learning**

Promote learning that fully develops individual potential and produces nationally and globally competitive graduates for the workforce.

1a Achieve at least 90 percent satisfaction rating with the quality of educational experience at WKU, based on alumni survey results.

1b Assess the general education program's impact on students' acquisition of essential skills and competencies.

1c Ensure that assessment mechanisms in each academic major are documented, designed to measure student achievement with respect to stated program learning outcomes, and are used for program improvement.

1d Inventory international and culturally diverse learning experiences and use data to set specific targets for curricular and extracurricular involvement that increase students' global understanding.

1e Inventory student engagement in experiences that enhance education (e.g., internships, leadership experiences, community service, undergraduate research, cultural events) and set targets for increased student participation based on survey data.

1f Enhance the Honors Program as reflected in increasing the number of students who complete the program each year from 22 to 50.
1a ACHIEVED: WKU continues to receive high marks from both undergraduate and graduate alumni. On the 2003 Graduate Alumni Survey, 98.5 percent of alumni indicated that they were satisfied or very satisfied with the overall quality of their education at WKU. Likewise, on the 2004 Baccalaureate Alumni Survey, 98.6 percent of alumni expressed similar satisfaction. (Graduate and undergraduate alumni are surveyed in alternate years. Results of the 2005 graduate survey are not yet compiled.)

1b SUBSTANTIAL PROGRESS: The university completed a two-year cycle of General Education assessment in the spring of 2005. Over a two-year period, students were assessed with regard to the effectiveness of three General Education Goals: proficiency in reading, writing, and speaking; competence in a language other than the native language; and the ability to understand and apply mathematical skills. These assessment efforts centered on the Communication Department, the English Department, the Math Department, and the Modern Languages Department. In addition, in response to a concern expressed by the SACS reviewers, the university expanded its General Education assessment program to include all 10 of its General Education goals. To facilitate this transition, the University Senate adopted a recommendation from the General Education Committee asking each faculty member to include information in the syllabi of General Education courses that stipulated which of the 10 goals the course addressed, what course requirements contributed to meeting those goals, and how progress toward meeting the goals would be assessed in the course. Over the summer of 2005, the General Education Coordinator collected the assessment data submitted by the departments. The report prepared using this information provides the most extensive assessment of General Education in the university's history. The university will continue to conduct this process on an annual basis.

1c ACHIEVED: An assessment process detailing student learning outcomes, means of assessment, and criteria for success has been implemented for each academic program. Program faculty review and revise outcomes and assessment tools as necessary each fall. Assessment activities are implemented over the course of the academic year, with each program making a report on assessment results and how these results were used to drive improvement in academic programs by the following fall. Each academic college plus the Division of Extended Learning and Outreach (DELO) has an assessment coordinator to assist faculty and staff in all phases of the assessment process.

1d ACHIEVED: Student study abroad participation, the number of faculty who taught abroad, and the number of foreign students studying on campus all increased substantially during the 2004-2005 fiscal year. A 3% increase in the numbers for each of these measures of international and culturally diverse learning experiences had been set as targets. All increased by more than 3%. The number of students who studied abroad increased from 260 in 2003-2004 to 300 students in the 2004-2005 time period, an increase of 15%. The number of WKU faculty who taught abroad increased from 17 the previous year to 20 in 2004-2005, a 17% increase. The number of foreign students on campus increased from 501 in 2004-2005 to 551 in 2004-2005, an increase of about 10%.

1e EXCEPTIONAL PROGRESS: An annual WKU Student Engagement Survey (WKUSES) for juniors and seniors has been implemented as a local engagement experiences inventory tool. Additionally, WKU participated in the National Survey of Student Engagement in 2005 and is registered to participate in 2006. Building upon previous campus-wide audits of student engagement, a campus-wide workshop on student engagement was held. WKU hosted a statewide meeting on student civic engagement and established an internet listserv to share information on student civic engagement activities. Faculty and staff teams have attended several national meetings on student engagement and on student civic engagement to assist in determination of the direction of future student engagement initiatives. WKU’s Quality Enhancement Plan with its theme of “Engaging Students for Success in a Global Society” was approved by SACS and as such will be the focus of curricular and co-curricular activity for the coming five to seven years. The Spring 2005 WKUSES (WKU Student Engagement Survey) of Juniors and Seniors indicated the following:

- 77.1% had participated in practicum courses, internships, co-ops, clinical assignments, or field experiences
- 79.5% had performed community service/volunteer activities
- 43.0% had participated in research projects with a faculty member
- 90.4% had attended a play, concert, art exhibit, lecture, or other cultural event
- 56.5% had participated in leadership training or had a leadership role

1f SOME PROGRESS: The previous five-year average for the Honors Program is 15 graduates per year. However, The Honors Program at WKU is currently undergoing significant restructuring including the allocation of significant recurring resources. A national search has resulted in a new full-time Honors Program Director. Subsequent years should see an increase in total participation of students in the Program and an increase in completion rate, as well as improvement in numerous other quality indicators for the Honors Program.
Strategic Goal 1:

Increase Student Learning

1g. Create online learning communities for students and faculty, and move toward implementing a laptop University environment.

1h. Restore student/faculty ratio to at least 17:1 to reduce disproportionate faculty loading due to recent accelerated growth.

1i. Implement fully articulated "Placement for Success" program and assess its effectiveness in enhancing successful student learning.

1j. Develop or enhance academic programs that respond to emerging needs of the region or state (e.g. educator preparation, professional engineering, health and human services), collaborating with other postsecondary institutions when appropriate.

1k. Enhance selected graduate programs meeting quality and productivity criteria recommended by Graduate Studies Task Group and provide financial and other resources needed for the programs to function competitively in comparison with appropriate benchmarks.

1l. Achieve accreditation for joint engineering programs (electrical, mechanical, and civil) by 2006.
1g **SUBSTANTIAL PROGRESS:** Funding was secured to implement a campus wireless environment. The Council of Academic Deans approved an implementation schedule with work on the academic buildings to begin July 1, 2005. Wireless implementation for the academic buildings is estimated to take 12 months with the administration buildings to follow.

1h **SOME PROGRESS:** Through the Academic Quality Fee and other resources, the University has made a substantial commitment to increase the number of full-time faculty resources, adding 74 budgeted full-time faculty positions since fall 2003. Since fall 2000, the University has added a total of 140 new full-time faculty positions. The student / faculty ratio, however, has gone from 19:1 in fall 2003 to 18:1 in fall 2004 and back to 19:1 in fall 2005. There are several reasons for these variances. One aspect is that the WKU student enrollment has grown every year since 1998. For fall 2005, there were some late requests for faculty leaves of absence due to health matters and additional education/credentialing aspirations. In addition, there were some late resignations and retirements that did not allow time for full-time replacements to be found. Had those positions been filled on a full-time basis for fall 2005, there would have been a reduction in the S/F ratio despite the continuing enrollment growth.

1i **SUBSTANTIAL PROGRESS:** The “Placement for Success” program (which uses ACT scores to assign at-risk students to appropriate levels and sections of writing, math, and reading) is fully implemented and functional. A pilot program (course) is being offered by the College of Education during the 2005 Fall Semester in which selected students are being given additional reading skills enhancement tutoring by graduate students as part of a research project. Early observations are showing improvements in the reading skills of the students. Assessments will be conducted to determine if placement in developmental courses enhances student success.

1j **EXCEPTIONAL PROGRESS:** WKU continues to take into account the emerging needs of the Commonwealth in the development of academic programs and services, frequently collaborating with other state postsecondary institutions in the process. Numerous examples could be offered including the following: WKU participates in national consortia to advance the quality of teaching and learning in P-12 schools through the University Leadership Development Network, a consortium of 12 universities committed to designing effective and accountable school leadership programs. WKU also participates with a group of eleven universities operating under a grant to oversee the Renaissance Teacher Quality Title II Project, which aims to improve teaching quality by holding partners accountable for the impact of teacher graduates on student achievement. WKU collaborates with the University of Louisville, the University of Kentucky, and the Cabinet for Health and Family Services on the Credit for Learning Project. This project allows Cabinet employees to earn graduate credit for their educational and training related activities with the Cabinet. WKU collaborates with the University of Kentucky to offer joint baccalaureate programs in civil engineering and mechanical engineering and with the University of Louisville to offer a joint baccalaureate program in electrical engineering in accordance with the state Council on Postsecondary Education’s (CPE) Statewide Engineering Strategy.

1k **SUBSTANTIAL PROGRESS:** Reduction in the rate of tuition increase for non-resident US students and international students has resulted in increased enrollments of non-resident graduate students. Academic Quality Enhancement funds continue to be committed to increasing graduate assistantship stipends as recommended by the Graduate Studies Task Group.

1l **ACHIEVED:** A site-visit team from ABET, Inc. the association that accredits academic programs in engineering in the United States, visited the WKU campus in Fall 2004 to evaluate each of the joint engineering programs: civil, mechanical (joint with the University of Kentucky) and electrical (joint with the University of Louisville). Based on the outcome of this visit, the Engineering Accreditation Commission of ABET, Inc. voted in July to accredit each of these programs. This action extends retroactively to cover students in the 2004 graduating class.
Strategic Goal 2:  
Develop the Student Population

Attract, retain, and graduate an increasingly diverse, academically talented, and achievement-oriented student population.

2a Increase student enrollments, contingent upon the state providing reasonable funding increases for enrollment growth, in each of the following areas:

- Increase the annual applicant pool to 8,500.
- Maintain overall student enrollment growth consistent with achieving CPE Action Agenda target of 16,880 students by 2006.
- Increase number of international students from 438 to 482 (10 percent increase).
- Increase number of minority students by 10 percent, consistent with state goals (all minority students from 1,938 to 2,132; African American students from 1,252 to 1,377).
- Increase annually number of non-traditional student enrollments.
- Increase annually number of GED completers who enroll.
- Increase annually number of students from underserved counties who enroll.
- Increase number of KCTCS/LCC transfers from 252 to 315 (25 percent increase).
- Increase number of enrollments in distance learning by 50 percent.
- Increase number of enrollments in extended campus classes by 25 percent.
2a  **ACHIEVED**: The applicant pool for fall 2005 was 12,017 (9,996 undergraduates and 2,021 graduates), an increase of 9 percent since fall 2004 and an increase of 13 percent since fall 2002.

**ACHIEVED**: Fall 2005 enrollment was 18,645 (up 1 percent since fall 2004 and up 12.5 percent since fall 2001).

**ACHIEVED**: Fall 2005 international student enrollment was 499, up 14 percent since fall 2001 but down 18 percent from a fall 2004 high of 606.

**ACHIEVED**: In fall 2005, all minority student enrollment was 2,585 (up 37 percent since fall 2004 and up 33 percent since fall 2001). African American student enrollment was 1,591 (up 8 percent since fall 2004 and up 27 percent since fall 2001).

**NO PROGRESS**: Fall 2005 enrollment of non-traditional students was 3,166, down slightly (0.9 percent) from fall 2004.

**NO PROGRESS**: The number of GED completers dropped from 83 to 72 (13 percent) from fall 2004 to fall 2005.

**NO PROGRESS**: The new list of underserved counties as provided by the Kentucky Council of Postsecondary Education was finalized in 2004. Based upon calculations with the new list, enrollment from these counties fell from 1,616 in 2004 to 1,520 in 2005 (down 6 percent).

**ACHIEVED**: Fall 2005 enrollment of KCTCS transfers was 317, up slightly (0.6 percent) since fall 2004 and up 25 percent since fall 2001.

**ACHIEVED**: Enrollment in distance learning for fall 2005 was 4,413 (up 24 percent since fall 2004 and up 294 percent since fall 2001).

**ACHIEVED**: Fall 2004 extended campus enrollments were 7,258, an increase of 26 percent since 2001.
Strategic Goal 2:
Develop the Student Population

2b Implement an enrollment management plan that accommodates growth and maintains commitment to high quality education through ensuring that resources needed to hire additional full-time faculty members are identified and secured.

2c Increase the number of academically talented freshmen students admitted by 25 percent as measured by top quartile of ACT composite scores, eligibility for University Honors Program, top 20 percent of high school class rankings, and class valedictorians or salutatorians.

2d Increase retention rate of full-time freshmen to 71.5 percent.

2e Increase graduation rates as reflected in:

- Increasing six-year graduation rate from 40.5 percent to 44.4 percent, consistent with state CPE goals.

- Increasing five-year graduation rate of transfers to 62.6 percent.

2f Provide 25 new, endowed academic scholarships that will attract high-achieving students.

2g Provide competitive support (assistantship stipends, tuition waivers, or grants) at least equal to those of benchmark institutions in order to increase the number of high quality graduate students.
2b **EXCEPTIONAL PROGRESS:** A total of 74 new faculty positions have been funded during the last two years to assure the WKU commitment to high quality education is maintained. While our enrollment has increased, we have added faculty members at a rate beyond even that. Forty-four faculty members were added for the Fall of 2004 and 30 faculty members were added for the Fall of 2005.

2c **LITTLE PROGRESS:** Academically talented freshmen students admitted increased by 25 percent in only one of the specified categories in comparison to the 2001 baseline year; top quartile ACT composite students – 185 (up 19 percent over baseline year); Honors eligible – 389 (up 37 percent over baseline year); top 20 percent of high school class rankings – 674 (down 5 percent from baseline year), class valedictorians or salutatorians – 87 (down 14 percent from baseline year).

2d **NO PROGRESS:** Fall 2005 data indicate that retention rate of full-time freshmen was 68 percent. This is likely due to the drop in returning Tennessee students due to the newly implemented Tennessee Lottery Scholarship.

2e **ACHEIVED:** The fall 2004 six-year graduate rate (most recent data available) was 44.6 percent.

2f **ACHEIVED:** The fall 2004 transfer graduation rate (most recent data available) is 63.6 percent.

2g **SOME PROGRESS:** Assistantship stipends have been increased both within specific programs and across all programs. Through Programs of Distinction funding, grant project funding, and Academic Quality Enhancement funding, stipends have increased to an average of about $9,500. However, stipends at our benchmark institutions have increased proportionally and more institutions are covering all tuition and providing health insurance for graduate assistants. The difference between our stipends and in-state tuition, which graduate assistants are required to pay, is not widening. Stipends at $9,500 and tuition at $6,000 leave $3,500 as income for the academic year. This small income hampers our efforts to be competitive in recruiting high quality graduate assistants.
Strategic Goal 2: Develop the Student Population

2h Ensure that students have access to effective (determined by surveys), affordable (cost to student), and convenient (campus location) health care and ensure sustained adequate funding for the campus Health Center.

2i Increase student capacity to utilize technology through establishing online tutorials and training opportunities.

2j Secure commitment for establishment of programs for exceptional junior and senior-level high school students (e.g., the Kentucky Academy of Mathematics and Science) on Western's campus by 2004, with operations to begin in 2006.

2k Implement a user-friendly, streamlined financial billing and processing system (including fee payment policies) that supports one stop student accounting services.

2l Enhance quality of student campus life through:
   - Completing renovation of eight residence halls and making quality of life improvements to nine others by 2005; and
   - Upgrading dining facilities and food access options by 2003.
2h **SOME PROGRESS:** Campus Health Services continues to provide effective services as rated by satisfaction surveys. Satisfaction surveys tabulated monthly display overall satisfaction with services indicating substantial progress in this area. However, recently dissatisfaction with waiting time has been increasing due to higher volume and the lack of adequate facilities to serve more patients. The affordability of these services is dependent upon the presence of health insurance rendering those students without health insurance vulnerable to the high cost of health care. Advancement in obtaining a higher tuition allocation to further subsidize these services has shown little progress. Location is convenient, but facilities are not large enough. Some progress has been made in ensuring adequate funding for the new campus health building. An architectural firm has been hired and has progressed to a chosen site and completed the third design sketch. A $4 million dollar bond was secured for this project approximately three years ago. However, due to the recent hurricanes, increasing costs of steel and oil, the cost estimate on the building has reached $6 million.

2i **SUBSTANTIAL PROGRESS:** The Technology Resource Center (TRC) became fully operational in fall 2004 to provide hands-on resources and services in the areas of multimedia teaching and learning for students and faculty. The TRC’s available resources for student users include digital video cameras, video editing workstations, audio equipment for sound recording, specialized graphics workstations, and laptops and projectors available for loan. Four video tutorials were created to help students learn to use Blackboard features in their classes. A brochure detailing the technologies and training services available to students at WKU was published and is being distributed to new freshmen at all OAR sessions.

2j **EXCEPTIONAL PROGRESS:** In 2005, the General Assembly allocated $5 million in bonds and $3.75 million in agency bonds for the retrofitting of Florence Schneider Hall to be the home of the Kentucky Academy of Mathematics and Science. The previously budgeted $500,000 in annual planning funds will be utilized for bond debt service. With this secured funding, a 120 bed facility will open for students in Fall 2007. The retrofitting will begin in April of 2006. The Academy will require an additional $3.8 million yearly from the Legislature for operating costs. Plans are underway to secure this funding in the next budget.

2k **SUBSTANTIAL PROGRESS:** Effective with the Fall 2005 semester, virtually all beginning of semester student charges have been centralized and consolidated to the centralized student billing system. These charges include student textbook and course materials, meal plans, Big Red dollars, dining dollars and meal plans, student housing, and parking and transportation vehicle tags. The University is still examining the feasibility of including parking and transportation violations with the student billing cycle with no determination yet made.

2l **ACHIEVED:** Total renovations have been completed on McLean, Northeast, Southwest, and Bates-Runner Halls. Major renovations were completed on Barnes Campbell, Bernis Lawrençe, Minton, and Hugh Poland Halls. Life safety systems and common area renovations have been completed in McCormack, Gilbert, Rodes Harlin, and Douglas Keen Halls. A central chill water plant has been built to provide air conditioning to nine residence halls and three academic buildings. Pearce-Ford Tower’s life safety equipment has been upgraded. All residence halls have fire suppression systems installed. The bath facilities in Rodes-Harlin Hall were totally renovated in the summer of 2005. Over $55 million dollars have been spent to update the residence halls since May, 2000. This completes Phase I of the residence hall project. Phase II is in the planning stage with an estimated cost of over $15 million.

**ACHIEVED:** Downing University Center expansion and renovation project, Phase I, the Fresh Food Company, was completed and opened for student use in August 2003. Student response to this improvement has been very positive. Meal plan sales have increased steadily from 3440 in Fall 2003 to 4391 in Fall 2005. Additions to Dining Services include the new Red Zone sports themed restaurant as well as two renovated Subways that have combined to increase total revenues from $8.8 million in 2003/04 to a projected $10.5 million in 2004/05.
### Strategic Goal 3:
#### Assure High-Quality Faculty And Staff

Attract, retain, and support high-quality faculty and staff.

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Substantial</th>
<th>Exceptional</th>
<th>Achieved</th>
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</thead>
<tbody>
<tr>
<td>3a</td>
<td>Increase the diversity of faculty and administrative/professional staff through continuing to achieve the institution’s diversity goals in the Kentucky Plan for Equal Opportunities.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3b</td>
<td>Increase faculty development resources, including annual increases that result in doubling of professional development funds available in each college by 2006.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3c</td>
<td>Achieve average salary levels for part-time faculty, full-time faculty (by rank), and administrators that are at least equal to the average salaries at benchmark institutions.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3d</td>
<td>Achieve average staff salaries at least equal to the average of comparable markets.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3e</td>
<td>Provide faculty and staff capacity to use various technologies to enhance teaching, through mentoring and training programs.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3f</td>
<td>Ensure that the institution's fringe benefits program is competitive with appropriate benchmarks through development of a benefits master plan, to include specific annual implementation targets.</td>
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<td>✔️</td>
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<tr>
<td>3g</td>
<td>Develop a five-year plan, with targeted activities and timelines, by June 30, 2002, to address staff employees' training and development needs and begin implementation of the plan in FY 2002-03.</td>
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95 percent of relevant market.

3a ACHIEVED: State objectives for employment of African Americans have been exceeded in each category: Executive, Administrative, and Managerial positions (10.3 percent vs. 5.0 percent objective); Faculty (5.7 percent vs. 3.8 percent objective); Other Professionals (9.6 percent vs. 5.6 percent objective).

3b ACHIEVED: The Kentucky Council on Postsecondary Education allocated $92,600 in faculty development funds to WKU. In addition, $152,000 was allocated to academic departments from Academic Quality Fee (Phase I) funds in FY 2004-05. These funds were designated for faculty professional development activities. This $244,600 in additional faculty development funds more than doubles the total funds previously budgeted for faculty professional development. The $244,600 represents a 136 percent increase over the $179,882 previously budgeted for faculty professional development in academic department budgets. In FY 2005-06, an additional $14,400 was budgeted from Academic Quality Fee (Phase II) funds to provide faculty development support for faculty College Assessment Coordinators.

3c SOME PROGRESS: FY 2004-05 faculty salary data suggest that WKU made progress in average faculty salaries compared to benchmark universities and other public universities. WKU's continuing full-time faculty salaries increased by 3.28 percent for FY 2004-05 compared to 3.00 percent for public Master's universities nationwide (based on CUPA-HR National Faculty Salary Survey data). WKU salaries, however, do remain below average benchmark faculty salaries by rank. WKU faculty, administrative, and support staff salaries increased overall by 5 percent for FY 2005-06. Continuing full-time faculty members received an average 5.50 percent salary increase for FY 2005-06. Temporary part-time faculty members received increases of approximately 4.00 percent for FY 2005-06.

3d SUBSTANTIAL PROGRESS: It is estimated that our current market competitive position is as follows: Administrative/Professional Staff – 95 percent of relevant market; Support Staff – 92 percent of relevant market.

3e SUBSTANTIAL PROGRESS: 500 users have been trained this year in the new TopSmart (Online Reporting System) which features a web-interface and mandatory login. Banner 7 training for core user offices has been ongoing throughout the year although implementation will not occur until 2006. A pilot group of approximately 25 users is undergoing training for the new Electronic Form 4 process. After the pilot, training will expand to include the entire campus. The new position of IT Division Training Coordinator was created in summer 2005 with the goal of raising technology training at WKU to a new level. The Blackboard learning management system, which provides online support to more than 1000 WKU classes every semester, was upgraded in spring 2005 and a new suite of training opportunities was added for faculty users. About 700 faculty users participated in upgrade training. New instructional technologies in the form of personal response systems and online survey software were added during the 2004-2005 academic year. Finally, over the past year 219 hours of instructor-led classroom technology training was developed, and presented to 1178 faculty and staff, for a total of 257,982 person-hours of technical training.

3f EXCEPTIONAL PROGRESS: The University's contribution to employee health insurance was raised to $381/employee per month for the plan year beginning January 1, 2004 and was raised to $390/employee per month as of January 1, 2005. The contribution is to be raised to $405/employee per month as of January 1, 2006. The University maintains a positive competitive position in this regard.

3g EXCEPTIONAL PROGRESS: The newly appointed position of Manager of Employment and Training will have responsibilities for coordination of training activities. Approximately 30 training/learning programs are being offered annually.
Strategic Goal 3:
Assure High-Quality Faculty And Staff

3h Identify strategies and incentives needed to recruit and retain high-quality faculty and provide adequate funding to support incentives.

3i Promote equity in hiring, compensation, and personnel actions through conducting a salary equity analysis every three years, monitoring key employment indicators relating to these processes, and addressing any inequities.

3j Promote a high-quality, respectful workplace environment through establishing regular, on-going training sessions/workshops or other initiatives for full-time and part-time employees addressing human relations issues as needed and appropriate (e.g., sexual harassment, racial relations, general employee relations).
EXCEPTIONAL PROGRESS: The University has provided significant, additional, recurring funding to support Investments in Academic Quality. New Academic Quality Fee (Phase I) projects were approved effective January 2004. For FY 2004-05, this represented a commitment of $5,996,000 in new restricted tuition fees to support (1) faculty staffing, recruitment, and retention; (2) academic support and student success; and (3) academic learning environments. Additional Academic Quality Fee (Phase II) projects were approved effective January 2005, to support (1) faculty staffing and market competitiveness, (2) increased support for academic programs, (3) additional library support, and (4) enhancement of information technology. For FY 2005-06, the Academic Quality (Phase II) funds will provide an additional $5,637,000 to support academic quality efforts throughout the University. The Academic Quality (Phase I and II) funds will support the addition of new full-time faculty positions; provide additional support for faculty recruitment expenses; renovate classrooms and laboratories throughout campus; provide additional funding for teaching and research equipment; provide additional graduate assistantships and increased graduate assistantship stipends; increase faculty professional development funds; increase academic department operating budgets; provide funding for academic support, student success, and student engagement programs and initiatives; upgrade information technology support across campus; and support implementation of the University’s Quality Enhancement Plan. The Academic Quality funds are in addition to Action Agenda funding that supports a wide variety of faculty program initiatives each year.

ACHIEVED: A gender/ethnicity pay equity analysis for all full-time faculty and staff was completed in February 2003. As a result, approximately 160 individuals received a total of $175,000 in salary adjustments. In keeping with the goal of conducting such a study every three years, a second gender/ethnicity pay equity analysis is currently being initiated with any approved salary adjustments scheduled for implementation 07/01/05. This was funded in the 2005-2006 budget and approved salary adjustments are to become effective 01/01/06.

ACHIEVED: (See 3g above) Approximately 30 training/learning programs are being offered annually under the direction of the Manager of Employment and Training in Human Resources.
Strategic Goal 4:
Enhance Responsiveness to Constituents

Respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.

4a Expand collaborations and partnerships in each of the following areas:

- Establish a meaningful, on-going cooperative venture between each academic department contributing to P-12 curriculum and schools (or discipline-specific professional groups) to assist in improving teacher education and professional development.

- Establish and make operational a regional P-16 Partnership Council, an advisory group with representatives from regional P-16 educational institutions and agencies that will work to improve cooperation and communication among elementary, secondary, and postsecondary teachers and administrators, and other constituent groups and partners.

- Implement initiatives that connect the University with selected target counties in ways that increase participation in education and enhance quality of life.

- Establish or enhance at least one significant collaborative partnership between each academic department and an outside educational institution, business, industry, government, or community agency.

4b Ensure the institution's commitment to contributing to the cultural life of the community and region through:

- Creating visible ways to enhance the University's community impact through public educational, cultural, and artistic events.

- Participating fully in the community planning process for a regional performing arts center.

4c Increase community support for athletics as measured by increasing attendance and ticket revenue for ticketed athletic events by an average of 10 percent annually.
4a SUBSTANTIAL PROGRESS: Cooperative relationships contributing to either P-12 curriculum and schools or professional groups were reported by 22 academic departments (51 percent) for 2004-05. Numerous examples of partnerships could be cited involving significant numbers of faculty, staff, and students.

ACHIEVED: A Warren County/Barren County P-16 Council has been established and remains viable. WKU is represented and maintains its presence in the Council.

SUBSTANTIAL PROGRESS: At least six academic departments had initiatives to send faculty and/or students to target counties and to invite target county students to visit the WKU campus. Over 2,000 high school students were directly involved in this process. During this coming year one department has committed to sending students to at least 40 high schools for informing students about WKU.

EXCEPTIONAL PROGRESS: Partnerships and collaborations with external entities were reported by 34 academic departments (79 percent) in 2004-05. This included numerous examples from each academic college. Additionally, implementation of WKU’s Quality Enhancement Plan, “Engaging Students for Success in a Global Society” should generate a significant increase in these activities in the coming years.

4b EXCEPTIONAL PROGRESS: The University is taking several steps to highlight its cultural impact on the community through innovative programming as well as through additional efforts in promotion. Examples include:

- The Music Department continues to expand its String Development Program in conjunction with the Division of Extended Learning and Outreach. The department has hired a second string instructor, and it is now offering string instruction in all Bowling Green City elementary schools as well as two Warren County elementary schools. In addition, university instructors offer private string lessons for pre-college students from across the region. All of this is resulting in a significant new educational opportunity for students in south-central Kentucky.

- The Bowling Green Western Symphony Orchestra, a joint University-community venture, has hired an executive director to raise the profile of its activities.

- The Art Department has hired a Director for the University Gallery to raise the profile of that venue and strengthen its public programming.

- The Theatre and Dance Department is expanding its programming for young people, particularly through its Children’s Theatre Program.

- The Cultural Enhancement Series is now entering its tenth year and continues to draw a large portion of its audience from the community.

- The University Centennial includes several commissioned compositions, a lecture series, and an outdoor art piece, all of which will be presented in public venues.

ACHIEVED: The University and its faculty continue to play an active role in planning for the regional performing arts center. With a location established, the project is moving into its fundraising phase, and the university and the SKyPAC board are discussing the role each might play in the operation of the future facility.

4c SOME PROGRESS: In comparing the attendance numbers for these three major revenue-producing sports, football and men’s basketball attendance met or exceeded the previous year by at least 10%. Women’s basketball did not meet this performance indicator.

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<tr>
<th></th>
<th>AVERAGES FOR (03–04)</th>
<th>AVERAGES FOR (04–05)</th>
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<tr>
<td></td>
<td>ATTENDANCE</td>
<td>REVENUE</td>
</tr>
<tr>
<td>Football</td>
<td>9,494 (+4%)</td>
<td>224,320 (+64.6%)</td>
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<tr>
<td>MBKB</td>
<td>5,272 (+10%)</td>
<td>734,678 (+1%)</td>
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<tr>
<td>WBKB</td>
<td>1,831 (−2.5%)</td>
<td>101,132 (−2%)</td>
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*Affected by faculty/staff revenue not being matched by the university in 2004–05 as in 2003–04.
Strategic Goal 4: 
Enhance Responsiveness to Constituents

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<th>None</th>
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<tr>
<td>4d</td>
<td>Achieve complete renovation of E.A. Diddle Arena by the end of 2003.</td>
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<td>4e</td>
<td>Recruit and involve 400 alumni volunteers in the life of the institution to increase outreach and service.</td>
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<td>4f</td>
<td>Enhance alumni programming to conduct a minimum of 225 cultural, social, service and/or educational events that reach a total equivalent to two-thirds of our alumni population.</td>
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<td>4g</td>
<td>Create at least four new initiatives or programs that provide additional opportunities for alumni and students to be engaged in outreach, service, or lifelong learning.</td>
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<td>4h</td>
<td>Establish and measure goals for the University's participation in a self-sustaining Central Region Innovation and Commercialization Center (CRICC) that advances state New Economy initiatives and promotes creative partnerships resulting in new businesses and jobs.</td>
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<td>4i</td>
<td>Implement a coordinated academic structure that increases faculty engagement with economic development initiatives and expands responsiveness to serving needs of community constituencies in such areas as continuing education, training, distance learning, applied research and technology, and other outreach areas.</td>
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<td>4j</td>
<td>Develop plans that provide maximum opportunities and support for WKU's Bowling Green Community College to meet the needs of the community and region.</td>
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4d ACHIEVED: The complete renovation of Diddle Arena was finished on schedule by the end of 2003.

4e ACHIEVED: Involved 939 alumni volunteers throughout various opportunities within the WKU Alumni Association and throughout the WKU campus.

4f ACHIEVED: Conducted 263 events that impacted 53,258 alumni and friends (equivalent to 59% of our alumni population).

4g ACHIEVED: The “Growing Up Red” Legacy program was implemented to give children of alumni the opportunity to become connected with WKU upon their birth. Once a “Growing Up Red” Legacy member, the child will begin receiving age-specific gifts from the Alumni Association. This program is designed to be responsive to our constituents and involve all members of the WKU Family in our efforts even at an early age. The Alumni Leadership Scholars Program was enhanced to include additional leadership training and learning opportunities for the 24 students selected to receive the Leadership Scholarship. The lifelong learning and training that occurs throughout this program involves alumni guest speakers, leadership training workshops, book discussions, and personal leadership preparation. The Alumni College program was expanded where alumni are invited back to campus for a weekend for classes on a variety of topics to assist in their personal and professional development. WKU faculty, staff, and alumni who have expertise in the particular classroom topics conduct the classes. The Alumni Chapter Network activities were expanded to include a Community Service component. The Alumni Association has 51 alumni chapters throughout the country, and the chapters are involved in social activities, student recruitment events, continuing education programs, and community service activities. Alumni participate in community clean-up efforts, build habitat houses, tutor underprivileged children, and a variety of other service activities. Eight of our alumni chapters participated in community service activities during the previous year. The Alumni Association has expanded its efforts toward lifelong learning by establishing a Topper Travelers program. Alumni and friends are invited to attend a travel program where continuing education and leisure travel are merged to create a unique opportunity for the individual and the institution.

4h SUBSTANTIAL PROGRESS: The CRICC has established and is annually tracking numerous goals including those relating to measure of success objectives, environmental objectives, infrastructure objectives, resource acquisition objectives, client processing objectives, and staffing objectives. Eleven companies have been recruited into the Small Business Accelerator. The WKU Center for Research and Development has helped generate 205 non-retail jobs and 174 commercial tenant jobs. The CRICC secured $250,000 in funding from KEDFA (Kentucky Economic Development Finance Authority) to create the state’s first pilot Expert Management Organization designed to overcome the lack of expert management necessary for the creation and growth of scalable companies in our region and to create revenues that will ultimately lead to a self-sustaining Innovation and Commercialization Center program.

4i ACHIEVED: In 2004-2005, the Division of Extended Learning and Outreach (DELO) refined the units that make up the division, paring it from ten units to eight (summer/winter, cohorts, Center for Training and Development, Distance Learning, Continuing Education, Carroll Knicely Conference Center, Correspondence Study, and Extended Campuses). These units are designed to increase faculty engagement in outreach activities through corporate partnerships and training, distance learning, and working in our region through extended campuses, Fort Knox, and industrial consortia to respond to community constituencies.

4j EXCEPTIONAL PROGRESS: From regular tuition dollars and the new Academic Quality Fee (Phase I) funds, the University funded nine new faculty positions and one new staff position for the Bowling Green Community College for FY 2004-05. One of those positions was later split into two full-time, one semester only positions. The University has designated $805,000 from new Academic Quality I funds to support the bond payment for South Campus expansion and renovation. In addition, Community College units received over $24,000 in additional operating funds and over $15,000 in extra professional development funds from Academic Quality I funds. The University funded five additional full-time faculty positions and one new full-time staff position from Academic Quality Fee (Phase II) funds for FY 2005-06. In addition, the University added a half-time staff position and an additional $20,000 for student worker funds from Academic Quality II funds to support the Bowling Green Community College.
Strategic Goal 5:
**Improve Institutional Effectiveness**

Commit to continuous improvement of institutional effectiveness and efficiency in all programs and services.

--

5a Maintain a strategic planning process that contributes meaningfully to the orderly and creative advance of the University through a formal process of developing departmental/unit plans annually, issuing an annual report card to communicate institutional progress, and updating the plan’s Performance Indicators every three years.

5b Increase external financial resources to support the University mission and goals through:

- Raising $90 million in gifts and pledges through the “Investing in the Spirit” Campaign by 2003, increased from the original $78 million goal, which was achieved in 2002.

The overall “Investing in the Spirit” Goal includes the following targets:

- Increasing the University’s combined endowment to $50 million;

- Providing 25 new endowed faculty positions;

- Achieving a level of $10 million a year in private gift support;

- Reaching a level of $25 million in deferred gift inventory (documented wills, bequests, and trusts);

- Achieving 20 percent participation among alumni in the University’s annual giving program.

Other external financial targets include:

- Increasing externally sponsored research grant and contract activities to $30 million by 2006 to enhance learning opportunities (an increase of 33 percent).

- Establishing appropriate partnerships with businesses in order to generate revenues or improve facilities.
5a ACHIEVED: All appropriate units develop annual Action Plans that set forth Objectives, Activities, and Performance Indicators pursuant to each of the Institutional Strategic Goals. These Action Plans are evaluated each year in terms of progress made towards accomplishment of stated Objectives. Additionally, WKU establishes and evaluates a set of measurable, institution-level Performance Indicators and publishes an annual report of progress. New Performance Indicators were developed in 2005 as part of the regular three-year cycle of updating the plan. These indicators appear at the end of this report.

5b ACHIEVED: The “Investing in the Spirit” Campaign successfully concluded on 6/30/03 with a total of $102,164,282 raised in gifts and pledges.

ACHIEVED: As of 6/30/05, the combined endowment benefiting WKU was $75.3 million.

ACHIEVED: The “Investing in the Spirit” Campaign created 27 new endowed faculty positions.

ACHIEVED: Private gift support reached $13.2 million for the 2005 fiscal year.

ACHIEVED: As of 6/30/05, the deferred gifts directed toward WKU totaled $45,044,835.

SUBSTANTIAL PROGRESS: Participation for the year ending 6/30/05 among alumni was 16.4 percent in 2004-05, up from 15.1 percent the previous year. Even though this is less than the goal, it still ranked WKU 13th in the nation for alumni participation for comprehensive public universities.

ACHIEVED: The goal of $30 million in externally sponsored grant and contract activities was surpassed in fiscal year 2003-2004 when the WKU award total was $30,055,376. In 2004-2005, $62 million in proposals were submitted resulting in approximately $28 million in awards. The $1.25 million in indirect cost recovery in 2004-2005 exceeded projections by $125,000.

ACHIEVED: In 2004-2005, DELO’s Center for Training and Development acquired $241,000 in grants for local industry workforce training and designed customized training programs for TJ. Samson Community Hospital, R.R. Donnelley, BGMU, ArvinMeritor, Fruit of the Loom and others. Continuing Education partnered with the Pennyrile Area Industrial Consortium on training in Hopkinsville.
### Strategic Goal 5:
**Improve Institutional Effectiveness**

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<tr>
<td>5c</td>
<td>Increase institutional name recognition as evidenced by increased licensing royalties of five percent each of the first three years after the release of new logos.</td>
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<td>5d</td>
<td>Develop effective and efficient electronic administrative processes and information systems, to include monitoring systems' responsiveness to institutional needs.</td>
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<td>5e</td>
<td>Create an enterprise portal to replace the University's homepage.</td>
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<td>5g</td>
<td>Reduce deferred maintenance inventory by maximizing opportunities to access state maintenance matching funds and developing performance contracting.</td>
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<td>5h</td>
<td>Enhance quality of facilities and campus atmosphere to support student learning through updating the Campus Master Plan and developing a biennially updated facilities plan that includes targeted goals, project timetables, and progress reports.</td>
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<td>5i</td>
<td>Complete renovation of science buildings by 2006.</td>
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5c **ACHIEVED:** Royalty revenues have continued to increase each year of the three-year period with the 2004-05 royalties increasing by 30% over the previous year to $59,918.

5d **SUBSTANTIAL PROGRESS:** The Degree Audit/Course Articulation project and implementation officially begins July 2005. A project budget was established which includes staffing, software licensing and maintenance. This project will bring “high value” functionality to campus as students, faculty, staff and advisors can not only track and audit degree programs automatically, but run degree simulations against completed course work to determine what kind of credit transfers from major to major. TopSmart (Online Reporting Environment) has been completely upgraded to a web-based interface with enhanced security and individual logins. Because of these security enhancements, Online Reporting (now called Crystal XI InfoView) is accessible both on and off campus so users have the convenience of accessing this information from anywhere they have an internet connection. Electronic Forms Processing – Some innovative work is underway to implement electronic forms processing for campus users. Online forms such as the Form 4 and performance appraisals will be secured behind a login and signed, routed, and approved electronically. This functionality is coming both from a web interface and within the Banner Forms.

5e **SUBSTANTIAL PROGRESS:** After piloting several different iterations of enterprise portal software, SCT’s Lumins Portal was purchased and a Portal System Administrator hired to implement and maintain the portal. Implementation will begin in January 2006 with “go live” scheduled for the Summer 2006 timeframe, with introduction to the faculty and students in Fall 2006.

5f **SOME PROGRESS:** The U.S. News & World Report survey has changed its tier ranking system by consolidating tier 1 and 2, making a reporting of progress on this performance indicator difficult. However, WKU did rank 47th overall out of 132 Southern Master’s Universities in the calendar year 2005 report (2006 Edition) with a rank of 24th in academic reputation. Among Southern Public Master’s Universities, WKU ranked 16th on the latest report. Among the six major indicators of academic excellence used by U.S. News & World Report in their calculations, WKU ranks highest in academic reputation and lowest on financial resources. Considering that the 2005 report was based on data from the 2003 and 2004 fiscal years, there should be substantial improvement in the financial resources variable when the survey data reflects the WKU budget increases related to the total of $11,635,000 in Academic Quality Fee funds added to the 2005 and 2006 fiscal year budgets. Considering that the university’s six-year graduation rate accounts for 20 percent of the total U.S. News & World Report ranking, continuing efforts to enhance student retention programs remain critical in improving the University’s overall ranking. WKU’s new Student Success Center in the Downing University Center, opening this fiscal year, should be beneficial in this effort.

5g **SOME PROGRESS:** The 2005 General Assembly did not allocate any funds for a maintenance matching pool. $1.9 million in restricted tuition has been budgeted for University funded deferred maintenance projects.

5h **ACHIEVED:** In addition to progress recorded in previous reports, the following initiatives were completed in 2004-05:

- Submitted the updated Six Year Capital Plan for 2006-2012
- Completed preliminary studies for College of Education and College of Business replacement buildings
- Hired a staff Landscape Architect to assist in campus beautification projects, Master Planning and further development of exterior design standards
- Lobbied CPE for reinstatement of the Maintenance match and developed a list of over $600,000 worth of maintenance and repair projects for FY05-06
- Started design on seven new Capital Projects approved by the Legislature in Spring 2005 including Science campus Phase II Renovations, Van Meter renovations, Schneider Hall renovations, Smith Stadium renovations and expansion, South Campus addition, and the Pedestrian Mall

5i **SUBSTANTIAL PROGRESS:** Phase 1 of the project, construction of the Center for Engineering and Biological Sciences, was completed in January 2005. Phase II was funded during the 2005 General Assembly and programming has been completed. Snell Hall has been demolished and design of a replacement building is underway.
Strategic Goal 5: 
Improve Institutional Effectiveness

5j Achieve SACS reaccreditation in 2005.

5k Improve institutional planning and budgeting processes to more closely align budget allocations with strategic planning priorities, particularly through providing line-item budgets for essential recurring costs and providing information about allocations and expenditures that enables the campus community and other stakeholders to understand budget priorities.

5l Systematically assess all appropriate administrative, academic support, and student services units to ensure continued effectiveness and to promote continuous improvement.
5j **EXCEPTIONAL PROGRESS:** The two principal components of the SACS Reaffirmation process, the written Compliance Report and the Quality Enhancement Plan, have been completed and submitted to SACS. The off-site review of the Compliance Report was conducted during the week of October 25-29, 2004, with only five comments offered. The site visit, including an evaluation of the Quality Enhancement Plan, was conducted April 18-20, 2005, and resulted in only two formal recommendations. The final reaffirmation action by the Commission will take place in December, 2005.

5k **SUBSTANTIAL PROGRESS:** Although increases in state funding have been limited, tuition increase revenues and the implementation of Academic Quality initiatives (a total of $11,633,000 in Phases I and II added to the FY 2004-05 and FY 2005-06 WKU budgets) provide recurring funds in the University base budget, a significant portion of which will be allocated directly for strategic planning priorities. Examples include funding to create and maintain a Student Success Center in Downing University Center (Strategic Goal 1), enhance graduate assistantships (Strategic Goal 2), create new faculty positions (Strategic Goal 3), support student engagement initiatives (Strategic Goals 1 and 4), increase departmental operating budgets (Strategic Goal 5), and provide bonding capacity for an $8 million, five-year plan to enhance Information Technology (an initiative that supports all Strategic Goals).

5l **EXCEPTIONAL PROGRESS:** All appropriate administrative, academic support, and student services units participate in the institutional assessment process. Each of these units submits an annual assessment plan that includes outcomes, means of assessment, and criteria for success. Additionally, units “close the loop” on these outcomes by annually reporting assessment data and describing actions taken to improve the unit’s services and responsiveness to constituents. An Assistant Vice President for Institutional Effectiveness has been established within Academic Affairs to facilitate and track progress in continuous improvement initiatives.
Previously Achieved Performance Indicators

The following original Performance Indicators from the Challenging the Spirit Strategic Plan (adopted in 1998) were achieved within the first three-year planning cycle:

Strategic Goal 1: Increase Student Learning
- Achieve at least 90 percent satisfaction rating by alumni with the quality of educational experience at WKU.
- Implement an assessment program in every academic department to evaluate student proficiency in academic majors by 1999.
- Achieve goals for attaining national distinction in Program(s) of Distinction.
- Develop plans to maintain a competitive edge in providing state-of-the-art computer labs and appropriately equipped classrooms and auditoriums for use of information technology by 1999.
- Increase externally sponsored research grant and contract activities to $18 million to enhance learning opportunities.
- Increase student participation in service learning activities to 25 percent of the student population.

Strategic Goal 2: Develop the Student Population
- Increase student enrollments in each of the following areas:
  - Increase overall student enrollments by 10 percent.
  - Attain average ACT composite score of 22.5 or a high school GPA of 3.0 or better for full-time, first-time freshmen (FTF/F) on the main campus.
  - Increase number of international students by 10 percent.
  - Increase number of minority students by 10 percent.
- Provide 25 new, endowed scholarships that will attract academically talented students.
- Increase student enrollments in distance learning courses by 50 percent.
- Provide fully articulated, four-year degree planning programs that will enable students to complete most baccalaureate degrees within that time frame. (revised PI)

Strategic Goal 3: Assure High-Quality Faculty and Staff
- Implement a post-tenure review system by fall 1999.
- Implement a plan for appropriate and timely upgrading and replacement of faculty computers by fall 1998.
- Evaluate competitiveness of the University's fringe benefits program and identify priorities for enhancement by 1999.

Strategic Goal 4: Enhance Responsiveness to Constituents
- Expand collaborations and partnerships in each of the following areas:
  - offer at least 10 WKU programs collaboratively with other post-secondary educational institutions
  - Establish by July 1999 appropriate academic and service unit external advisory councils with membership that meets at least annually.
- Increase enrollment in Community College and off-campus centers by 25 percent.

Strategic Goal 5: Improve Institutional Effectiveness
- Develop and complete Action Plans for each academic, administrative, and service unit to reflect progress in achieving strategic goals and objectives by spring 1999.
- Create and disseminate annually a University report card to communicate institutional progress toward strategic goals.
- Increase external financial resources to support University mission and goals as evidenced by:
  - reaching a level of $25 million in deferred gift inventory
- Use technology and data analysis linked to appropriate benchmarks to implement needed changes and strategic planning initiatives.
The following additional Performance Indicators were achieved within the most recent cycle culminating with the 2004-2005 Progress Report:

**Strategic Goal 1: Increase Student Learning**

- Achieve at least 90 percent satisfaction rating with the quality of educational experience at WKU, based on alumni survey results.
- Ensure that assessment mechanisms in each academic major are documented, designed to measure student achievement with respect to stated program learning outcomes, and are used for program improvement.
- Inventory international and culturally diverse learning experiences and use data to set specific targets for curricular and extracurricular involvement that increase students' global understanding.
- Achieve accreditation for joint engineering programs (electrical, mechanical, and civil) by 2006.
- Increase graduation rates as reflected in
  - Increasing six-year graduation rate from 40.5 percent to 44.4 percent, consistent with state CPE goals.
  - Increasing five-year graduation rate of transfers to 62.6 percent.
- Provide 25 new, endowed academic scholarships that will attract high-achieving students.
- Enhance quality of student campus life through:
  - Completing renovation of eight residence halls and making quality of life improvements to nine others by 2005;
  - Upgrading dining facilities and food access options by 2003.

**Strategic Goal 2: Develop the Student Population**

- Increase student enrollments, contingent upon the state providing reasonable funding increases for enrollment growth, in each of the following areas:
  - Increase the annual applicant pool to 8,500.
  - Maintain overall student enrollment growth consistent with achieving CPE Action Agenda target of 16,880 students by 2006.
  - Increase number of international students from 438 to 482 (10 percent increase).
  - Increase number of minority students by 10 percent, consistent with state goals (all minority students from 1,938 to 2,132; African American students from 1,252 to 1,377).
  - Increase number of KCTCS/LCC transfers from 252 to 315 (25 percent increase).
  - Increase number of enrollments in distance learning by 50 percent.
  - Increase number of enrollments in extended campus classes by 25 percent.

**Strategic Goal 3: Assure High-Quality Faculty and Staff**

- Increase the diversity of faculty and administrative/professional staff through continuing to achieve the institution's diversity goals in the Kentucky Plan for Equal Opportunities.
- Increase faculty development resources, including annual increases that result in doubling of professional development funds available in each college by 2006.
- Promote equity in hiring, compensation, and personnel actions through conducting a salary equity analysis every three years, monitoring key employment indicators relating to these processes, and addressing any inequities.
- Promote a high-quality, respectful workplace environment through establishing regular, ongoing training sessions/workshops or other initiatives for full-time and part-time employees addressing human relations issues as needed and appropriate (e.g., sexual harassment, racial relations, general employee relations).
Strategic Goal 4: Enhance Responsiveness to Constituents

- Expand collaborations and partnerships in each of the following areas:
  - Establish and make operational a regional P-16 Partnership Council, an advisory group with representatives from regional P-16 educational institutions and agencies that will work to improve cooperation and communication among elementary, secondary, and postsecondary teachers and administrators, and other constituent groups and partners.
  - Ensure the institution’s commitment to contributing to the cultural life of the community and region through:
    - Participating fully in the community planning process for a regional performing arts center.
  - Achieve complete renovation of E.A. Diddle Arena by the end of 2003.
  - Recruit and involve 400 alumni volunteers in the life of the institution to increase outreach and service.
  - Enhance alumni programming to conduct a minimum of 225 cultural, social, service and/or educational events that reach a total equivalent to two-thirds of our alumni population.
  - Implement a coordinated academic structure that increases faculty engagement with economic development initiatives and expands responsiveness to serving needs of community constituencies in such areas as continuing education, training, distance learning, applied research and technology, and other outreach areas.

- Increase external financial resources to support the University mission and goals through:
  - Raising $90 million in gifts and pledges through the “Investing in the Spirit” Campaign by 2003, increased from original $78 million goal, which was achieved in 2002.
  - The overall “Investing in the Spirit” Goal includes the following targets:
    - Increasing University’s combined endowment to $50 million.
    - Providing 25 new endowed faculty positions;
    - Achieving a level of $10 million a year in private gift support;
    - Reaching a level of $25 million in deferred gift inventory (documented wills, bequeaths, and trusts);
  - Other external financial targets include:
    - Increasing externally sponsored research grant and contract activities to $30 million by 2006 to enhance learning opportunities (an increase of 33 percent).
    - Establishing appropriate partnerships with businesses in order to generate revenues or improve facilities.
  - Increase institutional name recognition as evidenced by increased licensing royalties of five percent each of the first three years after the release of the new logos.
  - Enhance quality of facilities and campus atmosphere to support student learning through updating the Campus Master Plan and developing biennially updated facilities plan that includes targeted goals, project timetables, and progress report.

Strategic Goal 5: Improve Institutional Effectiveness

- Maintain a strategic planning process that contributes meaningfully to the orderly and creative advance of the University through a formal process of developing departmental/unit plans annually, issuing an annual report card to communicate institutional progress, and updating the plan’s Performance Indicators every three years.
Leadership

Federal & State Officials Representing Bowling Green 2004-05

Mitch McConnell, United States Senator
Jim Bunning, United States Senator
Ron Lewis, Representative, 2nd Congressional District
Ernie Fletcher, Governor
Jody Richards, Speaker of the House of Representatives, KY 20
Brett Guthrie, Senator, KY 32
Jim DeCesare, Representative, KY 21

Board Of Regents 2004-05

Mr. Corneliu s A. Martin, Chair, Bowling Green
Mr. Robert Earl Fischer, Vice Chair, Dallas, TX
Ms. Kristen Bale, Glasgow
Dr. Robert L. Dietle, Bowling Green (faculty)
Ms. Lois Gray, Vine Grove
Ms. Judi Hughes, Bowling Green
Ms. Patti Johnson, Marion, (student)
Ms. Pat Jordan, Bowling Green (staff)
Ms. Forrest Roberts, Owensboro
Ms. LaDonna G. Rogers, Glasgow
Mr. Larry Zielke, Louisville

Administrative Council 2004-05

Dr. Gary A. Ransdell, President
Dr. Barbara Burch, Provost and Vice President for Academic Affairs
Mr. Bob Edwards, Assistant Vice President for University Relations
Mr. Tom Hiles, Vice President for Institutional Advancement
Dr. Richard Kirchmeyer, Vice President for Information Technology
Ms. Ann Mead, Chief Financial Officer and Assistant to the President for Economic Development
Mr. John Osborne, Associate Vice President for Campus Services and Facilities
Dr. Wood Selig, Director of Athletics
Ms. Robbin Taylor, Assistant to the President for Governmental Relations
Dr. Gene Tice, Vice President for Student Affairs and Campus Services
Ms. Deborah Wilkins, General Counsel

Deans 2004-05

Dr. Donald W. Swoboda, Division of Extended Learning and Outreach
Mr. Howard Bailey, Associate Vice President for Student Affairs & Dean of Student Life
Dr. Michael Binder, University Libraries
Dr. John Bonaguro, College of Health & Human Services
Dr. Sam Evans, College of Education and Behavioral Sciences
Dr. Blaine Ferrell, Ogden College of Science and Engineering
Dr. Elmer Gray, Graduate Studies and Research
Dr. Robert Jefferson, Gordon Ford College of Business
Dr. David Lee, Potter College of Arts, Humanities, & Social Sciences
Ms. Sherry Reid, Interim Dean, Bowling Green Community College