

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018 AMENDED

\*Note time change\*

Western Illinois University  
Macomb, Illinois

<u>Agenda Topic</u>	<u>Page</u>	<u>Action</u>
<del>December 14, 2018 – Board Room, University Union</del>		Closed Session is cancelled
<del>Motion to Convene to Open Session – 8:00 a.m.</del>		
<del>Roll Call</del>		
<del>Motion to Permit Remote Attendance</del>		
<del>Roll Call</del>		<del>Action</del>
<del>Motion to Convene to Closed Session – 8:00 a.m.</del>		
<del>Roll Call</del>		<del>Action</del>
<del>Closed Session</del>		
<u>December 14, 2018 – Capitol Rooms, University Union</u>		
<u>Motion to Reconvene in Open Session – 8:00 a.m.</u>		
<u>Roll Call</u>		
<u>Review and Approval of September 27-28, 2018 Open Session Meeting Minutes .....</u>	<u>5</u>	<u>Action</u>
<u>Points of Pride</u> (Senior Vice President Joe Rives)		
<u>Public Comments</u>		
<u>Chairperson’s Remarks</u> Carolyn Ehlert Fuller		
<u>President’s Remarks</u> Jack Thomas		
<u>Assistant to the President for Governmental Relations Report</u> Jeanette Malafa		

<b>Agenda Topic</b>	<b>Page</b>	<b>Action</b>
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**General Comments by Vice Presidents**

Dr. Kathy Neumann, Interim Provost and Academic Vice President  
 Dr. Joseph Rives, Senior Vice President for Strategic Planning and Initiatives  
 Dr. Ronald Williams, Vice President for Student Services  
 Mr. Brad Bainter, Vice President for Advancement and Public Services  
 Dr. Bill Polley, Interim Vice President for Administrative Services

**Advisory Group Reports and Comments**

Audrey Adamson – President, Council of Administrative Personnel – Macomb & Quad Cities  
 Robert O’Bear – Vice President, Civil Service Employees Council – Macomb  
 Dawn Schmitt or Steve Whan, Quad Cities Representative – Civil Service Employees Council  
 Christopher Pynes – Chair, Faculty Senate – Macomb  
 Rob Porter – Chair, Faculty Council – Quad Cities  
 Grant Reed – President, Student Government Association – Macomb  
 Jesse Ramos – President, Student Government Association – Quad Cities

**Finance**

Amended Resolution No. 18.9/5 .....	129	<b>Action</b>
FY 2020 Appropriated Capital Budget Recommendations (Budget Director Letisha Trepac)		
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Report on Contributions (Vice President Brad Bainter)		
Report No. 18.12/2 .....	17	
Purchases of \$100,000-\$499,999.99 (Interim Vice President Bill Polley)		

**Academic & Student Services**

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Enrollment, Retention and Graduation Rate Information (Vice President Ron Williams, Director of Institutional Research and Planning Angela Bonifas, and Interim Director of Admissions Jason Woods)		
Report No. 18.12/4 .....	37	
Academic Years 2020-2021 through 2024-2025 Academic Calendars (Interim Provost Kathy Neumann)		

**Audit**

Resolution No. 18.12/1 .....	39	<b>Action</b>
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**General Discussion and Action Items**

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Quarterly Planning Update (Sr. Vice President Joe Rives)		
		<b>Page</b>
		<b>Action</b>
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Report No. 18.12/6.....	49	
Positioning Western Illinois University for the Future Quarterly Update (Sr. Vice President Joe Rives)		
Report No. 18.12/7.....	51	
Fiscal Year 2019 Master Plan Update (Sr. Vice President Joe Rives, Vice President Ron Williams, and Interim Vice President Bill Polley)		
Report No. 18.12/8.....	61	
Facilities Condition Report (Sr. Vice President Joe Rives, Interim Vice President Bill Polley, Associate Provost Russ Morgan, and Interim Director of Facilities Maintenance Troy Rhodes)		
Report No. 18.12/9.....	63	
FY19 Teach Out Update for the Higher Learning Commission (Sr. Vice President Joe Rives)		
Report No. 18.12/10.....	67	
Western Illinois University’s Quality Initiative for the Higher Learning Commission (Sr. Vice President Joe Rives)		
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Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update (Sr. Vice President Joe Rives)		
Report No. 18.12/12.....	107	
President’s Executive Institute Quarterly Update (President Jack Thomas and Sr. Vice President Joe Rives)		
Report No. 18.12/13.....	109	
Community College of the Air Force: General Education Mobile Program (Sr. Vice President Joe Rives)		
Report No. 18.12/14.....	125	
Community College of the Air Force: Air University – Associate to Baccalaureate Degree Completion Program (Sr. Vice President Joe Rives)		
Resolution No. 18.12/2 .....	127	<b>Action</b>
Release of Closed Session Meeting Minutes		

**Old Business**

**New Business**

**Next Meeting** – March 28-29, 2019 – WIU, Macomb

**Adjourn**

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

Review and Approval of the Meeting Minutes of:  
September 27-28, 2018

Minutes are available for review at:

**[http://www.wiu.edu/board\\_of\\_trustees/minutes/index.php](http://www.wiu.edu/board_of_trustees/minutes/index.php)**



WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES

December 14, 2018

Report No. 18.12/1  
Report on Contributions  
Vice President Brad Bainter



# Interim Campaign Progress Report

## July 1, 2018 - June 30, 2019

Pledges Made	Planned Gifts (FV)*	Total Pledges
\$ 1,079,121	\$ 0	<b>\$ 1,079,121</b>
Cash Gifts	Gifts-in- Kind	Total Receipts
\$ 2,020,027	\$ 27,687	<b>\$ 2,047,715</b>

	Overall Total	Goal	% to Goal
FY2019	<b>\$ 3,126,835</b>	\$ 7,500,000	44.7%

\*Discounted Present Value for the 0 planned gift pledges:

Outside scholarships not included in report: \$ 791,632

PURPOSE: Record of fiscal year goals and progress

AUDIENCE: Internal use for administrators, development officers, and board members

NOTES: Cash Gifts do not include pledge payments.

Gifts-in-kind do not include service or noncharitable gifts-in-kind.

Printed on 2018-11-14





# Interim Campaign Progress Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	PLEDGES	GIFTS	GIFTS- IN-KIND	PLANNED GIFTS	FISCAL YEAR TOTAL
CAS	41,044	95,579	75	0	136,697
CBT	41,626	168,557	0	0	210,183
COEHS	61,095	155,412	150	0	216,658
COFAC	36,880	101,404	565	0	138,848
LIBRARY	5,871	6,505	1,334	0	13,710
HONORS	2,880	57,360	0	0	60,240
INTL STUDIES	120	175	0	0	295
STUDENT SERVICES	13,538	133,122	927	0	147,587
QC	18,698	506,967	0	0	525,665
WQPT	201,009	407,117	672	0	608,798
ATHLETICS	489,285	51,941	23,965	0	565,191
ALUMNI	4,206	4,963	0	0	9,169
BGS	3,152	13,980	0	0	17,132
TRI-STATES RADIO	118,125	145,058	0	0	263,183
PFA	5,465	735	0	0	6,200
UNIV SCHOLARSHIPS	25,339	58,920	0	0	84,259
OTHER	10,789	112,232	0	0	123,021
<b>UNIVERSITY TOTALS:</b>	<b>1,079,121</b>	<b>2,020,027</b>	<b>27,687</b>	<b>0</b>	<b>3,126,835</b>

Outside scholarships not included in report: \$ 791,632

PURPOSE: Record of fiscal year progress by unit

AUDIENCE: Internal use for administrators, development officers, and board members

NOTES: Gifts do not include pledge payments.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable gifts-in-kind.

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WESTERN  
ILLINOIS  
UNIVERSITY

# Significant Donors Report

## Gifts of \$5,000 or more for Fiscal Year July 1, 2018 - June 30, 2019

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
ANONYMOUS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ANONYMOUS	750	0	0	0	0	750	0	750	0	0	0	0	750
BRAD BANTER	10,290	0	0	0	0	10,290	153	10,290	0	0	0	0	10,443
BASF CORPORATION	0	0	0	0	0	0	14,350	0	0	0	0	0	14,350
GINNY BOYNTON	9,414	0	0	0	0	9,414	640	10,014	0	0	0	0	10,654
SCOTT BROUETTE	10,500	0	0	0	0	10,500	0	10,500	0	0	0	0	10,500
CHERIE CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ERIC CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
COBANK	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERNIE CODILIS	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
PAMELA CODILIS	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY FOUNDATION OF THE GREAT RIVER BEND	0	0	0	0	0	0	250,250	0	0	0	0	0	250,250
COMPEER FINANCIAL	0	0	0	0	0	0	9,600	0	0	0	0	0	9,600
MARIAH DI GRINO	0	0	0	0	0	0	0	7,000	0	0	0	0	7,000
SAMUEL DI GRINO	0	0	0	0	0	0	0	0	0	0	0	0	0
DORIS & VICTOR DAY FOUNDATION	45,000	0	0	0	0	45,000	0	45,000	0	0	0	0	45,000
DOW AGROSCIENCES LLC	0	0	0	0	0	0	11,250	0	0	0	0	0	11,250
GINGER DYKSTRA	0	0	0	0	0	0	4,075	8,000	0	0	0	0	12,075
EDWARD JONES	5,520	0	0	0	0	5,520	368	7,580	0	0	0	0	7,948
GAY ELFLINE	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERIC GLEACHER FOUNDATION	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
SUE MARTINELLI-FERNANDEZ	8,636	0	0	0	0	8,636	540	8,636	0	0	0	0	9,176
FIDELITY CHARITABLE GIFT FUND	0	0	0	0	0	0	16,275	0	0	0	0	0	16,275
FRATERNAL ORDER OF POLICE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
JOHN GARVEY	0	0	0	0	0	0	0	6,250	0	0	0	0	6,250
SARAH GARVEY	0	0	0	0	0	0	0	6,250	0	0	0	0	6,250
CHUCK GILBERT	8,000	0	0	0	0	8,000	0	8,000	0	0	0	0	8,000
KAREN IHRIG-GILBERT	0	0	0	0	0	0	0	0	0	0	0	0	0

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
GOLDSTEIN FAMILY FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
GEORGE GRICE	39,000	0	0	0	0	39,000	0	39,000	0	0	0	0	39,000
RICH GUERINE	0	0	0	0	0	0	12,500	0	0	0	0	0	12,500
KAREN HAMMOND	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM HANSEN	3,000	0	0	0	0	3,000	0	8,000	0	0	0	0	8,000
RACHEL HANSEN	0	0	0	0	0	0	0	0	0	0	0	0	0
ARLENE HARHEN	0	0	0	0	0	0	0	0	0	10,000	0	0	10,000
YASSMINDA HARTS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ANN MARIE HAYES-HAWKINSON	0	0	0	0	0	0	0	0	0	0	0	0	0
KEN HAWKINSON	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
MOLLY HOLMES	0	0	0	0	0	0	28,000	0	0	0	0	0	28,000
MOLLY HOMER	0	0	0	0	0	0	6,400	0	0	0	0	0	6,400
HUNT AND DIANE HARRIS FOUNDATION	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
MONICA IVERSON	0	0	0	0	0	0	0	0	0	0	0	0	0
RICK IVERSON	1,100	0	0	0	0	1,100	11,400	1,100	0	0	0	0	12,500
JOHN DEERE CLASSIC	0	0	0	0	0	0	64,483	0	0	0	0	60	64,543
GARRY JOHNSON	7,275	0	0	0	0	7,275	1,038	7,275	0	0	0	0	8,313
KAY KENNEDY	0	0	0	0	0	0	0	0	0	35,441	0	0	35,441
JUDY KERR	0	0	0	0	0	0	100	0	0	0	0	0	100
MEL KERR	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
DELANO KRUZAN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
LAND O'LAKES, INC.	0	0	0	0	0	0	6,400	0	0	0	0	0	6,400
DAN LIEHR	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
JEFF LORBER	4,500	0	0	0	0	4,500	10	1,700	0	0	0	0	1,710
SANDY LORBER	3,500	0	0	0	0	3,500	0	700	0	0	0	0	700
MARY OLIVE WOODS TRUST	0	0	0	0	0	0	29,426	0	0	0	0	0	29,426
GEORGE MAVIGLIANO	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
RENEE MAVIGLIANO	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
JODY MC CAMEY	0	0	0	0	0	0	0	33,000	0	0	0	0	33,000
VELMA MC CAMEY	0	0	0	0	0	0	0	26,000	0	0	0	0	26,000
JOHN MEIXNER	8,712	0	0	0	0	8,712	11	2,904	0	0	0	0	2,915
CRAIG NEADER	6,000	0	0	0	0	6,000	0	6,000	0	0	0	0	6,000

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
KATE NELSON	0	0	0	0	0	0	9,826	0	0	0	0	0	9,826
JOYCE NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
CHRIS ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
PAMELA ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
REFRESHMENT SERVICES PEPSI	0	0	0	0	0	0	0	5,000	0	0	282	0	5,282
REGIONAL OFFICE OF EDUCATION # 26	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ALENE REUSCHEL	1,000	0	0	0	0	1,000	1,100	4,000	0	0	0	0	5,100
PAUL REUSCHEL	0	0	0	0	0	0	0	3,000	0	0	0	0	3,000
JOE RIVES	20,580	0	0	0	0	20,580	0	20,580	0	0	0	0	20,580
ROY J CARVER CHARITABLE TRUST	0	0	0	0	0	0	494,917	0	0	0	0	0	494,917
SARAH KNIGHT MEMORIAL	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
SHOEMATE FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
SIPCAM AGRO USA INC	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
SODEXO INC & AFFILIATES	0	0	0	0	0	0	119,986	0	0	0	0	0	119,986
AMY SPELMAN	5,090	0	0	0	0	5,090	30	5,090	0	0	0	0	5,120
FRANK STOUT	7,000	0	0	0	0	7,000	0	7,000	0	0	0	0	7,000
PENNY STOUT	0	0	0	0	0	0	0	0	0	0	0	0	0
STRONGHURST LLC	0	0	0	0	0	0	0	25,000	0	0	0	0	25,000
SUMMIT LEAGUE	250,000	0	0	0	0	250,000	0	250,000	0	0	0	0	250,000
JOHN TANNEY	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
THE MOLINE FOUNDATION	100,000	0	0	0	0	100,000	0	100,000	0	0	0	0	100,000
JACK THOMAS	6,040	0	0	0	0	6,040	0	6,040	0	0	0	0	6,040
LINDA THOMAS	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDREY THOMPSON	0	0	0	0	0	0	0	0	0	0	0	0	0
RONALD THOMPSON	8,786	0	0	0	0	8,786	0	6,286	0	0	0	0	6,286
TRACY FAMILY FOUNDATION	0	0	0	0	0	0	76,000	0	0	0	0	0	76,000
BETH TRIPLETT	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
US BANK FOUNDATION	0	0	0	0	0	0	8,000	0	0	0	0	0	8,000
RON WALKER	15,160	0	0	0	0	15,160	50	3,160	0	0	0	0	3,210
ANITA WERLING	0	0	0	0	0	0	0	0	0	0	0	0	0
DENNIS WERLING	3,600	0	0	0	0	3,600	1,700	3,600	0	0	0	0	5,300

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
WESLEY UNITED METHODIST CHURCH	0	0	0	0	0	0	45,313	0	0	0	0	0	45,313
WEST CENTRAL DISTRIBUTION	0	0	0	0	0	0	10,875	0	0	0	0	0	10,875
WEST CENTRAL FS INC	0	0	0	0	0	0	5,800	0	0	0	0	0	5,800
WETA	0	0	0	0	0	0	7,500	0	0	0	0	0	7,500
JULIA WINKLEPLECK	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
MARGARET WONG	0	0	0	0	0	0	0	34,000	0	0	0	0	34,000
GREGG WOODRUFF	5,502	0	0	0	0	5,502	0	5,502	0	0	0	0	5,502
DAN YODER	0	0	0	0	0	0	0	17,900	0	0	0	0	17,900
SHERYL YODER	0	0	0	0	0	0	0	0	0	0	0	0	0
YOURCAUSE	600	0	0	0	0	600	5,022	600	0	0	0	0	5,622
JAMES ZWIENER	10,080	0	0	0	0	10,080	100	2,520	0	0	0	0	2,620

PURPOSE: List of significant donors with gifts or pledges \$5,000 or greater for current fiscal year.

AUDIENCE: External (Board) and internal use for administrators and development officers.

NOTES: Some individuals are shown with less than \$5,000 giving because combined with their spouse, they have at least \$5,000.

"Pledges Made" includes any new pledges for current or future fiscal years.

"Pledges Paid" includes the amount that is expected to be paid this fiscal year for any pledge through installments or payroll deductions.

Totals includes memberships for next fiscal year (e.g. Leatherneck Club)

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# Annual Fund Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	189	21,664	115	6,786	27,158	75	0	34,018
CBT	167	27,076	162	12,238	44,307	0	0	56,545
COEHS	40	13,245	331	8,000	68,663	150	0	76,813
COFAC	46	18,780	408	5,686	46,972	565	0	53,223
ALUMNI	6	653	109	421	3,133	0	0	3,554
INTL STUDIES	1	120	120	50	175	0	0	225
LIBRARY	9	5,871	652	2,598	6,505	1,334	0	10,437
HONORS	5	1,350	270	580	7,360	0	0	7,940
QC	13	3,698	284	1,487	5,050	0	0	6,537
ATHLETICS	815	238,285	292	234,704	43,491	23,965	0	302,160
STUDENT SERVICES	17	4,188	246	1,561	7,285	827	0	9,673
BGS	77	3,152	41	1,428	1,880	0	0	3,308
TRI-STATES RADIO	485	118,125	244	34,237	145,058	0	0	179,295
WQPT	322	201,009	624	62,706	407,117	672	0	470,495
PFA	141	5,465	39	1,800	735	0	0	2,535
SCHOLARSHIPS	225	24,671	110	9,823	35,774	0	0	45,596
OTHER	52	5,976	115	2,553	51,391	0	0	53,945
<b>Total</b>	<b>2,610</b>	<b>693,328</b>	<b>266</b>	<b>386,654</b>	<b>902,055</b>	<b>27,587</b>	<b>0</b>	<b>1,316,297</b>

**\*\*Total Annual Fund: \$1,622,971**

Above Pledge totals include:

Leatherneck Club	\$ 236,281
Library Atrium Society	\$ 5,871
Performing Arts Society	\$ 8,314

Above Receipt totals include:

Leatherneck Club	\$ 251,656
Library Atrium Society	\$ 6,698
Performing Arts Society	\$ 20,958

PURPOSE: Record of fiscal year Annual Fund totals by Unit; includes Phonathon and President's Scholarship totals.

AUDIENCE: Internal use for administrators, development officers, and board members.

NOTES:

\*Total Gifts equals Income (Cash, Pledges Paid, Gifts in Kind, and GIK Pledges Paid).

\*\*Total Annual Fund equals sum of Pledges, GIKs, and Cash.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable GIKs.

Printed on 2018-11-14



# Phonathon Report

## July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	170	12,821	75	3,370	0	0	0	3,370
CBT	132	9,510	72	3,825	0	0	0	3,825
COEHS	22	1,050	48	730	0	0	0	730
COFAC	6	275	46	250	0	0	0	250
ALUMNI	2	300	150	300	0	0	0	300
INTL STUDIES	0	0	0	0	0	0	0	0
LIBRARY	1	50	50	50	0	0	0	50
HONORS	0	0	0	0	0	0	0	0
QC	0	0	0	0	0	0	0	0
ATHLETICS	55	5,865	107	4,580	0	0	0	4,580
STUDENT SERVICES	5	350	70	100	0	0	0	100
BGS	76	3,050	40	1,385	0	0	0	1,385
TRI-STATES RADIO	2	50	25	25	0	0	0	25
WQPT	0	0	0	0	0	0	0	0
PFA	141	5,465	39	1,800	0	0	0	1,800
SCHOLARSHIPS	198	18,922	96	8,287	50	0	0	8,337
OTHER	29	1,160	40	235	0	0	0	235
<b>Total</b>	<b>839</b>	<b>58,868</b>	<b>70</b>	<b>24,937</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>24,987</b>

**\*\*Total Phonathon: \$58,918**

Above Pledge totals include:

Leatherneck Club                   \$ 5,865  
Library Atrium Society               \$ 50

Above Receipt totals include:

Leatherneck Club                   \$ 4,580  
Library Atrium Society               \$ 50

PURPOSE: Record of fiscal year Phonathon totals by Unit.

AUDIENCE: Internal use for administrators, development officers, and board members.

NOTES:

\*Total Gifts equals Income (Cash, Pledges Paid, Gifts in Kind, and GIK Pledges Paid).

\*\*Total Phonathon equals sum of Pledges, GIKs, and Cash.

Radio is separate from COFAC; Parent and Family Association is separate from Student Services.

Gifts-in-kind do not include service or noncharitable GIKs.

See Annual Fund report for all phonathon and annual fund totals.

Printed on 2018-11-14





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

Report No. 18.12/2

## Purchases of \$100,000 - \$249,999

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
Securitas Security Services USA, Inc.; Bettendorf, IA	FY19 professional security services for WIU-QC (2 <sup>nd</sup> of four 1-year renewal options). The BOT previously approved this on October 2, 2015.	\$110,000 (estimated)	7 proposals
National Public Radio; Washington, DC	FY19 NPR program fees for Tri-States Public Radio (Grant funds)	\$150,000 (estimated)	Sole Source
Bloomington Offset Process Inc.; Bloomington, IL	FY19 Printing of Western News Alumni Magazine (Appropriated and Foundation funds)	\$225,000 (estimated)	2

## Purchases of \$250,000 - \$499,999 Receiving Presidential Approval

Agilent Technologies, Inc.; Wilmington, DE	Mass spectrometry system for Chemistry. (National Science Foundation Grant)	\$299,865.98	2
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Purchases \$500,000 and above  
Exempt from BOT Approval

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
None			

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report No. 18.12/3 Enrollment, Retention and Graduation Data

*Higher Values in Higher Education 2012-2022*, the University's Strategic Plan, charges Western Illinois University to identify future and sustainable enrollment growth goals for the Macomb and Quad Cities campuses. This information is designed to provide the Western Illinois University Board of Trustees with enrollment benchmarking information for the two campuses of Western Illinois University.

### **Executive Summary**

- Western Illinois University's total enrollment decreased by 9.9 percent (-939) from 9,441 in 2017 to 8,502 in 2018. The total student credit hour production decreased by 9.0% percent (-23,963) from 266,054 in fiscal year 2017 to 242,091 in fiscal year 2018.
- The number of new freshmen decreased 22.6 percent (-272) from 1,206 in 2017 to 934 in 2018.
- The number of new transfers decreased 6.4 percent (-53) from 823 in 2017 to 770 in 2018.
- The number of new graduates decreased 3.8 percent (-22) from 576 in 2017 to 554 in 2018.
- The total undergraduate student enrollment decreased 11.1 percent (-845) from 7,599 in 2017 to 6,754 in 2018.
- The total graduate student enrollment decreased 5.1 percent (-94) from 1,842 in 2017 to 1,748 in 2018.
- The freshmen-to-sophomore retention rate decreased from 67.8 percent (2016 cohort) to 65.3 percent (2017 cohort) of the new freshmen class returning for their sophomore year.
- The 6-year graduation rate decreased from 50.4 percent to 46.2 percent.

## **Term Definitions**

### *Headcount Enrollment*

Western Illinois University headcount enrollment includes four categories: Macomb campus, Macomb extension, Quad Cities campus and Quad Cities extension. Headcount enrollment is calculated at census day of each fall and spring semester and at the end of the summer semester. Each student's enrollment category is determined by the location of the majority of credit hours in which the student is enrolled. Examples: A student enrolled in 9 hours Macomb campus courses and 6 hours Quad Cities campus courses is counted Macomb campus. A student enrolled in 3 hours Quad Cities campus courses and 6 hours Extension courses is counted Quad Cities extension. A student enrolled in 3 hours Macomb campus courses and 6 hours Extension courses is counted Macomb extension. A student enrolled in an equal number of student credit hours in Macomb campus courses and Quad Cities campus courses is counted in Macomb campus headcount.

### *Full Time Equivalence (FTE) Enrollment*

For fall and spring semesters, one full-time equivalent (FTE) student equals 15 student credit hours for undergraduates and 12 for graduates. For summer semester, one FTE student equals 8 student credit hours for undergraduates and 6 for graduates.

### *Student Credit Hour Production*

The Student Credit Hour Production Report is calculated using three campus categories: Macomb, Quad Cities and Extension. Student credit hours earned in Macomb campus courses are counted in Macomb campus hours, student credit hours earned in Quad Cities campus courses are counted in Quad Cities campus hours and student credit hours earned in Extension courses are counted as Extension credit hours. Macomb campus courses, Quad Cities campus courses and Extension courses are identified by section number.

### *16-County Region*

The 16-county region in west central and northwestern Illinois is comprised of Adams, Brown, Carroll, Fulton, Hancock, Henderson, Henry, JoDavies, Knox, Mason, McDonough, Mercer, Rock Island, Schuyler, Warren, and Whiteside counties.

### *Chicagoland Region*

The Chicagoland region is comprised of nine counties including Cook, DeKalb, DuPage, Grundy, Kane, Kendall, Lake, McHenry, and Will.

## Total Enrollment

Western Illinois University's total enrollment decreased by 9.9 percent (-939) from 9,441 in 2017 to 8,502 in 2018 (Table 1). The total student credit hour production decreased by 9.0 percent (-23,963) from 266,054 in fiscal year 2017 to 242,091 in fiscal year 2018.

In Fall 2018, the Macomb campus total enrollment decreased 10.8 percent (-874). The Macomb on campus enrollment decreased by 13.4 percent (-976) and the Macomb extension enrollment increased by 12.2 percent (+102).

In Fall 2018, the Quad Cities campus total enrollment decreased 4.9 percent (-65). The Quad Cities on campus enrollment decreased by 11.4 percent (-102) and the Quad Cities extension enrollment increased by 8.5 percent (+37).

<b>Table 1. Total Enrollment by Location and Level, Fall 2014 – Fall 2018</b>						
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2017-2018 % Change</b>
<b>University Total</b>	<b>11,458</b>	<b>11,094</b>	<b>10,373</b>	<b>9,441</b>	<b>8,502</b>	<b>-9.9%</b>
<b>Macomb On Campus</b>	<b>9,220</b>	<b>8,694</b>	<b>8,107</b>	<b>7,272</b>	<b>6,296</b>	<b>-13.4%</b>
<i>Undergraduate</i>	8,186	7,628	7,134	6,292	5,408	-14.1%
<i>Graduate</i>	1,034	1,066	973	980	888	-9.4%
<b>Macomb Extension</b>	<b>715</b>	<b>869</b>	<b>836</b>	<b>837</b>	<b>939</b>	<b>+12.2%</b>
<i>Undergraduate</i>	437	493	494	489	549	+12.3%
<i>Graduate</i>	278	376	342	348	390	+12.1%
<b>Macomb Total</b>	<b>9,935</b>	<b>9,563</b>	<b>8,943</b>	<b>8,109</b>	<b>7,235</b>	<b>-10.8%</b>
<i>Undergraduate</i>	8,623	8,121	7,628	6,781	5,957	-12.2%
<i>Graduate</i>	1,312	1,442	1,315	1,328	1,278	-3.8%
<b>Quad Cities On Campus</b>	<b>1,198</b>	<b>1,140</b>	<b>976</b>	<b>894</b>	<b>792</b>	<b>-11.4%</b>
<i>Undergraduate</i>	794	804	693	585	537	-8.2%
<i>Graduate</i>	404	336	283	309	255	-17.5%
<b>Quad Cities Extension</b>	<b>325</b>	<b>391</b>	<b>454</b>	<b>438</b>	<b>475</b>	<b>+8.5%</b>
<i>Undergraduate</i>	228	216	222	233	260	+11.6%
<i>Graduate</i>	97	175	232	205	215	+4.9%
<b>Quad Cities Total</b>	<b>1,523</b>	<b>1,531</b>	<b>1,430</b>	<b>1,332</b>	<b>1,267</b>	<b>-4.9%</b>
<i>Undergraduate</i>	1,022	1,020	915	818	797	-2.6%
<i>Graduate</i>	501	511	515	514	470	-8.6%

Source: Office of Institutional Research

New student enrollment from Western Illinois University’s 16-county region decreased by 3.6 percent (-94) from 2,639 in 2017 to 2,545 in 2018 (Table 2). The decrease was in undergraduate student enrollment (-69). The graduate enrollment from our 16-county region increased by 14.3 percent (+20).

New student enrollment from the Chicagoland region decreased by 13.9 percent (-505) from 3,633 in Fall 2017 to 3,128 in Fall 2018. Enrollment in Cook County decreased by 14 percent (-293) from 2,097 in Fall 2017 to 1,804 in Fall 2018.

	<u>2017</u>		<u>2018</u>		<u>2017 to 2018</u>
	Number	Percent*	Number	Percent*	Percent Change
<b>16-County Region</b>					
New Freshmen	186	15.4%	146	15.6%	-21.5%
New Transfer	353	42.9%	324	42.1%	-8.2%
New Graduate	140	24.3%	160	28.9%	+14.3%
<b>Total Enrollment</b>	<b>2,639</b>	<b>28.0%</b>	<b>2,545</b>	<b>29.9%</b>	<b>-3.6%</b>
<b>Chicagoland Region (including Cook County)</b>					
New Freshmen	738	61.2%	539	57.7%	-27.0%
New Transfer	168	20.4%	171	22.2%	+1.8%
New Graduate	113	19.6%	99	17.9%	-12.4%
<b>Total Enrollment</b>	<b>3,633</b>	<b>38.5%</b>	<b>3,128</b>	<b>36.8%</b>	<b>-13.9%</b>
<b>Cook County</b>					
New Freshmen	548	45.4%	363	38.9%	-33.8%
New Transfer	63	7.7%	85	11.0%	+34.9%
New Graduate	53	9.2%	46	8.3%	-13.2%
<b>Total Enrollment</b>	<b>2,097</b>	<b>22.2%</b>	<b>1,804</b>	<b>21.2%</b>	<b>-14.0%</b>

\*Percent of total students in that cohort.

Source: Office of Institutional Research

Western Illinois University’s new student enrollment continued to decline in Fall 2018. The new freshmen class of Fall 2018 was down 272 students from Fall 2017 (-23.6%). The new transfer class of Fall 2018 decreased by 53 students from Fall 2017 (-6.4%). The new graduate class of Fall 2018 decreased by 22 students (-3.8%).

	<u>Freshmen</u>			<u>Transfer</u>			<u>Graduate</u>		
	<u>2017</u>	<u>2018</u>	<u>%Change</u>	<u>2017</u>	<u>2018</u>	<u>%Change</u>	<u>2017</u>	<u>2018</u>	<u>%Change</u>
Macomb	1,172	896	-23.6%	590	494	-16.3%	334	293	-12.3%
Macomb Extension	3	5	+66.7%	68	91	+33.8%	123	137	+11.4%
Quad Cities	28	27	-3.6%	119	123	+3.4%	60	51	-15.0%
QC Extension	3	6	+100.0%	46	62	+34.8%	59	73	+23.7%
<b>Total</b>	<b>1,206</b>	<b>934</b>	<b>-22.6%</b>	<b>823</b>	<b>770</b>	<b>-6.4%</b>	<b>576</b>	<b>554</b>	<b>-3.8%</b>

Source: Office of Institutional Research

Over the last five years, Western Illinois University’s total fall headcount enrollment has decreased by 25.8 percent (Table 4). Total fall headcount enrollment in the state has decreased 6.0 percent.

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2014-2018 % Change</b>
University of Illinois-Chicago	27,969	29,048	29,120	30,539	31,683	+13.3%
University of Illinois-Urbana/Champaign	45,140	45,842	46,951	48,216	49,702	+10.1%
Illinois State University	20,615	20,760	21,039	20,784	20,635	+0.1%
Southern Illinois University-Edwardsville	13,972	14,265	14,142	13,796	13,281	-4.9%
Eastern Illinois University	8,913	8,520	7,415	7,030	7,526	-15.6%
University of Illinois-Springfield	5,431	5,402	5,428	4,956	4,575	-15.8%
Governors State University	5,776	5,938	5,819	5,185	4,857	-15.9%
Northern Illinois University	20,611	20,130	19,015	18,042	17,169	-16.7%
Northeastern Illinois University	10,275	9,891	9,538	8,984	8,103	-21.1%
Western Illinois University	11,458	11,094	10,373	9,441	8,502	-25.8%
Southern Illinois University-Carbondale	17,989	17,292	15,987	14,554	12,712	-29.3%
Chicago State University	5,211	4,767	3,578	3,186	2,964	-43.1%
<b>Illinois Public Universities Total</b>	<b>193,360</b>	<b>192,949</b>	<b>188,405</b>	<b>184,713</b>	<b>181,709</b>	<b>-6.0%</b>

Source: IBHE, OAROSUI – 2018 Preliminary Enrollment Report

## **New Freshmen Enrollment**

The number of new freshmen at Western Illinois University decreased 22.6 percent (-272) from 1,206 in 2017 to 934 in 2018. The new freshmen enrollment from Western Illinois University’s 16-county region decreased by 21.5 percent (-40) from 186 in 2017 to 146 in 2018 (Table 2). New freshmen enrollment from the Chicagoland area decreased by 27.0 percent (-199) from 738 in Fall 2017 to 539 in Fall 2018. New freshmen enrollment in Cook County decreased by 33.8 percent (-185) from 548 in Fall 2017 to 363 in Fall 2018. The number of new freshmen who identify as African American/Black decreased by 152 students, from 452 in 2017 to 300 in 2018. The number of new freshmen who identify as Hispanic decreased by 29 students, from 168 in 2017 to 139 in 2018. The number of new freshmen who identify as White, non-Hispanic, decreased by 85 students, from 504 in 2017 to 419 in 2018.

The new freshmen class had an average ACT of 21.3 in 2018 (an increase from 20.8 in 2017; 45.2% submitted ACT scores). Due to the state awarding the College Board its assessment contract, Illinois freshmen started submitting SAT scores in the 2018-2019 academic year. The average SAT score for the 2018 new freshmen was 1031 (76.8% submitted SAT scores). The average high school GPA increased from 3.22 in 2017 to 3.31 in 2018. The average high school percentile rank increased from 60.2% in 2017 to 61.1% in 2018. The number of students enrolling in the OAS (special admissions) program as new freshmen decreased from 247 in 2017 to 131 in 2018.

Table 5 illustrates that the number of new freshmen who enrolled at the twelve Illinois state universities decreased overall by 0.7% (-168 students) from 2017 to 2018.

<b>Table 5. New Freshmen Enrollment by Illinois Public Universities, Fall 2014-2018</b>						<b>2017-2018</b>
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>% Change</b>
Chicago State University	289	199	86	149	211	+41.6%
Eastern Illinois University	1,063	1,085	739	661	789	+19.4%
University of Illinois- Springfield	305	268	300	278	316	+13.7%
Illinois State University	3,589	3,630	3,694	3,352	3,689	+10.1%
University of Illinois-Chicago	3,030	3,485	3,307	4,064	4,159	+2.3%
Governors State University	242	233	200	199	203	+2.0%
University of Illinois- Urbana/Champaign	6,937	7,562	7,592	7,518	7,609	+1.2%
Northern Illinois University	2,542	2,259	1,802	1,852	1,856	+0.23%
Southern Illinois University-Edwardsville	2,126	2,096	1,935	1,797	1,706	-5.1%
Southern Illinois University-Carbondale	2,775	2,177	1,611	1,319	1,133	-14.1%
Western Illinois University	1,605	1,535	1,527	1,206	934	-22.6%
Northeastern Illinois University	771	748	801	829	451	-45.6%
<b>Illinois Public Universities Total</b>	<b>25,274</b>	<b>25,277</b>	<b>23,594</b>	<b>23,224</b>	<b>23,056</b>	<b>-0.7%</b>

Source: Illinois Board of Higher Education (IBHE) and institutional websites

The public universities in Illinois continue to compete with each other by offering more aggressive scholarship programs. Similar to the Fall 2017 new freshmen class, Western Illinois University's Fall 2018 top five competitors were: Illinois State University, University of Illinois at Chicago, Northern Illinois University, University of Illinois at Urbana-Champaign, and Eastern Illinois University. In order to address the concern of price and college affordability, the President has assigned the Student Cost Task Force to make recommendations for tuition, fees, room, and board changes. During the 2018-2019 academic year, the Student Cost Task Force continues to assess the institution's tuition and fee structure in comparison to the other Illinois public universities and border state-public universities.



## New Transfer Enrollment

The number of new transfers at Western Illinois University decreased 6.4 percent (-53), from 823 in 2017 to 770 in 2018. The number of new students transferring to the Macomb campus decreased 16.3 percent (-96). The number of students transferring to the Quad Cities campus increased 3.4 percent (+4).

New transfer enrollment has historically followed changes in enrollment at Illinois community colleges from the previous year. According to the Illinois Community College Board and the IBHE, enrollment at the community colleges in the state decreased 7.0 percent (-54,261) in fiscal year 2017 compared to fiscal year 2016. Similarly, the overall number of new transfer students to the state universities in Illinois decreased by 7.0 percent (-885), from 12,678 in Fall 2017 to 11,793 in Fall 2018 (table 6).

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2017-2018 % Change</b>
Chicago State University	538	500	183	235	353	+50.2%
Governors State University	971	736	772	700	710	+1.4%
Illinois State University	1,842	1,932	1,937	1,773	1,771	-0.1%
Eastern Illinois University	755	692	450	510	501	-1.8%
University of Illinois-Chicago	1,718	1,569	1,958	2,181	2,080	-4.6%
Western Illinois University	1,213	1,105	968	823	770	-6.4%
Northern Illinois University	1,840	1,755	1,660	1,656	1,513	-8.6%
University of Illinois- Urbana/Champaign	1,331	1,381	1,380	1,380	1,248	-9.6%
Southern Illinois University-Edwardsville	1,198	1,163	1,216	1,156	1,026	-11.2%
University of Illinois- Springfield	371	547	327	306	257	-16.0%
Southern Illinois University-Carbondale	1,397	1,261	1,072	1,056	885	-16.2%
Northeastern Illinois University	1,125	1,085	1,103	1,016	832	-18.1%
<b>Illinois Public Universities Total</b>	<b>14,299</b>	<b>13,602</b>	<b>13,165</b>	<b>12,678</b>	<b>11,793</b>	<b>-7.0%</b>

Source: OAROSUI, 2018 Preliminary Enrollment Report. Note: WIU includes all new transfers. IPU's reflect on-campus new transfers only.

## Graduate Enrollment

Total graduate student enrollment at Western Illinois University decreased from 1,842 in 2017 to 1,748 in 2018 (-94; 5.1%). New domestic graduate enrollment decreased from 480 in 2017 to 465 in 2018 (-15; -3.1%). New international graduate enrollment decreased from 96 students in 2017 to 89 in 2018 (-7; -7.3%). Western Illinois University undergraduates who chose to continue their education in the Graduate School decreased from 197 in 2017 to 184 in 2018 (-13; -6.6%).

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<b>2017-2018 % Change</b>
University of Illinois- Urbana/Champaign	11,169	11,482	12,005	13,243	14,767	+11.5%
Eastern Illinois University	1,273	1,318	1,458	1,462	1,514	+3.6%
Illinois State University	2,460	2,380	2,396	2,454	2,528	+3.0%
Southern Illinois University-Edwardsville	2,030	1,958	1,897	1,856	1,903	+2.5%
University of Illinois-Chicago	8,415	8,540	8,136	7,988	7,745	-3.0%
Northern Illinois University	4,900	4,850	4,672	4,319	4,121	-4.6%
Western Illinois University	1,813	1,953	1,830	1,842	1,748	-5.1%
Northeastern Illinois University	1,863	1,796	1,873	1,871	1,713	-8.4%
Southern Illinois University-Carbondale	3,840	3,614	3,183	2,957	2,709	-8.4%
University of Illinois- Springfield	2,393	2,465	2,469	2,024	1,761	-13.0%
Governors State University	2,107	2,213	2,157	1,731	1,475	-14.8%
Chicago State University	950	947	902	763	646	-15.3%
<b>Illinois Public Universities Total</b>	<b>43,213</b>	<b>43,516</b>	<b>42,978</b>	<b>42,510</b>	<b>42,630</b>	<b>+0.3%</b>

Source: OAROSUI, 2018 Preliminary Enrollment Report

## Retention and Graduation

Western Illinois University’s 6-year graduation rate decreased from 50.4 percent to 46.2 percent. The freshmen-to-sophomore retention rate decreased from 67.8 percent in 2016 to 65.3 percent of the new 2017 freshmen class returning for their sophomore year.

Table 8 illustrates the comparison of predicted versus actual graduation rates of the twelve state universities in Illinois. The graduation rate performance accounts for 7.5 percent of U.S. News College and University Rankings. The predicted graduation rate is calculated based on spending and student characteristics such as test scores and the proportion receiving Pell grants. Schools with higher than predicted graduation rates are determined to be enhancing achievement, rather than just enrolling an academically talented and/or advantaged freshmen class. Western Illinois University continues to outperform its predicted graduation rate by 4 percent.

	<b>Predicted</b>	<b>Actual</b>	<b>Difference</b>
Illinois State University	62%	72%	+10%
Eastern Illinois University	51%	58%	+7%
University of Illinois- Urbana/Champaign	80%	85%	+5%
Western Illinois University	49%	53%	+4%
University of Illinois-Chicago	57%	59%	+2%
Northern Illinois University	51%	48%	-3%
Southern Illinois University-Carbondale	50%	43%	-7%
Southern Illinois University-Edwardsville	56%	49%	-7%
University of Illinois- Springfield	61%	49%	-12%
Chicago State University	33%	14%	-19%
Northeastern Illinois University	46%	23%	-23%
Governors State University	NA	NA	NA

Source: U.S. News and World Report, 2019 Edition Rankings

Table 9 provides retention, four-year graduation, and six-year graduation rates by race/ethnicity for Western Illinois University.

**Table 9. Retention and Graduation Rates by Race/Ethnicity**

<b>First-Time, Full-Time New Freshmen who Returned for Second Fall Term</b>							
<b>Fall to Fall Retention Rates</b>	<b>2011 Cohort</b>	<b>2012 Cohort</b>	<b>2013 Cohort</b>	<b>2014 Cohort</b>	<b>2015 Cohort</b>	<b>2016 Cohort</b>	<b>2017 Cohort</b>
White	72.4%	71.7%	78.6%	75.6%	75.9%	77.7%	79.1%
Black	59.4%	50.7%	62.7%	61.0%	58.5%	56.1%	50.5%
Hispanic	63.1%	59.7%	69.0%	61.9%	70.9%	66.2%	61.4%
Asian	54.5%	85.7%	63.2%	71.4%	50.0%	80.0%	100.0%
Native American	0.0%	50.0%	60.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	100.0%	0.0%	0.0%	100.0%	33.3%	0.0%	0.0%
International	100.0%	80.0%	80.0%	100.0%	87.5%	64.3%	66.7%
Two or More	72.1%	50.0%	64.0%	46.0%	66.0%	63.2%	65.1%
<b>Total</b>	<b>67.7%</b>	<b>63.3%</b>	<b>72.1%</b>	<b>67.7%</b>	<b>69.2%</b>	<b>67.8%</b>	<b>65.3%</b>

<b>First-Time, Full-Time New Freshmen who Graduated within Four Years</b>							
<b>Four Year Graduation Rates</b>	<b>2008 Cohort</b>	<b>2009 Cohort</b>	<b>2010 Cohort</b>	<b>2011 Cohort</b>	<b>2012 Cohort</b>	<b>2013 Cohort</b>	<b>2014 Cohort</b>
White	32.1%	36.5%	36.5%	37.2%	38.5%	45.7%	44.6%
Black	18.4%	16.7%	12.9%	13.9%	10.3%	15.6%	13.1%
Hispanic	28.6%	21.6%	26.6%	25.0%	28.9%	27.1%	24.6%
Asian	14.3%	11.8%	14.3%	18.2%	42.8%	36.8%	50.0%
Native American	8.3%	16.7%	0.0%	0.0%	50.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%
International	66.7%	0.0%	58.3%	33.3%	35.0%	40.0%	100.0%
Two or More	0.0%	22.7%	19.4%	37.2%	17.3%	21.5%	20.0%
<b>Total</b>	<b>29.8%</b>	<b>31.5%</b>	<b>30.6%</b>	<b>29.8%</b>	<b>28.1%</b>	<b>33.4%</b>	<b>30.2%</b>

<b>First-Time, Full-Time New Freshmen who Graduated within Six Years</b>							
<b>Six Year Graduation Rates</b>	<b>2006 Cohort</b>	<b>2007 Cohort</b>	<b>2008 Cohort</b>	<b>2009 Cohort</b>	<b>2010 Cohort</b>	<b>2011 Cohort</b>	<b>2012 Cohort</b>
White	55.3%	58.8%	56.2%	56.9%	59.5%	57.6%	57.8%
Black	39.3%	38.3%	47.8%	41.9%	35.2%	35.9%	27.9%
Hispanic	50.0%	53.5%	50.9%	40.2%	49.2%	46.8%	44.8%
Asian	53.6%	44.8%	52.4%	47.1%	50.0%	36.3%	64.2%
Native American	57.1%	36.4%	33.3%	33.3%	0.0%	0.0%	50.0%
Pacific Islander	0.0%	0.0%	0.0%	100.0%	50.0%	100.0%	0.0%
International	61.1%	60.0%	66.7%	10.0%	75.0%	66.6%	55.0%
Two or More	0.0%	0.0%	0.0%	36.4%	25.0%	51.1%	28.2%
<b>Total</b>	<b>54.0%</b>	<b>56.1%</b>	<b>54.3%</b>	<b>52.8%</b>	<b>53.1%</b>	<b>50.4%</b>	<b>46.2%</b>

Source: Office of Institutional Research

## 2018-2019 Enrollment Plan

The goals stated in the Western Illinois University's Higher Values in Higher Education Strategic plan to increase undergraduate enrollment, quality, and diversity. Although, the long-term goal is to increase enrollment, our immediate efforts are to stabilize enrollment. The term "enrollment" includes both recruitment and retention efforts. The WIU Leadership Team has expressed that all individuals are responsible for recruitment. To do this, we must focus on the following:

1. People (build moral / improve teams / maximize performance).
2. Processes (assess the way in which we deploy initiatives, retrieve data and utilize it).
3. Technology (MVS system and/or CRM software).
4. Places (assessment of how we utilize physical spaces and how we can improve others).

In addition, a continual management of our key stakeholders must take place. These stakeholders are:

1. Our Mission: ensuring we hold true to our mission.
2. Our Current Students: ensuring we minimize the disruption of current students' education with challenging institutional decisions that need to be made.
3. Our Faculty: ensuring faculty have an understanding of our recruitment and retention strategies and how they can assist in these efforts.
4. Our Staff: ensuring staff have an understanding of our recruitment and retention strategies and how they can assist with these efforts.
5. Community: ensuring our community has an understanding of our recruitment and retention strategies and how they might assist in these efforts.

\*Additional information on this section is available in Appendix A.

Imbedded within the Staff stakeholder section is the Admission's Office.

Enrollment Terms:

Forecast/Projections: For fiscal purposes

Goals: What we would like to achieve

Actual: Where we are currently tracking

Measurable Outcomes:

Full Implementation of Self Reporting Process	June 2019
Full Implementation of CRM software	January 2019
Full Fall 2020 Recruitment Plan	June 2019
Detailed Recruitment Plan by Territory	June 2019
Full Integrated Marketing and Recruitment Plan	June 2019
Creation of 4 children of Alumni Recruitment plan	June 2019
Review OAS admission process to increase OAS retention	January 2020
Provide estimate packages to incoming students	January 2019
Assignment of a goal for all upcoming initiatives	January 2019

Qualitative Outcomes:

Maintain/increase moral of Admission's Office.

Continue conversations with UPI on how we can work together to positively impact enrollment.

Internal and External education on Recruitment / Outreach / Branding.

**Ideal Timeline for Making Decisions:**

Undergraduate Admissions	18 months
BGS	18 months
International	18 months
Graduate	18 months
Programming	18 months
Facilities	12 months (not sure this is my guess)
Financial aid	18 months
Scholarship changes	18 months
Programming (AIMS)	18 months
Academic Programs (+/-)	12 months
Housing	12 months (my guess)

**Ongoing Recruitment Initiatives: (formally Recruitment Strategies)**

- Waiving the application fee for students that live within the local 16 counties (including Peoria), high school seniors that fill out the application while on campus, and high school juniors that fill out the application for fall 19 while they are on campus visiting beginning spring 2018.
- Meetings with community, faculty and staff to gain insight from multiple perspectives.
- Purchase of inquiries for earlier 2020 communication. This includes freshman, sophomores and juniors.
- Leverage Financial Aid (Promise Plus / Commitment / Aim High initiatives).
- Increased awareness of Admissions presence in departmental recruitment events across campus (i.e. Marching Band Classic, CAS open house events, and COEHS career events)
- Continued Peoria and Bloomington/Normal bus trips bringing students, seniors in the fall and juniors in the spring, to campus in an effort to raise WIU awareness in that region.
- Expand opportunities to promote WIU-QC within the Quad Cities metro area to traditional-aged students and adult learners. This will include targeting feeder community colleges in an effort to maintain and build new relationships between the institutions.
- Increase data collection, tracking, and reporting (i.e., Pentaho) to more consistently evaluate the recruitment program by student target group, including freshmen, transfers, adult students, ethnic minorities, and students from various regions.
- Implement a segmented, systematic, and sequential written communication program designed to coordinate with phone, electronic, and hand-written communications. This will be done in collaboration with the Director of Marketing.
- Promote and expand educational opportunities for special visiting high school students (i.e., Cambridge High School partnership).
- Continue to develop transfer tools such as the Transfer Guides, which are specifically designed for students transferring from a specific college to Western Illinois University.

## **Marketing Initiatives:**

Continue to work with department chairs to create differentiated messages for each academic major that explain how WIU's programs are unique among its competitors. In addition, we will continue to partner with the Director of Marketing to ensure our messaging is aligned. We have implemented weekly meetings to ensure Admissions and Marketing are working collaboratively. We will be working on an internal campaign to provide information to the WIU community.

## **Recruitment Challenges:**

Time it takes to implement new initiatives (ex: AIM High Programming)

Competing Resources

Perception of Local Recruitment Activities:

No incentive or financial reward from going above and beyond

Commitment from the Community to the University for the following

- Lack of confidence

- Impact "diversity" has had on the community

Prioritizing institutional needs - "What does a WIN look like each year" for each campus

- Total Enrollment

- Strategic Enrollment

- Academic Profile

- Financial Budget

Not utilizing zero based budgeting planning

Understanding when a decision is a decision

## **Enrollment Takeaways**

Our enrollment challenges did not occur over night. There is not one person or incident to blame for this. There are a number of high impact areas that would benefit WIU quickly. One of our greatest challenges with implementing them is the cost of these enhancements.

APPENDIX A:

5 AREAS OF FOCUS FOR ENROLLMENT MANAGEMENT

Mission / Community / Faculty / Staff / Students

1. MISSION:

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

2. COMMUNITY

Understanding of WIU's commitment to its mission

Improve Visual representation on entrance(s)

Businesses on the way to entrances

Unoccupied store fronts (should we stage)

Playground branding

Garbage and Recycle Bins

WIU Photo booth at Athletic Events (branding)

Comprehensive understanding of overall plan

Purple stripe in the street leading to WIU entrance/admissions

“Follow the purple painted road”

WIU (HUGE on the roofs) letters on Linc/Wash Towers (wooden or plastic in purple)

Admissions 101

Alumni -

Testimonials

Spread the positive and correct messages

\$5000 for giveaways

Honorary Alumni for employees who work here at Discover Western

Board members recruiting 5 people each

Receptions in their particular areas

Recruitment information in Alumni Magazine

Community Colleges

3. FACULTY

Understanding of WIU's commitment to its mission

United with administration and community

Comprehensive understanding of overall plan

4. STAFF

Understanding of WIU's commitment to its mission

United with administration and community

Comprehensive understanding of overall plan

Institutional Structure to support the overall plan

Admissions:

Giveaways (T-shirts and other “swag”)

Housing for visitors (paid or in kind?)

Meals for visitors (paid or in kind?)

Marketing  
Recruitment / Branding / Outreach  
Student Recruiter (Ambassador) Expectations  
Remote Counseling  
Scholarships  
Experience Management

Retention:

Manage vs. Monitor  
Returning students - point of contact

Financial Aid -

Earlier Financial Aid Awards  
Providing Estimates for Students Selected for Verification  
Providing Estimates for Athletes  
Quad-City Scholarships

5. STUDENTS

Understanding of WIU's commitment to its mission  
Understanding of urgency without instilling fear  
Comprehensive understanding of overall plan  
Create and define a "student culture" on campus



## APPENDIX B:

### Recruitment / Outreach / Branding

#### Recruitment (8th Grade Visit Protocol)

The Western Illinois University Undergraduate Admissions Office supports early exposure to a university experience to students. The office is committed to providing a scaled down admissions experience for middle schools. The primary focus is 7th and 8th graders, however, we are aware that many middle schools include 6th graders as well. The Admissions Office will provide the following:

1. A small campus tour - 40 minutes
2. A small meal or snacks (if necessary) - 20 minutes
3. Short interactive admissions presentation - 30 minutes

Contact Kelly Severson for Macomb middle school visits. Dr. Jason Woods will handle the overall visit -  
Contact Scott Bruett for Quad City middle school initiatives.

#### Outreach Protocol

The Western Illinois University Undergraduate Admissions Office supports outreach initiatives. In most cases, outreach initiatives will be limited to within 60 minutes of each campus. These events could include involvement from a particular department. We prefer a 3 week notice on these events.

Contact Melissa Telles or Katy Gorsuch for outreach Macomb outreach initiatives.  
Contact Curtis Williams for Quad City outreach initiatives.

Outreach initiatives will be done in conjunction with Katy Gorsuch.

#### Branding Protocol

The Western Illinois University Undergraduate Admissions Office supports branding initiatives. Branding typically comes in the form of a sponsorship that will be very difficult to measure.

Contact Jason Woods for Macomb branding initiatives.  
Contact Kassie Daly for Quad City outreach initiatives.

## 2018-2019 Graduate Recruiting Plan

The 2018-19 recruitment plan will include the following activities:

1. Place an emphasis on aligning graduate enrollment and degree conferral, as well as long-term planning, with the data published by the Council of Graduate Schools (CGS). For example, according to the CGS, “there have robust increases in first-time enrollment in mathematics and computer sciences (3.8%) between Fall 2016 and Fall 2017, in line with the positive trend over the previous five-year (12.8%) and ten-year (12.1%) periods” (5).

As there is a clear national-level need, we will explore increasing graduate enrollments in both Mathematics and Computer Science.

2. Increase emphasis on international recruitment. This includes the following strategies:
  - Accepting that three-year degree programs fulfill the baccalaureate requirement for our programs;
  - Working closely with the Executive Director of the School of Distance Learning, International Studies, and Outreach on the development of international partnerships.
3. Increase emphasis on QC campus recruitment and partnerships.
4. Increase graduate enrollments in any or all areas of the admission funnel (prospect/inquiry, applied, accepted, enrolled).
5. Increase promotion of integrated bachelor’s/master’s degree programs. [Hosted first info session April 25, 2018 with 10 current WIU undergraduates in attendance on the Macomb campus.]
6. Encourage on-campus visits to any prospects which our recruiting staff meet with at off-campus events.
7. Further develop integrated programs with external institutions. [Example: Dr. Pam White working with St. Ambrose University to feed their Art History students into our Museum Studies master’s program.]
8. Continue to review and revise graduate admissions procedures as needed to meet workflow efficiencies.
9. Review and revise automated prospective student email communications content. Work with academic departments to update content on specific emails about program and their student quotes. Coordinate with AIMS to implement changes in the communications.
10. Review Graduate School website for content updates, page reorganization, updating photos and quotes.

11. In conjunction with College Deans, identify a faculty member and his/her research project from each college to highlight on our social media outlets. Includes working with colleges and VPC to produce videos of the interviews for promoting our graduate programs.
12. Continue to work in close partnership with QC Graduate Admissions Counselor on graduate recruitment and admission efforts.
13. Review and revise the graduate application for efficiency of submission by an application. (Currently working with Fireworks to develop new application when we switch vendors. The new application is much more user-friendly with limited extraneous language.)
14. Continue extensive communication plan for accepted graduate students to encourage enrollment. This includes providing registration information to new graduate students in hard copy form, via email communication, and via telephone calls from the Graduate School. Additionally, information will continue to be provided to academic departments encouraging them to reach out to their advisees. This also includes reaching out to accepted students who haven't enrolled in a few semesters as well as those active students who are not yet enrolled.
15. Continue to communicate with individuals who have started a graduate application but have not yet submitted the online application encouraging submission, a campus visit and ultimately registration of courses.
16. Continue sending an email to WIU undergraduate students who have completed a bachelor's degree at WIU, have a 2.75 GPA and have not yet applied to Graduate School.
17. Contact McNair Scholar students with information promoting our graduate programs. [900+ emails sent out in October.]
18. Host graduate student mixers each semester as a way to build a sense of community among our graduate students from various disciplines. [39 attended event on 11/1/18 with 8 different programs represented; we plan to host again in the spring]
19. Continue hosting WIU Graduate Program Expo in the fall and spring semesters in conjunction with the Career Fair.
20. Continue hosting Graduate Committee Chair/Coordinator meetings each semester as a way to share recruiting/retention ideas in addition to sharing of information from the Graduate School and other offices. Encourage faculty to be active members of the recruiting process.
21. Continue to fund the Graduate Student Ambassador program which allows current graduate students to provide campus tours for prospective students and speak at Graduate School functions such as seminars, orientations, and open house events.



**WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES**

December 14, 2018

Report 18.12/4  
Academic Years 2020-2021 through 2024-2025 Academic Calendars

This report will be provided in advance of the Board Meeting.



# WESTERN ILLINOIS UNIVERSITY

## BOARD OF TRUSTEES

December 14, 2018

Resolution 18.12/1

Presentation of Internal Auditing Department Charter

**Resolution:**

**WHEREAS** Western Illinois University has a need to periodically review and present the Internal Auditing Department Charter to the Senior Leadership team and the Board of Trustees to be in compliance with regulatory requirements and the Institute of Internal Auditors *International Standards for the Professional Practice of Internal Auditing*; and,

**WHEREAS** the WIU Internal Auditing Department Charter includes the mission, purpose, and organizational structure and authority of the department; statement of professional practice; statement of independence and objectivity; the types of internal audit services provided; departmental objectives; and the duties and responsibilities of the department; and,

**WHEREAS** the Internal Auditing Charter includes the primary responsibilities of the Internal Audit Department, which includes: developing a two-year risk based audit schedule that is updated and approved annually; performing audit assurance engagements, consulting services, special investigations, and follow-up reviews on audit findings issued; reporting material results of audits, reviews, and investigations to University management and the Audit Committee; and providing an annual summary of the Internal Auditing Department activities to the University President and Audit Committee by September 30<sup>th</sup> for the previous fiscal year:

**THEREFORE** be it resolved that the Board of Trustees approves the Internal Audit Charter as presented.

# **Western Illinois University Internal Auditing Department Charter**

## **Mission:**

The WIU Office of Internal Auditing is dedicated to improving University and Foundation operations by providing independent, objective assurance and consulting / advisory services. Our mission is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight.

## **Purpose:**

Internal Auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The internal audit function is an integral part of the organization's internal control system; however, the internal audit review and appraisal process does not in any way relieve other University or Foundation personnel of the responsibilities assigned to them.

## **Organization and Authority:**

The Department functions in accordance with the Institute of Internal Auditors International Professional Practices Framework (IPPF); the Fiscal Control and Internal Auditing Act (FCIAA) enacted by the State of Illinois (Illinois Compiled Statutes, 30 ILCS 10); the State of Illinois Internal Audit Advisory Board, and the University's Policy on Internal Auditing (<http://www.wiu.edu/vpas/policies/intaudit.php>).

The WIU Office of Internal Auditing reports administratively to the President of the University and functionally to the Western Illinois University Board of Trustees Audit Committee. The Department provides results of reports relating to the WIU Foundation activities to their respective audit committee. This reporting relationship permits independent and unbiased judgments essential to the proper conduct of audits. Internal Audit staff have free and unrestricted communication with management and members of the Audit Committee.

In carrying out their duties and responsibilities, internal auditors will have full, free, and unrestricted access to all University and Foundation activities, records, property and personnel. No officer, administrator, or staff member may prohibit the internal auditors from examining any University or Foundation record, or access to personnel which is deemed pertinent to the audit, review or investigation. Internal auditors will handle any information obtained during a review in the same prudent manner as the custodian of such information.

## **Statement of Professional Practice:**

Western Illinois University is committed to the professional practice of internal auditing. The WIU Office of Internal Auditing will ensure conformance with the Institute of Internal Auditors (IIA) International Professional Practices Framework. The mandatory requirements include the *Code of Ethics, Definition of Internal Auditing, Core Principles for the Professional Practice of*



## **Western Illinois University Internal Auditing Department Charter**

*Internal Auditing*, and the *International Standards for the Professional Practice of Internal Auditing*). Other professional accounting and auditing standards may be followed as applicable.

### **Independence/Objectivity:**

Independence is defined as the freedom from conditions that threaten the ability of the internal audit activity to carry out internal audit responsibilities in an unbiased manner.

Internal auditing staff will be independent of the activities that they review. Internal Auditing staff have no direct responsibility or any authority over the activities or operations being reviewed. Internal Auditing staff may not implement accounting procedures, controls or prepare financial records that could compromise the auditor's independence. Internal auditors may act in a consulting and advisory role without adversely affecting their objectivity.

### **Auditing Objectives:**

In an effort to provide value-added services, the WIU Office of Internal Auditing assists management in the effective discharge of their responsibilities relating to the University's strategies, key business objectives, associated risks, and risk management processes. To accomplish this, the Department will furnish management with analyses, recommendations, counsel and pertinent information concerning the activities reviewed or investigated. The attainment of this overall objective involves such activities as:

1. Evaluating the organization's governance process and making recommendations to assist in enhancing:
  - a. Strategic and operational decisions.
  - b. Oversight and communication of the risk management and control process.
  - c. Ethics and values programs.
  - d. Organizational performance, management, and accountability.
  - e. Communication of information among the board, external and internal auditors, other assurance providers, and management.
2. During audits, determining if the overall system of internal control is adequate, effective, efficient and functioning properly to reduce risk and achieve objectives.
3. Assessing the reliability and adequacy of the accounting, financial, technology and reporting systems and procedures.
4. Ensuring key risks are identified and managed.
5. Determining if University and Foundation activities are in conformity with generally accepted accounting principles; policies and procedures; state and federal laws and regulations; contractual obligations and good business practices.
6. Ascertaining the extent to which the organization's assets exist, are properly accounted for and are safeguarded from losses through theft, fraud or other means.
7. Developing the professional skills and competence of the internal auditing staff.

# Western Illinois University

## Internal Auditing Department Charter

### **Audit Services:**

The Internal Auditing Department performs internal operational, technology, compliance and financial related audits of programs, functions, services, departments and accounts under the authority of the University or Foundation. There are four primary types of audit services provided:

1. **Assurance Services:** an objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. These types of audits include financial, operational, compliance, information technology pre-implementations, and due diligence engagements.
2. **Consulting Services:** advisory and related client service activities, the nature and scope of which are agreed with the client, are intended to add value and improve an organization's governance, risk management, and control processes without the internal auditor assuming management responsibility. When performing consulting services, the WIU Office of Internal Auditing will not assume management's responsibilities in order to maintain their objectivity and independence.
3. **Special Investigations:** Investigations evaluate allegations of unethical business practices and/or financial and operational misconduct to determine if allegations are substantiated and to prevent future occurrences. These steps are also taken to prevent additional occurrences from happening. The WIU Policy on Fraud (<http://www.wiu.edu/vpas/policies/fraud.php>) defines the roles and responsibilities for internal audit staff to follow when investigating allegations of fraud.
4. **Follow-up Engagements:** Follow-up engagements evaluate plans and actions taken to correct reported conditions or deficiencies.

### **Primary Duties and Responsibilities:**

1. Ensure conformance with the mandatory elements of the IIA International Professional Practices Framework and Fiscal Control and Internal Auditing Act.
2. Prior to June 30th of each year, submit a flexible, two-year, risk-based audit plan identifying audits scheduled to the University President and Audit Committee Chairperson for approval. The plan will include risks and control concerns identified by management or through the annual risk assessment process and address compliance requirements established by FCIAA.
3. Implement the audit plan by performing internal operational, compliance, technology and/or financial audits of programs, functions, services, departments and accounts that are under the authority of the University and the Foundation.
4. Adjust the plan and address special request audits, reviews or investigations as requested by management or deemed necessary as a result of potential fraudulent activity,

## Western Illinois University Internal Auditing Department Charter

significant internal control weaknesses identified, or emerging issues that may significantly impact the University.

5. Ensure major information systems of internal and accounting administrative controls are reviewed at least once every two years. This includes review of the design of major new information systems and major modifications of those systems before their installation.
6. Report all material results of audits, reviews, or investigations to the appropriate levels of management and the Audit Committee.
7. Prepare an annual report by September 30th, summarizing the scope, results and status of implemented action plans; and the results and activities of the WIU Office of Internal Auditing throughout the previous fiscal year.
8. Report annually to the President and Audit Committee regarding the accomplishments of the Department, the audit plan, operational activities, budget, and staffing of the WIU Office of Internal Auditing.
9. Establish an audit finding follow-up process to monitor and identify if management actions have been effectively implemented, or if senior management has accepted the risk of not taking any action. This includes proper disclosure to the Audit Committee when risks have been accepted.
10. Coordinate with external auditors and regulatory agencies concerning the scope of work to be performed to reduce duplication and optimize audit coverage.
11. Assist management in the coordination of the annual FCIAA certification of internal controls for the University and Foundation.
12. Assist in the investigation of potentially fraudulent activities as required by the WIU Policy on Fraud and ensure due diligence is performed to identify fraud in planned audits.
13. Periodically communicate and meet with University Senior Leadership and the Audit Committee to review the results of audits, consulting services, and investigations.
14. At least annually, provide the Internal Audit Charter and to Senior Leadership and the Audit Committee for review and approval.

### **Approvals:**

Original Internal Audit Charter Approved by WIU Board of Trustees: June 1, 2007

Annual Internal Audit Charter Review and Approval by WIU Board of Trustees: December 15, 2017



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report No. 18.12/5 Quarterly Planning Update

Following is a status report on the actions included in the University's Fiscal Year 2019 Planning Calendar.

- Keep the Board and university informed on the status of the *Positioning Western Illinois University for the Future Plan*.
  - Press Conferences were held on both campuses to announce the *Plan* on July 16, 2018.
  - Power Point *Updates* were made at the September 2018 and today's Board meeting.
- Prepare the Academic Year 2019-2020 Strategic Plan Supplement.
  - The over 70 seventy-member Social Responsibility Task Force has been convened.
  - There have been eight meetings to date. The Task Force will begin sharing drafts with the Board and university community in the spring.
- Maintain the University's ongoing relationship with the Higher Learning Commission.
  - The University's *FY19 Financial Recovery Plan* was presented to the Board and the Commission in September. The Commission is currently reviewing Western's submission.
  - The University's *Final Quality Initiative (QI) Report* was submitted to the Commission in November. It will be discussed at today's Board meeting.
  - The University's *FY19 Teach Out Plan* for disestablished majors was submitted to the Commission in November. It will be discussed at today's meeting.
  - A new off-campus location was opened in Farmington, IL. This location is eligible to serve students in the Ed.S. and Ed.D. programs in Educational Leadership. The College of Education and Human Services will start instruction at this location in January 2019, with an initial estimated enrollment of 20 students.
- Keep the Board of updated on outcomes of its Summer 2018 Board Retreat.
  - Actions were documented in the September and today's *Positioning Western Illinois University for the Future Updates*.
- Continue to advance the goals and priorities of the President's Executive Institute (PEI).
  - A Power Point presentation on the status of the PEI goals and priorities was made at the September Board meeting. A second presentation will be made at today's Board meeting.
- Chair the Military Task Force (MTF) that is charged with making recommendations to the President's Leadership Team on military student and veteran recruitment, retention, programs, and services. The MTF:

- Conducted a gap analysis of the University's academic offerings compared to competitors in the geographic regions surrounding Scott Air Force Base (Saint Louis) and the Rock Island Arsenal. Going forward this will guide university advertising in these markets.
- Established the foundation for a veteran's mentoring program by identifying student veterans who are willing to serve as mentors to new incoming veterans. After establishing a process for matching mentors to incoming students, the program will be implemented.
- Initiated benchmarking against Western Kentucky University, which has seen a 67% increase in military enrollment over the past five years.
- Established new ways to honor our military. For example, there are now six designated parking spots on the Macomb campus for veterans.
- Received approval that starting in Spring 2019, veterans who attend the University with a DD214 will be automatically exempt from University 100.
- Serve the Higher Learning Commission/ The Senior Vice President for Strategic Planning and Initiatives:
  - Continues to serve as a Mentor for the Southwest Indian Polytechnic Institute and has added Dakota State University to his portfolio for the new Student Success Academy.
  - Guided Antioch University, Parkland College, and National American University to completion on the Commission's Persistence and Completion Academy.
  - Completed location visits for the TCM International Institute (Indianapolis) and Chamberlain University (New Orleans) during the last quarter.
  - Participated in October and December Institutional Actions Council (IAC) meetings. The IAC is the primary decision-making body for the Commission and the 19 states that it regulates.
- Prepare planning materials for Western Illinois University Board of Trustees meetings.
  - Presented six planning reports at the September Board meeting:
    1. *United States Department of Defense Voluntary Educational Institutional Compliance Program*
    2. *Carnegie Foundation for the Advancement of Teaching and Learning Community Engagement and Self-Study Certification Process.*
    3. *Positioning Western Illinois University for the Future Update.*
    4. *President's Executive Institute Quarterly Update.*
    5. *Quarterly Planning Update.*
    6. *FY19 Strategic Plan Update.*
  - Presenting nine planning reports at today's Board Meeting:
    1. *Quarterly Planning Update.*
    2. *Positioning Western Illinois University for the Future Update.*
    3. *Fiscal Year 2019 Master Plan Update.*
    4. *FY19 Teach Out Update for the Higher Learning Commission.*
    5. *Western Illinois University's Quality Initiative for the Higher Learning Commission.*
    6. *Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update.*

7. *President’s Executive Institute Quarterly Update.*
  8. *Community College of the Air Force: General Education Mobile Program.*
  9. *Community College of the Air Force: Associate to Baccalaureate Degree Completion Program.*
- Preparing five planning reports for the March 2019 Board Meeting:
    1. Quarterly Planning Update.
    2. Positioning Western Illinois University for the Future Update.
    3. President’s Executive Institute Quarterly Update.
    4. Academic Year 2019-2020 Strategic Plan Supplement: Draft 1.
    5. Fiscal Year 2019 Performance Report.
- Distribute monthly Strategic Plan Updates. Topics for each *Strategic Plan Update* published during Fiscal Year 2019 appears below.

<u>Month</u>	<u>Topic</u>
July 2018	Introducing the United States Department of Defense’s Voluntary Education Institutional Compliance Program, and the Carnegie Foundation for the Advancement of Teaching and Learning’s Community Engagement Self-Study and Certification process.
August 2018	Seeking volunteers from the university community to serve on the President’s Executive Institute (PEI), and providing a status report on PEI goals, priorities, and accomplishments.
September 2018	Providing data demonstrating that :(1) Western Illinois University continues to advance in national rankings of quality, opportunity, and affordability. (2) The University is implementing <i>Strategic Plan</i> priorities related to increased outreach and learning inside and outside of the classroom. (3) And, as a result of the efforts, Western students continue to receive national recognition for their academic excellence, and alumni maintain a very high percentage of workforce and/or graduate/professional studies placement after graduation from the University.
October 2018	Discussing membership, fall meeting schedule, process, and planned deliverables from the Social Responsibility Planning Task Force (SRTF) during academic year 2018-2019.
November 2018	Giving an executive summary of University accomplishments on its <i>Quality Initiative (QI) for the Higher Learning Commission</i> . Western’s QI had for goals: (1) Update the Strategic Plan. (2) Increase enrollment. (3) Participate in the Commission’s Persistence and Completion Academy; and, (4) Engage in Fiscal Reduction and Reinvestment.





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/6 Positioning Western Illinois University for the Future Quarterly Update

A Power Point presentation will be made at today's Board meeting. This presentation, the second in a new quarterly series, will provide the Board and university community will updates on the status of goals and priorities stated in Western Illinois University's *FY19 Financial Recovery Plan*.

In the aftermath of the statewide budget impasse, the need to increase and diversify revenue streams and decrease appropriated funds expenditures exists. Therefore, institutional progression and next steps for Western Illinois University's *FY19 Financial Recovery Plan* will be presented today, and placed on the University Planning website after the Board meeting.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/7 Fiscal Year 2019 Master Plan Update

*Campus Master Plans* for Macomb and the Quad Cities guide the future physical development of Western Illinois University campuses. These *Plans* support facilities and infrastructure goals and priorities identified in the University's *Higher Values in Higher Education* strategic plan. This *Update*, the fourteenth in an annual series, identifies *Master Plan* accomplishments and actions in progress on the two campuses of the University.

### **Western Illinois University-Macomb**

The *Campus Master Plan 2012-2032: Enhancing the Student Experience* represents a 20-year vision for facilities, grounds, and infrastructure. This *Plan* updates the *2007 Macomb Campus Master Plan*. It emphasizes realistic, yet visionary solutions to reach the University's priorities and goals by building upon five guiding principles.

#### Guiding Principles and Accomplishments

*Enlivening the Academic Environment* establishes new learning facilities, re-configures existing buildings, and enhances technology to support the University's values of academic excellence and educational opportunity. This year's accomplishments include:

1. Completing a Simpkins Hall Programming Study and Architectural and Engineering Planning for facility renovation that would enable the relocation of Centennial Honors College from its current location in Malpass Library to Simpkins Hall.
2. Receiving a \$330,500 National Science Foundation grant for the purchase of a new scanning electron microscope. Located in Currens Hall, new laboratory space allows student and faculty researchers to examine specimens at the macro, micro and nano levels. The high definition microscope will benefit the classroom experience and research opportunities for students and faculty in chemistry, physics, geology, and sociology and anthropology,

In addition, Chemistry is working with rural school teachers to get their classes involved in using the scanning electron microscope. Prior to this grant award, faculty and students had to travel to Peoria or Iowa to use this type of equipment.

3. Dedicating the new, state-of-the-art McCamey Crime Lab on the fourth floor of Tillman Hall. The Lab houses alternate light source equipment with magnifying lenses and interchangeable barrier filters to examine hair, fibers, semen, dust, prints, blood and palmar oils, as well as other physiological fluids. It also houses an optical comparator, which examines tool marks, fingerprints, palm prints, footprints and glass fragments; a forensic workstation; ductless dry safe; and numerous evidence recovery kits. The lab is equipped with movable walls, props, cameras and mannequins, enabling room transformation into staged working crime scene(s), as well.

4. Unveiling the School of Music's new Steinway & Sons Model D Grand Piano during a concert on April 8th. The new piano was purchased with a donation from Herbert and Nancy Strong, of Macomb. This piano will ultimately reside on the stage of the Center for Performing Arts, and is currently located on the COFAC Recital Hall stage for student and faculty use.

With this gift, the School of Music is on its way to becoming an All-Steinway School, which reflects an institutional commitment to provide the best instruments possible. Since the Steinway Project kick-off in February 2017, the School of Music has reached nearly 40% of their piano inventory goal through the purchase of nine new pianos as of December 2018 - showing a commitment to excellence for our students and faculty. Steinway and Sons pianos and Steinway and Sons brand pianos (Boston and Essex) must make up 90% of the piano inventory used by the School of Music to achieve All-Steinway School status.

Once the All-Steinway School status is achieved, Western will be the first Illinois public university to achieve this status. Being an All-Steinway School shows a commitment to students, faculty, community and excellence. An All-Steinway School designation will identify WIU as a regional, cultural hub, and help the School of Music meet and exceed National Association of Schools of Music accreditation criteria. Furthermore, A 2018 online survey from other institutions that are All-Steinway shows that being an All-Steinway School assists in recruitment of more students, higher quality students, and more international students.

5. Engaging in cancer research at University Farms, and receiving new equipment to support future scholarly endeavors. Two faculty members from Agriculture and Chemistry received a \$32,000 United States Department of Agriculture to engage students in the investigation of cancer prevention qualities of heirloom tomatoes.

The research project specifically studies tomatoes and the antioxidants they contain in terms of cancer prevention. Research goals include looking further into whether heirloom tomatoes have different disease prevention qualities than more commonly encountered, commercially grown varieties. The crops are grown hydroponically in the new Greenhouse and analyzed in Currens Hall.

Wyffels Hybrids recently donated research equipment to Western Illinois University, including a combine with a three-row corn head and a four-row planter. New equipment and technology will help Agriculture streamline planting and harvesting.

6. Overhauling masonry in the University Art Gallery included tuck pointing and sealing. Sections of walls were rebuilt, requiring replacement of many broken bricks. Expansion joints were cut and re-caulked, and the entire exterior surface has been sealed to extend the life of the masonry.

Additionally, the heating, ventilation, and air conditioning system was replaced to provide better comfort and improve efficiency. Building automation controls were added to maintain a tighter tolerance on room temperatures and provide historical data on temperature and humidity. These improvements will help extend the life of art work, and provide more energy efficient operation. Landscaping requiring less maintenance around the structure was updated.

7. Enhancing instructional technology includes installing an electronic teacher's station and interactive short throw projector in Tilman 408, and a security camera in mock crime scene laboratory. It also includes purchasing:

- A. Ninety-four computers valued at \$87,500 for use in Accounting and Finance, Computer Science, and Geography. instructional laboratories.
  - B. Two-hundred and twenty-four computers valued at \$178,400 for use in student computing laboratories in academic buildings (Brophy 115, Browne 107, Horrabin 75 and 77, Knoblauch 107, Library 3rd Floor Writing Center, Morgan 124, Sallee 108, Sallee Music Library, Stipes 126 and 307, Tillman), residence halls (Bayliss, Henninger, Tanner Hall, Lincoln, Washington, Thompson Halls, and Westbook House), and in the University Union.
  - C. Ninety-four iPads and Tablets valued at \$49,900 to support faculty and staff mobility.
8. Earning a \$300,000 grant from the Illinois Department of Natural Resources for Biological Sciences students to conduct research on the Mississippi River, and study waterfowl that traditionally use the area. This research will be completed at Pool 13 located between Bellevue and Clinton, Iowa, and pool 19 located near Nauvoo, Illinois. These student researchers are in a unique position to help contribute knowledge to help guide future wetland and waterfowl habitat restoration across the Upper Mississippi River System at state and regional levels.

*Enhancing the Student Experience* supports renovation to athletic, dining, housing, and recreational facilities to support personal growth and social responsibility. This year's accomplishments include:

1. Assuming additional duties, Joe Roselieb was named the director of residential and auxiliary facilities, and Ketra Russell was named director of auxiliary finances and contracts. Together, they provide leadership to accomplishments in the University's Auxiliary Facilities Services (Campus Recreation, University Housing and Dining Services, and University Union) discussed in this *Update*.
2. Opening the Chown Golf Learning Center. This new 3,360-square-foot clubhouse and learning center is triple the size of the original facility. It features locker room space for the men's and women's golf programs; private offices for golf coaches and course management; a 900-square-foot all-purpose room doubling as a dining and lounging area during operational months (March-November) and an indoor practice area during off-season (December-February); a large outdoor patio; four ADA compliant restrooms; and a full-service golf pro shop. The flexibility of the building provides opportunities to host local, regional and national events.
3. Completing Thompson Hall Chiller Design and University Union Roof work to enhance the student and community experience.
4. Continuing athletics facilities enhancements in projects funded by the Leatherneck Club and NCAA grant funds. For example, through one of the NCAA grants, a remodel of Athletic Training Rooms in Western Hall and Brophy Hall were completed during summer 2018. This included new lighting, flooring, painting, training equipment such as taping tables and benches for hydrotherapy rooms.

Additional athletic facilities enhancements included installing Hall of Fame Room plaques, safety straps and subwoofers in the Western Hall Sound System, new backstop padding at the Softball Stadium, and fence gates to Hanson Field restroom areas. This is in addition to enhancements in the Softball locker room, men's soccer locker room, and weight room. The University also has a branded athletic semi-truck.

*Strengthening Campus Identity* focuses on enhancements to iconic facilities, pronounced entry to Western Illinois University, and proud display of the University's identity. This year's accomplishments include:

1. Celebrating groundbreaking for the Gwendolyn Brooks Memorial Park at the location of the original Gwendolyn Brooks Cultural Center during Homecoming. The park, funded by donations, will be located at the corner of West Adams and North Normal streets. It will offer recreational and aesthetic amenities for members of the Western Illinois University and Macomb communities to enjoy.
2. Cultivating funding for a new Alumni Plaza. As of November 12, 2018, 531 donors have purchased a personalized brick that will be installed in the new Alumni Plaza, just steps away from the University Union, Hanson Field, and future home of the Mascot Memorial Plaza. Over 52% of the project's \$150,000 fundraising goal has been received.
3. Initiating Phase I construction for the Mascot Memorial Plaza. When completed, this Plaza will feature a memorial wall commemorating the University's past bulldog mascots, as well as a timeline of the live mascot program. The centerpiece of the Plaza will be a Rocky statue to honor our mascots, past and present.
4. Working together on the physical image and identity of the University through traditions of Paint the Paws and spring and fall We Care events.
5. Supporting the physical image and identify of Macomb. A WIU alumnus displayed two of the 11 sculptures selected for the third edition of Downtown Sculpture Walk Project that is a partnership between the University and the City of Macomb to support local commerce in an aesthetically pleasing environment.

A second example is 55 students (including those from five sections of University 100), faculty and staff members from the College of Fine Arts and Communication cleaning trash along Adams Street, between North Lafayette Street and Wigwam Hollow Road.

*Engaging the Strategic Plan* supports priorities related to campus safety, health and wellness, accessibility, sustainability, community engagement, and economic development. This year's accomplishments include:

1. Providing facilities that support the needs of health and wellness providers. For example:
  - A. The University Counseling Center was re-accredited by the International Association of Counseling Services in December 2017. The Team's Report indicated that, "UCC provides excellent, comprehensive mental health services to the University community including individual and group counseling, consultation for faculty/staff/parents/students, psycho-educational programming, and practicum training of graduate students.
  - B. The Beu Health Center is accredited by the Accreditation Association for Ambulatory Health Care. This past year. Beu's laboratory was re-accredited by COLA (a physician-directed organization promoting excellence in laboratory medicine and patient care), and the Alcohol and Other Drugs Resource Center was re-licensed by the Illinois Department of Human Services through May 2020.
  - C. The WIU Food Pantry located at the former ticket booth southeast of Hanson Field opened in March. More than more than 1,100 pounds of non-perishable food was donated during Homecoming. Operations of the Pantry are conducted by the WIU Food Pantry student

organization, advised by Assistant Professor Emily Shupe from Dietetics and Carrie Lowderman from Alumni Programs.

2. Supporting actions related to environmental sustainability, including:
  - A. Maintaining *Tree Campus USA* status by the Arbor Day Foundation each year since academic year 2013-2014. The national Tree Campus USA program was created in 2008 to honor colleges and universities for effective campus forest management and engaging students, faculty, and staff in conservation goals.
  - B. Protecting the University's and community's trees against the Emerald Ash Borer (EAB). Since its discovery in 2002, the EAB has killed hundreds of millions of ash trees in North America. In summer 2018, 73 Ash trees were safeguarded against the pest. Treatments continue on a rotating basis to ensure the health of the campus' Ash trees. In addition to the work performed on campus, the WIU Forestry Club offered treatments to protect local ash trees from the EAB.
  - C. Participating in RecycleMania (a national collegiate competition) for the 12th consecutive year. In the last competition, the University diverted 79,400 pounds of recyclable materials and 4,040 pounds of organic/food scrap waste was composted during the eight-week competition.
  - D. Exercising sustainable practices in University Housing and Dining Services that includes recycling 32,725 pounds of mattresses, and collecting/diverting 3,280 pounds of cardboard from the landfill during opening weekend.
  - E. Offering a Farm 2 Fork dinner on September 26<sup>th</sup>. The Sustainability Committee and Sodexo co-sponsored this event. All food and drink were purchased from local producers and farmers. Dietetics students prepared the meal. Recreation, Park and Tourism Administration students assisted with event functions, and profiles of the local food providers were presented by Anthropology students.

*Developing Visionary, Yet Implementable Strategies* emphasizes large-scale projects discussed in this *Update*, as well as smaller scale projects that enhance interactions between students, faculty, staff, and guests of the University. This year's accomplishments include:

1. Using existing University facilities to advance recruitment goals.
  - A. The School of Art sponsored a High School Invitational between April 23-May 11. The University Art Gallery featured a special collection of artwork prepared by students from Abingdon-Avon, Monmouth-Roseville, Spoon River Valley, Illini West, Astoria, and West Central High Schools.
  - B. The world champion Phantom Regiment Drum and Bugle Corps (150 members, age 17-21) practiced at the University for two weeks before engaging in a 16-state competition against 24 other drum and bugle corps.
  - C. The School of Music hosted the Illinois Music Education Association District 4 Music Festival for senior and junior high students from across west central Illinois. Approximately 1,000 music students, well over 100 music teachers, and thousands of parents/relatives/friends were in attendance.

- D. The University continued to host over 8,000 conference and camp guests again this year.
2. Honoring and expanding institutional traditions. New plantings in the Memorial Tree Grove honored WIU employees and students who passed away in the last year. This area will be enhanced with a columbarium that is being planned.

Actions In Progress

1. Bailey Edwards was selected via the Quality Based Selection process to plan Simpkins Hall roof replacement and tuck pointing. Holabird and Root are developing renderings to be used in fundraising for Simpkins renovation that, when completed, will support the new location of Centennial Honors College.
2. Implementing a three-part plan when the University’s \$9.5 million FY19 appropriation for deferred maintenance is released by the State.
  - A. \$2.7M will be spent on roof repairs and replacements. Facilities Management is evaluating a sustainable process of roof restoration, where feasible. The cost of restoration is nearly half of replacement. This process is sustainable as it lowers the amount of waste materials, and applies restoration sealants that are based in plant oils.
  - B. \$4.3M will be spent on chiller replacements. The installation of chilled water loops and chiller replacements will increase energy efficiency and system reliability.
  - C. \$2.5M will be spent for building system water replacement. This will address failing water piping within several of the University's aging academic buildings.
3. Advocating for the additional state deferred maintenance funding, the second release of the frozen Center for Performing Arts funding, and the University’s Fiscal Year 2020 Board of Trustees Capital Recommendations:
  - A. A two-phase Science Building valued at \$94.5 million and \$61.9 million.
  - B. Tillman Hall renovation valued at \$31 million.
  - C. Stipes Hall renovation valued at \$52 million.
  - D. A New Education Building valued at \$86.7 million.
  - E. Capital renewal funds for critical deferred maintenance needs valued at \$17 million.

Summary

The current *Master Plan* has been in effect for seven years. It continues to enhance the learning environment through the projects discussed above. From a construction perspective, there have been many achievements (listed below).

Table 1 Completed Construction Projects and Selected Renovation Projects	
<u>2018</u>	<ul style="list-style-type: none"> <li>• Opening Arthur D. and Roslyn Chown Golf Learning Center</li> <li>• Dedicating the McCamey Crime Lab</li> <li>• Unveiling the School of Music’s new Steinway &amp; Sons Model D Grand Piano</li> </ul>



2018 (continued)

- Remodeling Athletic Training Rooms in Western Hall and Brophy Hall
- Establishing the Food Pantry

2017

- Opening the third phase of the Greenhouse
- Demolishing East Village
- Imploding Higgins Hall
- Remodeling office space in Western Hall, installing lockers for Volleyball, and refinishing Western Hall and Brophy Hall Athletic floors.
- Unveiling the Rock Hanson Statue at Hanson Field
- Adding 26 additional Rocky on Parade statues

2016

- Opening the second phase of the Greenhouse
- Updating one electronic classroom
- Leasing land for a new cellular tower
- Installing new seating in Western Hall
- Completing construction on a new Track & Field/Cross Country Team room in Western Hall
- Preparing for decommissioning of Higgins Hall and East Village
- Adding six additional Rocky on Parade statues

2015

- Purchasing and removing four houses to protect the integrity of the formal entry to Western Illinois University
- Removing the University Cinema Building
- Updating 21 classrooms and 29 electronic classrooms
- Completing Phase II of the Alumni Legacy Project
- Remodeling Tanner Hall Lobby

2014

- Constructing Memorial Hall replacement parking
- Opening the Agriculture Greenhouse and New Residence at Horn Field Campus
- Updating 15 classrooms and 17 electronic classrooms
- Renovating the University Union and Thompson Hall Lobby

2013

- Completing the Grand Entry to Western Illinois University
- Updating 22 classrooms and five electronic classrooms
- Installing a video board at Hanson Field
- Finishing Steam line upgrades and Thompson Hall renovations

2012

- Completing Phase I of the Alumni Legacy Project
- Renovating Corbin, Olson, Lincoln, and Washington Halls
- Decommissioning properties at 300 W. University Drive
- Opening the Three Dimensional Art Center in the Heating Plant Annex
- Imploding Wetzel Hall and creating Wetzel Park

## Western Illinois University-Quad Cities

The Western Illinois University Board of Trustees approved a *Campus Master Plan* for the Quad Cities in 2006. The *Plan* focused on a three-phase development for the new campus, recognizing that the University had outgrown its 60<sup>th</sup> Street facility.

Riverfront Hall (Phase I) opened in January 2012, and the Quad Cities Complex (Phase II) opened in August 2014. The University sold the 60<sup>th</sup> facility in fall 2017. *Master Plan* accomplishments for 2018 relate to expanding instructional technology (Action 1), reinforcing campus image and identity (Actions 2-8), and promoting student health and wellness (Action 9). This includes:

1. Receiving \$494,917 from the Roy J. Carver Charitable Trust to support laboratories and instructional technologies in the areas of robotics and three-dimensional printing.
2. Unveiling the second Rocky on Parade statue.
3. Installing three exterior building identification signs to improve wayfinding for campus visitors.
4. Replacing all light pole banners across campus and along River and University Drives.
5. Re striping and repairing all parking lots.
6. Leading campus We Care activities for grounds beautification.
7. Partnering with Recreation, Park and Tourism Administration students and faculty to maintain campus wetlands and habitats.
8. Launching a fundraising campaign to increase the signal strength of WQPT. As of November 8, 2018, \$777,777 has been raised towards the \$2.1 million goal.
9. Supporting Two Rivers YMCA's recreation survey to evaluate student interests in new and expanded programming.

### Master Plan Actions On Hold

Until the state removes the freeze on current capital funding, the following previously appropriated projects are on hold.

1. Seeking Leadership in Energy and Environmental Design certification for the Quad Cities Complex.
2. Planning for Phase III. Prior the freeze on state capital funding, a programming study for Phase III and selection of an architectural and engineering firm (Holabird and Root) was completed, and Governor Quinn had allocated \$5.0 million to ongoing growth and expansion of the Quad Cities campus.

### Current Master Plan and Other Related Riverfront Projects

The Western Illinois University Board of Trustees *Fiscal Year 2020 Capital Recommendations to the Illinois Board of Higher Education* include construction funding for phase III of the Quad Cities campus. In further supporting institutional goals and priorities, 2018 *Master Plan* accomplishments displayed below show how facilities are being leveraged to support brand awareness and enrollment partnerships (Actions 1-2) and community and economic development (Actions 3-5). This includes:

1. Providing support for several large-scale community events, including Quad Cities Marathon, Children's Therapy 5K run, and Imagination Station.

2. Participating in master planning with Rivermont Collegiate Academy for their campus expansion that includes a new STEAM building and residence hall. The school held ground breaking in November, and plans to open the new facility in August, 2019.
3. Serving on the William Butterworth Foundation Board and Buildings and Grounds Committee.
4. Participating in:
  - a. The City of Moline’s Special Events Committee and Master Planning forums.
  - b. Renew Moline’s I-74 Bridge Realignment Zone Advisory Committee, Spiegel Building and Heritage Church Design, Build, and Management Teams.
5. Reallocating space to open a University Procurement and Technical Assistance Center for government contracting.

The University also continues experience growth in areas near the Quad Cities Campus. This includes continued track improvements for the restoration of rail service to the Quad Cities, and continued construction of the new I-74 bridge over the Mississippi River, and the initial construction of IH Mississippi Valley Credit Union’s Corporate Headquarters next to The Mills.

Summary and Next Steps

The *2006 Campus Master Plan* has and will continue to successfully guide Western Illinois University in the physical development of the Quad Cities campus, as evidenced by the following accomplishments

Table 2 Master Plan Accomplishments	
<u>2018</u>	<ul style="list-style-type: none"> <li>• Receiving \$494,917 from the Roy J. Carver Charitable Trust to support laboratories and instructional technologies in the areas of robotics and three-dimensional printing.</li> <li>• Unveiling of the second Rocky on Parade statue on campus.</li> <li>• Reallocating space to open a University Procurement and Technical Assistance Center for government contracting.</li> </ul>
<u>2017</u>	<ul style="list-style-type: none"> <li>• Selling the 60<sup>th</sup> Street facility</li> <li>• Transforming campus retention pond areas into natural wetlands and habitats</li> <li>• Reallocating space to open a Small Business Development/International Trade Center</li> </ul>
<u>2016</u>	<ul style="list-style-type: none"> <li>• Installing a Rocky on Parade Statue</li> <li>• Expanding the CAD classroom and creating an Innovation Laboratory as a result of a \$161,000 donation from the Roy J. Carver Charitable Foundation</li> <li>• Providing facilities to support the University’s first Ph.D. program (Environmental Science)</li> <li>• Receiving State of Iowa approval for Museum Studies to remain located at the Figge Art Museum</li> </ul>
<u>2015</u>	<ul style="list-style-type: none"> <li>• Installing AEDs in all campus buildings and thumb locks in all campus classrooms and conference rooms</li> <li>• Creating a United States Flag Display in the Quad Cities Complex Atrium to mirror the International Flag Display in Riverfront Hall’s Goldfarb Atrium</li> </ul>

2015 (continued)

- Redistributing furniture, fixtures, and equipment from 60<sup>th</sup> Street to Macomb and Central Management Services
- Placing 60<sup>th</sup> Street on the market
- Applying for renewal to keep Museum Studies located at the Figge Art Museum

2014

- Opening Phase II of the Western Illinois University-Quad Cities Riverfront Campus
- Completing the Phase III Programming Study
- Receiving design funding for Phase III

2013

- Beginning Riverfront Campus Phase II construction
- Initiating Riverfront Campus Phase III programming study
- Receiving State of Iowa approval for Museum Studies to remain located at the Figge Art Museum

2012

- Opening Phase I of the Western Illinois University-Quad Cities Riverfront Campus
- Relocating the School of Engineering from the Caxton Building to Riverfront Phase I

2010

- Initiating renovation on Riverfront Campus Phase I

2009

- Receiving state funding for renovating the former John Deere and Company Technical Center to create Riverfront Campus Phase I, and the design and construction funding for Phase II of Riverfront Campus
- Leasing the Caxton Building to house the School of Engineering

2008

- Receiving State of Iowa and Higher Learning Commission-North Central Association of Colleges and Schools approval to house Museum Studies at the Figge Art Museum in Davenport, Iowa

Documentation of *Macomb and Quad Cities Master Plan* successes will continue with the Fiscal Year 2020 Master Plan Update that will be presented to the Western Illinois University Board of Trustees in December 2019.

**WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES**

December 14, 2018

Report 18.12/8  
Facilities Condition Report

This report will be provided at the Board Meeting.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/9 Reporting on 2016 Teach Out Plans for the Higher Learning Commission: Fiscal Year 2019 Update

The Western Illinois University Board of Trustees approved disestablishing academic majors in African American Studies, Philosophy, Religious Studies, and Women's Studies at its June 2016 meeting (*Western Illinois University Board of Trustees Resolution 16.6/5*). While courses in these disciplines remain at the University in support of General Education, academic minors in these areas, and for elective hours, the Higher Learning Commission requires an annual institutional response from the President on how the University will serve students majoring in the four disestablished areas until all students in these majors have graduated from or are no longer enrolled at the University.

President Thomas' 2018 response to the Commission is included on the pages that follow. The Board of Trustees review of this response maintains the University's ongoing relationship with the Commission. Accreditation criteria related to mission and governance require the Board approve program establishments and disestablishments, and retain related correspondence in their records. The Board's review of the President's letter meets Commission expectations.

November 13, 2018

Barbara Gellman-Danley  
 President, Higher Learning Commission  
 230 South LaSalle Street, Suite 7-500  
 Chicago, IL 60604

Dear Dr. Gellman-Danley:

I originally wrote you with regard to the disestablishment of four undergraduate academic majors at Western Illinois University on June 30, 2016. In maintaining the University’s ongoing relationship with the Higher Learning Commission, described below is the rationale for the University’s decision, continuing teach out plans for students currently enrolled as majors in these programs, and the number of students currently enrolled in these programs.

The Western Illinois University Board of Trustees voted upon recommendation of the Interim Provost and Academic Vice President to disestablish bachelor degree programs in African American Studies, Philosophy, Religious Studies, and Women’s Studies at its June 10, 2016, meeting. Reasons for these program disestablishments were low enrollments and a low number of degrees conferred.

The table below shows that a total of 26 enrolled undergraduate majors were effected by the Board’s decision. This total represented 0.3% of the University’s total Spring 2016 census day undergraduate enrollment. The next page shows that eight students (31%) remain enrolled at the University, 13 (50%) graduated, and five (19%) are no longer enrolled at Western Illinois University as of fall 2018. We will continue to monitor student enrollment, persistence, and completion, and provide you with an annual update until the last student in the teach out plan leaves or graduates from the University.

Teach Out Data Spring 2016 Census Day					
	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Total</u>
African American Studies	--	--	3	3	6
Philosophy	2	5	2	4	13
Religious Studies	--	1	--	--	1
Women's Studies	--	1	2	3	6
Enrolled Changed Majors					
Current Enrollment Total	<u>2</u>	<u>7</u>	<u>7</u>	<u>10</u>	<u>26</u>
Teach Out Data Fall 2017 Census Day					
	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Total</u>
African American Studies	--	--	1	2	3
Philosophy	--	--	1	1	2
Religious Studies	--	--	--	--	--
Women's Studies	--	--	--	1	--
Enrolled Changed Majors	--	--	2	--	2
Current Enrollment Total	--	--	<u>4</u>	<u>2</u>	<u>6</u>
Number Graduated					<u>11</u>
No Longer Enrolled at WIU					<u>2</u>
Total Students					<u>26</u>



Teach Out Data Fall 2018 Census Day					
	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Total</u>
African American Studies	--	--	--	--	<u>--</u>
Philosophy	--	--	--	4	<u>4</u>
Religious Studies	--	--	--	1	<u>1</u>
Women's Studies	--	--	--	1	<u>1</u>
Enrolled Changed Majors	--	--	--	2	<u>2</u>
Current Enrollment Total	--	--	--	<u>8</u>	<u>8</u>
Number Graduated					<u>13</u>
No Longer Enrolled at WIU					<u>5</u>
Total Students					<u>26</u>

No new students have been admitted into these majors since teach out plans were announced. Reference to these majors has been eliminated from institutional websites and the Western Illinois University *Undergraduate Catalog*, while information about courses and minors remains.

Academic Advisors originally communicated with students about the closure of their majors in spring 2016. Students continue to have the opportunity to complete degree requirements in their now disestablished majors, or in other academic programs at the University provided that they meet programmatic admissions criteria published in the Western Illinois University *Undergraduate Catalog*.

Academic Advisors continue to keep *Individual Study Plans (ISPs)* for each effected student. These *ISPs* continue to be reviewed with each student every semester to ensure timely degree completion.

All *ISPs* will remain on file at the University should the Commission wish to review these records. Additionally, I charged the Senior Vice President for Strategic Planning and Initiatives (who also serves as the Accreditation Liaison Officer) to work with the University Registrar and Institutional Research and Planning to document after census day each semester individual and total student enrollment, persistence, and completion rates in these degree programs.

Western Illinois University affirms its status as a comprehensive university committed to providing a well-rounded and high-quality educational experience. Courses from the disestablished majors will continue in the University's General Education curriculum and/or as academic minors. Philosophy courses are now offered in the Mathematics and Philosophy department. Coursework and academic minors in African American Studies, Religious Studies, and Women's Students are housed in the newly established Liberal Arts department.

Thank you for continued support of Western Illinois University. Please contact me if you have any questions or concerns about the materials in this letter.

Sincerely,

Jack Thomas, President

cc: Dr. Stephanie Brzuzy, Vice President for Accreditation Relations  
Dr. Kathleen Neumann, Interim Provost and Academic Vice President  
Dr. Joseph Rives, Vice President, Quad Cities and Planning/Accreditation Liaison Officer



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/10 Higher Learning Commission: Quality Initiative Report

The Higher Learning Commission requires all member institutions to complete one Quality Initiative (QI) between years five and nine of the ten-year accreditation cycle. The University is currently in year eight of its ten-year accreditation cycle, and has completed its QI.

Western's Commission-approved QI was approved by the Board of Trustees in December 2015. It set four goals for the University between years five and eight of the accreditation cycle: (1) To update the University's Strategic Plan. (2) Increase enrollment, retention, and graduation rates. (3) Continue participation in the Commission's Persistence and Completion Academy; and (4) Engage in fiscal reduction and reinvestment, while continuing advancement in national ranking systems.

The University's required *Open Pathway Quality Initiative Report* was submitted to the Commission in November, 2018. It is displayed on the pages that follow, and serves as the basis for the HLC's evaluation of the University's efforts. The Commission's evaluation rubric indicates, "Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation."

Western's *Report* demonstrates the University's genuine effort. This is evident in the seriousness of the QI, its scope and impact, engagement by members of the university community, and institutional resource provision. The Senior Vice President for Strategic Planning and Initiatives will notify the Board and the University community when the Commission's evaluation is received.



## Open Pathway Quality Initiative Report

### Institutional Template

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The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

November 13, 2018

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*Signature of Institution's President or Chancellor*

*Date*

Jack Thomas, Ph.D., President

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*Printed/Typed Name and Title*

Western Illinois University

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*Name of Institution*

Macomb, IL

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*City and State*

**Date: November 13, 2018**

**Contact Person for Report: Joseph Rives, Ph.D.**

**Contact Person's Email Address: J-Rives@wiu.edu**

### Report Categories

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#### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Western Illinois University's Higher-Learning Commission approved Quality Initiative (QI) had four goals. A summary of these goals and supporting results is displayed below.

Goal and Results from Western Illinois University's Quality Initiative  
2015-2018

1. Update the University's Strategic Plan
  - Created a new process for producing annual Strategic Plan Supplements to address unforeseen challenges and opportunities at the time of writing a 10-year Strategic Plan.
  - Implemented *Academic Years 2015-16* and *2016-2017 Strategic Plan Supplements*, and *Higher Values in Higher Education 2017-2027*.
  - Initiated development of the Academic Year 2019-2020 Strategic Plan Supplement.
2. Increase Enrollment, Retention, and Graduation Rates
  - Experienced enrollment declines. However, fall 2018 enrollment of 8,502 students was 502 students ahead of spring 2018 projections suggesting an enrollment 8,000 of students in fall 2018.
  - First-year new freshmen retention rates held relatively constant at approximately 68% for three of the last four cohorts, but declined to 65.3% with the fall 2017 cohort.
  - Six-year graduation rates of new freshmen declined.
3. Participate in HLC's Persistence and Completion Academy (PCA)
  - Established a Retention Office and expanded student Living-Learning Communities on the Macomb campus.
  - Initiated a Retention Task Force and Peer Mentoring Program on the Quad Cities campus.
  - Implemented Respondus Lock Down Browser to better serve distance education students.
4. Engage in fiscal reduction and reinvestment, while continuing advancement in national ranking systems.
  - Reduced institutional expenditures by \$12.3 million (9.8%) through the *FY16 and 18 Priorities and Reinvestment Plan*.
  - Reallocated over \$2.6 million to the student financial aid and scholarships and \$9.7 million to support institutional operations during the two-year, historic, and unprecedented statewide budget impasse.
  - Maintained or advanced in national measures of quality, opportunity, and affordability (e.g., *GI Jobs Magazine*, *Princeton Review*, *US News and World Report*, and *Washington Monthly*)

### Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

#### Goal 1: Update the University's Strategic Plan

**Goal:** Update the University's ten-year strategic plan during Academic Year (AY) 2017-2018.

**Results:** In addition to achieving this goal, the historic and unprecedented two-year (FY15 and 16) statewide budget impasse and the continued migration of Illinois college-bound students to out-of-

state institutions necessitated change. New annual Strategic Plan Supplements were developed and implemented in AY 2016-2017 and 2017-2018 to address unforeseen challenges and opportunities at the time of writing the long-term *Strategic Plan*. The University also updated its long-term Strategic Plan in AY 2017-2018.

#### Goal 2: Increase Enrollment, Retention, and Graduation Rates

**Goal:** Support institutional actions designed to increase enrollment, persistence, and completion rates in a manner that complements existing initiatives. All academic departments and schools, the Admissions Office, Quad Cities Admissions, School of Graduate Studies, and the School of Global Education and Outreach implement and evaluate annual recruitment and retention plans.

**Results:** New dual enrollment and military partnerships, an increased online portfolio, and enhanced monetary values for the University's automatic scholarship programs for new students (freshmen and transfers) supported enrollment priorities. Because institutional participation in HLC's Persistence and Completion Academy (PCA) supported retention and graduation initiatives, the remainder of this *Report* restates Goal 2 as Increase Enrollment.

#### Goal 3: Participate in HLC's Persistence and Completion Academy

**Goal:** Inventory current retention efforts and implement new or enhanced services to increase student persistence and completion rates for students in Macomb, the Quad Cities, and those in the University's distance education program.

#### **Results:**

##### *Macomb Campus*

An inventory of student support services was created, the predictive analytic framework was deployed for new freshmen, student Living-Living Communities were expanded, and planning for a new Retention Center was initiated.

##### *Quad Cities Campus*

An inventory of current retention efforts and courses with high percentages of D/F/W rates were completed. A three-year pilot of a peer tutoring program in a mathematics course was initiated.

##### *Distance Learning*

An inventory of electronic student services and faculty and student surveys were conducted. New software (Respondus Lockdown Browser) was deployed that enables students to complete graded assignments on their computer rather than having to travel to a Western campus or approved testing location to complete these requirements.

#### Goal 4: Engage in Fiscal Reduction and Reinvestment

**Goal:** Reduce institutional expenditures, document reallocations, and advance in national ranking systems of quality, opportunity, and affordability.

**Results:** Western reduced institutional expenditures from appropriated funds by \$12.3 million between FY16-18. Over \$2.6 million was reallocated to student financial aid and scholarships, and \$9.7 million was reallocated to support institutional operations during the two-year, historic, and unprecedented statewide budget impasse (FY 16-17).

Operating expenditures were reduced by decreasing departmental operating budgets by 25%, limiting spending to immediate operational needs, monitoring travel requests and expenditures, realizing cost savings from combining 18 departments into 10, reducing contractual services and equipment purchases, and delaying permanent (facilities) improvements.

Personal services expenditures were reduced by implementing a hiring freeze, lowering the size of the workforce, reducing 12-month contracts for select staff positions and departmental chairpersons/school directors, pooling attrition savings, initiating a voluntary pay reduction program at the deans' level and above, canceling salary increases for non-negotiated personnel, and requiring a furlough program for all non-negotiated employees earning more than \$40,000 annually. Civil service employees were exempt from FY17 and 18 furlough programs.

As reductions occurred, Western remained focused on its *Vision* (to provide national leadership in quality, opportunity, and affordability) and *Mission* (to prepare students to lead in diverse and dynamic communities). The University maintained or advanced in national measures of quality, opportunity, and affordability, as demonstrated in *GI Jobs Magazine*, *Princeton Review*, *US News and World Report*, and *Washington Monthly* during this time.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

#### Goal 1: Update the University's Strategic Plan

Annual Strategic Plan Supplements are implemented at the beginning of the academic year, with progress evaluated and reported to the Board of Trustees at the end of the year. This new process allowed Western to successfully address unforeseen challenges and opportunities at the time of writing the 2012 and 2017 long-term strategic plans.

#### Goal 2: Increase Enrollment

- Academically qualified high school students can now be dually enrolled and take Western courses taught by a Western faculty member at a Western campus, online, or at their high school. The program has grown from six students in fall 2014 to 58 students in fall 2018, and is supported by a new tuition rate at 1/3<sup>rd</sup> of published costs.
- After visits to 9 military institutions across the nation, Western expanded its online degree portfolio from five to 17 degrees, in response to specific areas of need identified by the United States Armed Forces. The adoption of tuition assistance allows eligible service members to incur no tuition expenses while enrolled at the University.
- The Board of Trustees lowered new student tuition by 3% in FY16, and has not increased tuition since that time.
- The University added a need-based component to the automatic, merit-based Western Commitment Scholarship program for new freshmen, doubled the value and made Western Commitment Transfer Scholarships renewable for a second year of study. (See [www.wiu.edu/student\\_services/undergraduate\\_admissions/western\\_commitment](http://www.wiu.edu/student_services/undergraduate_admissions/western_commitment) and [www.wiu.edu/student\\_services/undergraduate\\_admissions/transfer/westernCommitment.php](http://www.wiu.edu/student_services/undergraduate_admissions/transfer/westernCommitment.php), respectively).

#### Goal 3: Participate in HLC's Persistence and Completion Academy (PCA)

The Macomb campus continues using the predictive analytic framework. Additionally, the number of Living-Learning Communities increased to seven, with options in Bio Life, Broadcasting and Journalism, Community of Liberal Arts and Sciences Students, Fine Arts, Honors, Transfer Year Experience, and Women in Sciences.

On the Quad Cities campus, the three-year pilot of a peer tutoring program continues. The campus also now receives predictive analytic framework results for new freshmen from Institutional Research and Planning.

Distance education students can now complete graded assignments on their computer, at a Western campus, or at an approved testing center.

Goal 4: Engage in fiscal reduction and reinvestment

Decreasing appropriated funds expenditures has been mission-driven. This is evident in the following three examples. First, while Western reduced appropriated funds expenditures, Western continues to honor contractual agreements. This includes Professional Achievement Awards and Salary Minima in accordance with the University’s contract with the University Professionals of Illinois (UPI), which is available at [www.wiu.edu/provost/upi\\_agreement/index.php](http://www.wiu.edu/provost/upi_agreement/index.php).

Second, while the University reduced the size of the institutional workforce by 319 positions (13.0%) between FY15 and 18, staff-to-faculty reductions occurred at a ratio of 2.4:1 to protect the academic core of the University.

Third, the number of graduate assistantships increased by 16 (3.3%) and the University reallocated over \$2.6 million to student financial aid. These reallocations help address the extreme cost sensitivity of Western’s current and prospective students.

4. Explain any tools, data or other information that resulted from the work of the initiative.

Goal 1: Update the University’s Strategic Plan

Western started the QI with its *Higher Values in Higher Education 2012-2022 Strategic Plan* goals. The new data were the priorities for AYs 2016-2017 and 2017-2018 identified in new Strategic Plan Supplements. Strategic Plan goals were reaffirmed in *Higher Values in Higher Education 2017-2027*, which the Board of Trustees approved for implementation in June 2018.

Higher Values in Higher Education 2012-2022 Goals	Priorities for Academic Year 2016-2017	Priorities for Academic Year 2017-2018	Higher Values in Higher Education 2017-2027 Goals
1. Enrich Academic Excellence	1. Stabilize Enrollment	1. Stabilize Enrollment at 10,000 students.	1. Enrich Academic Excellence
2. Advance Educational Opportunity	2. Provide Responsive Programs	2. Provide Educational Opportunity and Continue to Advance Academic Excellence	2. Advance Educational Opportunity
3. Support Personal Growth	3. Support Innovation	3. Expand Community Engagement	3. Support Personal Growth
4. Promote Social Responsibility	4. Reduce Reliance on state appropriated funding	4. Increase External Revenue, while Limiting Cost Increases to Students	4. Promote Social Responsibility
5. Demonstrate Accountability	5. Increase business acumen	5. Support Strategic and Operational Planning, with Conservative, Mission-Driven Fiscal Management	5. Demonstrate Accountability



### Goal 2: Increase Enrollment

The University deployed the predictive analytic framework to identify and apply intervention strategies for new freshmen at risk of dropping out.

### Goal 3: Participate in HLC's Persistence and Completion Academy (PCA)

New tools included analyzing persistence rates of students in Living-Learning Communities compared to all other students, using peer tutors in mathematics, and deploying Respondus Lock Down Browser to enable remote testing by online students.

### Goal 4: Engage in Fiscal Reduction and Reinvestment

A new tool in response to the statewide budget impasse was the establishment of the President's Executive Institute (PEI). The PEI's 43-member Steering Team is charged with helping to stabilize enrollment, supporting community and economic development, and increasing external partnerships. The PEI has generated \$2.9 million in external revenue for the University.

Advancement and Public Services also intensified fundraising. Contributions to University's Foundation increased from \$5.6 million in FY16 to \$7.3 million in FY17, and \$13.7 million in FY18. As such, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million during this time.

## 5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

### Goals 1-4

The greatest challenges to the QI was the two-year (FY16-17), historic and unrepresented statewide budget impasse, its aftermath, and the effects upon enrollment.

### *Statewide Budget Impasse*

Never in its 160-year history have the Illinois public universities received two consecutive years of partial appropriations. FY16 appropriations were not made until the 10th month of the fiscal year—22 months since the last (FY15) appropriations were made. These appropriations were referred to as "Stop Gap I" by the Illinois General Assembly to indicate that partial FY16 appropriations were being made at the time that *Senate Bill 2059* and *Public Act (PA) 99-502* were passed.

Western received \$14.9 million in Stop Gap I, representing 29% of University's \$51.4 million FY15 appropriation. Similar percentage values were received by all other Illinois public universities, with the exception of Chicago State University due to fiscal and enrollment challenges.

At the end of June and start of July the Illinois public universities received additional appropriations (termed Stop Gap II by the Illinois General Assembly) that could be applied to FY16 or FY17 expenses through *Senate Bill 2047* and *Public Act 99-524*. Western received an additional \$39.8 million, raising the University's total FY16-17 appropriations to \$54.7 million. Western, and all other Illinois public universities, incurred two years of expenses while only receiving the equivalent of one year of state revenue.

### *Aftermath of the Statewide Budget Impasse*

FY18 and 19 state appropriations for Illinois public universities were 10% and 8% lower than values received in FY15, respectively. And the state never reimbursed the institutions for the

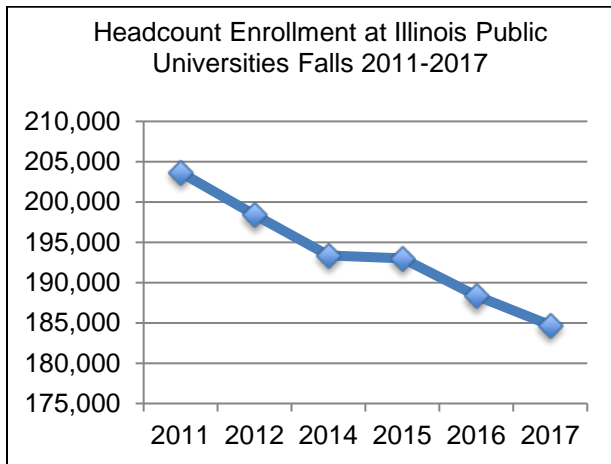
year of “lost revenue.” A new funding reality exists. Western has been successful in addressing this new funding reality.

- ✓ The University has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
- ✓ Planning and budgeting processes restored the appropriated funds reserve balance at \$5.2 million at the end of FY18. Furthermore, the University continues to reduce expenditures to solidify the future fiscal foundation.
- ✓ Total institutional debt decreased from \$101.1 million in FY14 to \$83.1 million at the end of FY17. This action was possible because restricted funds cannot be used in addressing institutional cash flow issues per Illinois Legislative Audit Commission guidelines.
- ✓ Standard & Poor’s indicated that Western Illinois University was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State are rated were stable.

This new reality also reflects our greatest opportunity. By successfully engaging in University planning (Goal 4) and making necessary but difficult decisions, Western will continue to be a high-quality institution in the complete landscape of 21<sup>st</sup> century public higher education. We have advanced in national measures of quality, opportunity, and affordability despite the statewide budget impasse.

**Enrollment**

Total headcount enrollment at Illinois public universities decreased by 9.3% from 203,670 students in fall 2011 to 184,713 students in fall 2017. Many factors (shown below) are contributing to this enrollment decline. Total enrollment at Western decreased by 24.8% from a total enrollment of 12,554 to 9,441 during this time.



- Factors Contributing to Enrollment Decline**
- A 2.4% decline in Illinois high school graduates over the last five years.
  - An 8.8% decline in high school graduates in the 16 county WIU service region.
  - Over 45% of Illinois college bound students attend out-of-state.
  - The historic and unprecedented State of Illinois Fiscal Year 2016 and 2017 budget impasse.
  - A 5% projected decline in Illinois high school by academic year 2023-2024.

Western is beginning to re-build and stabilize enrollment. The University forecasted and budgeted for a total enrollment of 8,000 students in fall 2018. However, enrollment was 502 students (6.3%) ahead of projections. Institutional strategies and results are displayed below.

### Expand Educational Opportunity

- ✓ *Increased high school dual enrollment* from 6 students in fall 2014 to 58 students in fall 2018.
- ✓ *Recruited even more high-achieving students.* Centennial Honors College enrollment increased from 594 students in fall 2012 to 1,000 students in fall 2017. This is a 406 student (68.4%) increase during this time. Honors student enrollment as a percent of total undergraduate enrollment increased from 5.8% to 13.2% during this time.
- ✓ *Created a Military Task Force to focus on recruiting and retaining active duty students.* Western serves over 600 veterans annually. To build future enrollment, the Senior Vice President for Strategic Planning and Initiatives visited nine military bases during FY18 to learn best practices in serving military students. Resulting from these visits, the University expanded online degree programs and set tuition at the federal tuition assistance rate for military students.
- ✓ *Established new degree programs and instructional formats.* Macomb has four new baccalaureate degrees (in Business Analytics, Cyber Security, Fire Protection Services, and Middle Level Education), 20 new integrated degree programs (where academically qualified students can earn a bachelors and master's degrees from the University in five years) and a new master's degree in Applied Statistics and Decision Analytics.

The Quad Cities has a new baccalaureate degree in mechanical engineering, two new integrated degree programs, a new master's degree Applied Statistics and Decision Analytics, and a new doctoral program in Environmental Sciences. Additionally, master's degrees in Business Administration, College Student Personnel, and Community and Economic Development are now offered in hybrid format. Students in these programs complete three weekends on campus, with the remainder of course work completed online.

- ✓ *Capitalized on increased demand by launching new online programs.* Western served 61,868 distance education course enrollments between FY13-17, generating 175,125 credit hours. This represents increases of 4,179 (42%) in course enrollments and 10,826 (37%) in credit hours during this time.

Expanding distance learning and hybrid programs is mission-driven. Western has Illinois' first and largest distance education program, and is nationally recognized for excellence in online education. The University offers 463 online classes (320 undergraduate; 143 graduate). New online programs are available in Accountancy, Anthropology (one of the first in the nation), Communication, Economics, Educational Studies, Fire Protection Services, Geography and Geographic Information Systems, Law Enforcement and Justice Administration, Management, National Fire Academy Curriculum for Fire Fighters, Special Education, and Supply Chain Management.

These new educational opportunities complement the University's long-standing online degrees in Business Administration, General Studies, Instructional Design and Technology, and Nursing completion (RN to BSN). By offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education increased by 416 students (41.7%) from 998 students in fall 2012 to a total of 1,414 students in fall 2018.

### Emphasize Access and Affordability

- ✓ *Lowered new student tuition by 3% in FY16, and held tuition constant between FY17-19.* Western has the lowest tuition and fee rate of peer Illinois public universities.

New Freshmen In-State Tuition and Fee Rates at Selected Illinois Public Universities Academic Year 2017-2018			
	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
<b>Western Illinois</b>	<b>\$11,245</b>	<b>\$9,580</b>	<b>\$20,825</b>
Southern Illinois- Edwardsville	\$11,491	\$9,481	\$20,972
Illinois-Springfield	\$11,423	\$9,760	\$21,183
Eastern Illinois	\$11,678	\$9,736	\$21,414
Illinois State	\$14,061	\$9,948	\$24,009

- ✓ *Maintained Cost Guarantees.* Western is the only Illinois public university that guarantees no cost increases in tuition, fees, and room and board rates for students who maintain continuous fall/spring enrollment.
- ✓ *Offered in-state tuition rates to all domestic students.* Out-of-state enrollment as percent of total university enrollment increased from 11.0% in fall 2014 to 12.0% in fall 2017.
- ✓ *Reallocated institutional resources to provide automatic need and merit-based scholarships.* This includes special scholarships or tuition rates for high school students, new freshmen, new transfers, military students, and out-of-state students.

#### Emphasize Community Engagement in Recruitment and Retention

- ✓ *Hosted Summits to identify regional needs.* The PEI held 32 educational summits in 8 communities with 257 participants during FYs 17 and 18. A consistent theme in these Summits was the need for Western to increase outreach events with high school students. As a result, 769 students from 10 communities visited discipline-specific events on a Western campus during FY18. For example, the College of Fine Arts and Communication Day and the Law Enforcement and Justice Administration Open House brought an additional 260 students from Iowa, Illinois, and Missouri to the Macomb Campus.
- ✓ *Cultivated external grants to support recruitment and retention.* In FY18, President Thomas received \$100,000 from the Steans Foundation to establish a centralized retention office on the Macomb campus. This office will work with students at risk of dropping out. The University also received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus. Five students enrolled in the initial class (fall 2018).
- ✓ *Recruited working professionals.* In total, 318 Western 93 external employees (duplicate headcount) utilized tuition waiver benefits to attend the University in FY17 and/or 18. Additionally, four school districts/Regional Offices of Education supported 23 sponsored credit courses for their practicing professionals to attend Western.

Finally, Western joined HLC's PCA in Academic Year 2014-2015 to help increase enrollment. PCA actions were part of institutional support systems that held new freshmen first-year retention rates constant at 67% for the first three of Academy participation (fall 2014-fall 2016 cohorts) but declined in the final year of participation to 65.3% (fall 2017 cohort).

This decline is being addressed (in part) by establishing the new Retention Center on the Macomb campus. Special emphasis will be placed on students admitted to the University through the Office of Academic Services (OAS). These students have lower six-year graduation rates than regularly admitted students (30.8% vs. 51.5% for the fall 2012 cohort). Valuing educational opportunity, the University admits up to 25% of its freshmen class who do not meet published admissions

standards, but who show promise and a willingness to work toward achieving shared educational goals.

Western is reinstating interviews as part of fall 2019 OAS program admissions to help identify academic commitment. To create academic urgency, OAS students will enter the University under Academic Warning. As such, they may enroll for no more than 16 hours in a regular semester and no more than six hours in a Summer term. Furthermore, they will be suspended if their semester grade point average falls below 1.00.

While participating in the PCA, the University experienced increases in three-year continuation and four-year graduation rates of new freshmen. The former increased from 55.2% for the fall 2014 cohort to 57.4%, for the fall 2016 cohort. The latter is at 30.2% for the fall 2014 cohort, and is higher than the rates for the fall 2011 and 2012 cohorts (29.7% and 28.1%).

## Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

Perceptions of worth and impact are demonstrated by the participation of many members of the university community in the QI, as described below.

### Goal 1: Update the University's Strategic Plan

The Social Responsibility Task Force (SRTF) is comprised of students, faculty, and staff from the president's area, all vice-presidential divisions, each college, and external members (e.g., the President of a local community college and members of the Alumni Council).

The STRF is charged with producing iterative drafts of the Strategic Plan or Supplement with the university community, culminating in receiving endorsement from all governance groups on both campuses (Civil Service Employees Council, Council of Academic Personnel, Faculty Senate, Quad Cities Faculty Council, and Student Governance Associations in Macomb and the Quad Cities). Afterwards, the Senior Vice President for Strategic Planning and Initiatives presents the document to the Board of Trustees for implementation approval. The SRTF starts its work at the beginning of an academic year and is expected to complete its work by the June of that year.

For example, the 70-member SRTF worked collaboratively with the university community to produce final edition of *Higher Values in Higher Education 2017-2027*. This included discussing ideas at 22 Task Force meetings, producing and reviewing three drafts with five solicitations for university-wide feedback (in *October, November, and December 2017* and *February* and *March 2018 Strategic Plan Updates*), and incorporating feedback received from 10 meetings with governance groups on both campuses.

*Higher Values in Higher Education 2017-2027* was endorsed by all governance groups. The Board of Trustees approved implementation in June 2018; and “strongly commend[ed] the university community for working collaboratively and efficiently in advancing strategic and accreditation planning at the University.”

### Goal 2: Increase Enrollment

Highlighted below are actions discussed in Question #5, and the individuals/areas responsible for implementation.

- ✓ *Increase dual enrollment:* The Assistant Vice President for Academic Affairs-Quad Cities coordinates partnership meetings and is a liaison with the high schools. Program recruitment and student support are the responsibilities of Admissions and Student Services. Departments and Schools schedule and staff courses.
- ✓ *Recruiting even more high-achieving students:* Has been successfully implemented by Honors College faculty and staff, the Admissions Office, and Quad Cities Admissions.
- ✓ *Create a Military Task Force to concert on the recruitment and retention of active duty students:* The Task Force is chaired by the Senior Vice President for Strategic Planning and Initiatives; consists of 30 volunteers, and makes recommendations to the President's Leadership Team. The Board of Trustees approved the new federal tuition assistance rate for military students.
- ✓ *Establish new degree programs and instructional formats:* Faculty own the curriculum. New degrees are approved through the University's established curricular approval process within Academic Affairs, and require approvals from the President, Board of Trustees, and Illinois Board of Higher Education.
- ✓ *Capitalize on increased demand by launching new online programs:* Program faculty place materials online. The Center for Innovation in Teaching and Research and the Center for the Application of Information Technologies are two institutional resources schools and departments may use in developing online materials.
- ✓ *Lower new student tuition by 3% in FY16 and hold FY17-19 tuition constant:* Were recommendations of the Student Cost Task Force that were approved by the President's Leadership Team and the Board of Trustees.
- ✓ *Maintain Cost Guarantees:* Is an administrative decision made by the President's Leadership Team.
- ✓ *Offer in-state tuition rates to all domestic students:* Was a recommendation of the President's Leadership Team approved by the Board of Trustees.
- ✓ *Reallocate institutional resources to provide automatic need and merit-based scholarship programs:* Were administrative decisions made by the President's Leadership Team.
- ✓ *Host educational summits to identify regional needs:* Were completed by PEI members, with the Office of the Senior Vice President for Strategic Planning and Initiatives and Illinois Institute for Rural Affairs providing logistical support in Summit planning and delivery. Program faculty, the Admissions Office, and Quad Cities Student Services partnered in hosting on-campus, discipline-specific recruitment events.
- ✓ *Cultivate external grants to support recruitment and retention:* President Thomas received \$100,000 from the Steans Foundation to create a new Retention Office on the Macomb campus. The Senior Vice President for Strategic Planning and Initiatives, Interim Dean of the College of Business and Technology, Director of the School of Agriculture, and Director of Quad Cities Development received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus.
- ✓ *Recruit working professionals:* University Marketing and Quad Cities Public Relations ensures that institutional marketing materials are inclusive and appealing to working professionals. Academic departments and schools establish course schedules and rotations. The School of Global Education and Outreach and the College of Education and Human Services collaborated on the development of sponsored credit agreements.

### Goal 3: Participate in HLC's Persistence and Completion Academy

Six teams supported the PCA, with 89 members. PCA participation was voluntary. Team members had the opportunity to renew their membership or conclude participation, based on individual assessments of time, capacity, worth and impact. The teams and number of members indicated parenthetically were the Steering Team (13), Data Team (3), Macomb Team (17), Student Success Center Planning Team (11), Quad Cities Team (21), and Distance Learning Team (28).

#### Goal 4: Engage in Fiscal Reduction and Reinvestment

All academic departments and administrative units prepare *Consolidated Annual Reports* that include plans and accomplishments related to university priorities, including fiscal reduction and reinvestment. These *Reports* are summarized and presented to the university community each spring. All members of the University community are invited to attend these sessions that are presented by each vice president and a representative from the areas that report to the President.

The University's fiscal planning demonstrates collaboration with bargaining units. For example, while Western reduced appropriated funds expenditures by \$12.3 million (12.1%), the University continued to honor contractual agreements for Professional Achievement Awards and Salary Minima in accordance with the University's contract with the University Professionals of Illinois (UPI). The University also negotiated salary concessions with bargaining units. For example, the UPI rescinded their 1% negotiated raise and reduced base salaries by 3% from FY2016 levels for FYs 2017 and 2018 in response to the state budget impasse.

Shared governance is also evident in the University's fiscal planning. New courses and degree programs are approved by the Faculty Senate at the undergraduate level and by the Graduate Council at the Graduate Level. New degree approvals also involve faculty curriculum committees, the department chair/school director, Dean, Provost, President, Board of Trustees, and the Illinois Board of Higher Education. A second example is that Higher Values in Higher Education and annual Strategic Plan Supplements require endorsement from all governance groups on both campuses before the Board will vote on implementation approval.

### 7. Describe the most important points learned by those involved in the initiative.

#### Goals 1-4

**Nothing is certain.** Never in the 160-year history of Illinois public higher education have the Illinois public universities received two consecutive years of partial appropriations.

**The fiscal effects of the statewide budget impasse continue in its aftermath.** The State did not reimburse institutions for funding not received in FY 16-17, and FY18 and 19 appropriations were a combined 18% less than FY15 appropriations.

**The importance of intact structures and processes.** Western is in a period of staffing and budgetary contraction. The University made significant progress on its QI because new initiatives, such as the PEI, were intentionally linked to core institutional systems and policies to ensure sustainability of operations.

## Resource Provision

### 8. Explain the human, financial, physical and technological resources that supported the initiative.

Staffing was discussed in response to Question #6. With regard to the remaining variables:

#### Goal 1: Update the University's Strategic Plan

Processes used to create the University's Strategic Plan and annual Strategic Plan Supplements did not require additional resources.

### Goal 2: Increase Enrollment

- Teaching dual enrollment at the high schools and PEI Summits includes travel costs.
- Providing institutional scholarships, in-state tuition for all domestic students, a special military student tuition rate, and cost guarantees represent tuition discounting and forgone revenue to the institution.
- Establishing new degree programs and instructional formats were all done by internal reallocation. No new state resources supported these additions.
- Expanding online offerings necessitates sufficient bandwidth to promote a positive student experience.
- Recruiting working professionals who have tuition assistance (direct pay), negotiating sponsored credit sections with educational professionals, and receiving a private donation to support high school dual enrollment all generated external revenue for the University.

### Goal 3: Participate in HLC's Persistence and Completion Academy

- Western purchased Respondus software to support the distance education students, Attendance Tracker software to support the Student Success Center, and Pentaho software to support data extraction and analysis from the data warehouse.
- University Housing and Dining Services allocated specific residence hall floors to support Living-Learning Communities.

### Goal 4: Engage in Fiscal Reduction and Reinvestment

- Reducing the size of the workforce by 331 positions (16.8%), with staff to faculty reductions occurring at a rate of 2.4:1 protected the academic core of the University.
- Reallocating \$2.6 million to student financial aid and scholarships recognizes the extreme cost sensitivity of Western students. The University also reallocated \$9.7 million to continue institutional operations during the statewide budget impasse.

## **Plans for the Future (or Future Milestones of a Continuing Initiative)**

9. Describe plans for ongoing work related to or as a result of the initiative.

### Goal 1: Update the University's Strategic Plan

Western will continue to produce annual Strategic Plan Supplements through academic year 2021-2022. The creation of Higher Values in Higher Education 2022-2032 will follow. The academic year 2018-2019 and 2019-2020 Strategic Plan Supplements will specially focus on self-study for accreditation to ensure that the University continues to meet and exceed the criteria for accreditation. Western is scheduled for reaffirmation of accreditation during academic year 2020-2021.

### Goal 2: Increase Enrollment, Retention, and Graduation Rates

Western will continue to implement actions designed to support the goal of stabilizing enrollment at 10,000 students. This includes expanding upon the strategies discussed in response to Question #6. For example, the Student Cost Task Force is currently evaluating opportunities to lower the \$50/credit hour distance learning charge that is applied to these students.



### Goal 3: Participate in HLC's Persistence and Completion Academy

Western is currently searching for a director of the new retention center on the Macomb campus. Institutional Research and Planning is expanding the predictive analytic framework to include non-cognitive variables and to create models for new transfer students that can be used on both campuses.

The Quad Cities Campus created a new Retention Committee that will evaluate the peer-based mentoring program, prepare a Trio Grant application, and work with Student Services in designing retention plans based on Predictive Analytic Framework results.

The University formed a Data Sharing Consortium that consists of representatives from Antioch University, Azusa Pacific University, Capella University, College for Financial Planning, Colorado Technical University, DeVry University, Los Angeles Pacific University, National American University, Southwest Indian Polytechnic Institute, and Western Illinois University. The Consortium is discussing uses of the predictive analytic framework and ways to monitor and report persistence and completion rates for populations of students where traditional measures such as IPEDS that use consecutive enrollment understate actual graduation rates.

### Goal 4: Engage in Fiscal Reduction and Reinvestment

Through the *Positioning Western Illinois University for the Future Plan*, the institution will:

1. Explore the addition of cooperative education to applicable academic disciplines. The literature demonstrates less reliance on financial aid and loans, as well as higher academic performance, persistence, completion, employment, and starting salary rates for students who participate in cooperative education compared to students who do not participate in these programs.

Institutionally benchmarked universities (University of Cincinnati, Drexel, Illinois State, Kettering, Northeastern, Purdue, and of Toledo) all have higher retention and graduation rates than Western. Five of these six benchmarked institutions experienced enrollment increases during the last four years.

2. Partner with the Community College of the Air Force (CCAF) in its General Education Mobile and Associate to Baccalaureate Complete programs. CCAF is the world's largest community college system, awarding over 22,000 associates degrees annually.
3. Conduct an institutional review of all service operations to identify opportunities for efficiency enhancements and reduced costs.
4. Enact 24 layoffs and the elimination of 62 vacant positions due to retirements and resignations to align staffing levels with enrollment. The University's target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.
5. Engage in academic realignment planning to reduce administrative costs.
6. Reduce all library faculty appointments to nine-month contracts beginning in FY20.
7. Eliminate funding for Tri-States Public Radio in March 2019. However, the station will remain located on the Macomb campus and receive administrative support and space from the University.
8. Convene the Academic Program Review and Elimination Committee. By contractual agreement with the UPI Local 4100, "When the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an

Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit. The sole purpose of the APER Committee shall be to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee.”

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Western believes that response to Question #7 illustrates the most important artifacts that can be shared with other institutions. The University welcomes opportunities to share information on our QI with the HLC or any other institution.

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/11 Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update

The Western Illinois University Board of Trustees received the *Fiscal Year 2019 Strategic Plan Update* at its September 2018 meeting. This *Update* included initial *Higher Values in Higher Education 2017-2027* accomplishments and plans for academic year 2018-2019. However, it did not include fall 2018 census day data and FY18 expenditures. The data were not available at the time of writing the Board materials.

Therefore, this *Update* includes the aforementioned data. Furthermore, the short- and long-term trends included in the *Update* will inform reaffirmation of accreditation from the Higher Learning Commission self-study.

The Social Responsibility Task Force began the self-study process in November 2018. It will culminate in March 2021 when the University will have its reaffirmation visit on the Macomb campus. Future monthly Strategic Plan Updates, Board Reports, and Resolutions will keep the Board and university community apprised and seek feedback on the self-study process.

**Cumulative Strategic Plan Accomplishments  
Fiscal Years 2013-2018**

**GOAL 1: UNIVERSITY GROWTH AND RECRUITMENT.** Since implementation of *Higher Values in Higher Education 2012-2022*, Western Illinois University has:

- 1) Enrolled 3,096 Western Commitment Scholarship (WCS) recipients since program establishment in fall 2012. This automatic, academic merit scholarship program for first-time freshmen was modified in fall 2015 to include a need-based component. New freshmen with a minimum composite ACT score of 20 and high school grade point average of 3.0 automatically receive this scholarship.

During the first three years of scholarship implementation, the percent of recipients receiving the WCS increased from 24.7% of the fall 2012 cohort to 28.8% of the fall 2014 cohort. After eligibility criteria were modified to include a need-based component, the percentage of recipients increased from 41.1% to 45.1% of the fall 2015 and 2018 new freshmen cohorts, respectively.

The WCS program was modified beginning with the recruitment of fall 2019 first-time freshmen. There are now three award levels as opposed to six. Additionally, the University launched the Western's Promise Plus program that is specifically designed to reduce or offset tuition and fees, plus other costs associated with room, board, books, and course materials.

Funding for this program is made by receipt of \$1.5 million in new state funding, matched by the University. Our program builds upon the State's "AIM HIGH" initiative that is designed to decrease out-of-state migration by Illinois college bound students. Illinois high school graduates with a minimum of a 1060 SAT or 21 ACT score and a 2.75 high school grade point average on a 4.0 scale are eligible for program participation.

<u>Fall Semester</u>	<u>Number of Recipients</u>	<u>Percent of Cohort</u>
2012	439	24.7%
2013	469	27.7%
2014	441	28.8%
2015	631	41.1%
2016	641	42.0%
2017	500	41.5%
2018	421	45.1%

- 2) Enrolled 184 new freshmen in the Quad Cities since the University began admitting new freshmen cohorts at this campus in fall 2012. This includes enrolling over 30 new freshmen for the last three years.

<u>Fall Semester</u>	<u>Number Enrolled</u>
2012	7
2013	21
2014	26
2015	29
2016	37
2017	31
2018	33

- 3) Enrolled 1,822 Western Commitment Transfer Scholarship (WCTS) recipients since program establishment in fall 2013. Beginning in fall 2013, new transfer students with an associates degree and who enrolled full-time received a one-time \$400 book award. Those new transfer students with a 3.50 or higher grade point average received a one-time, \$1,000 scholarship. The percentage of WCTS recipients increased from 30.4% to 37.9% of the fall 2013 and 2017 new transfer cohorts.

Institutional benchmarking of the Illinois public universities showed that Western was the only Illinois public university not to have an annually renewable scholarship program for new transfer students. Therefore, the WCTS program was modified with the recruitment of fall 2018 new transfer students.

Beginning with this class, new transfer students who have 24 earned credit hours from an accredited institution, attend full-time, and have a 3.0 grade point average or higher received a renewable \$2,000 scholarship. Those transfer students with a 2.50-2.99 grade point average received a renewable \$1000 scholarship. As a result of this change, the new percentage of the fall new transfer cohorts receiving a WCS increased from 37.9% in fall 2017 to 61.7% in fall 2018. This is a 163 student (52.2%) increase.

<u>Fall Semester</u>	<u>Number of Recipients</u>	<u>Percent of Cohort</u>
2012	--	--
2013	345	30.4%
2014	369	35.3%
2015	366	33.1%
2016	344	37.1%
2017	312	37.9%
2018	475	61.7%

- 4) Created a dual enrollment program for academically qualified high school students. Western has enrolled 145 students since program establishment in fall 2014.

Data reported below reflect two policy changes. Beginning in fall 2015, students enrolled in this program paid 1/3<sup>rd</sup> of the published tuition costs and no fees. Enrollment grew by 15 students (250%) after this change, from six students in fall 2014 to 21 students in fall 2015.

Second, in fall 2017, the University piloted offering a Western course (English 180) at an off-campus location (Cambridge High School), in addition to enrolling students on campus or through distance learning. Enrollment grew by 22 students (116%) after this change, from 19 students in fall 2016 to 41 students in fall 2017.

<u>Fall Semester</u>	<u>Number Enrolled</u>
2012	--
2013	--
2014	6
2015	21
2016	19
2017	41
2018	58

- 5) Raised undergraduate admissions standards (effective for fall 2014 freshmen).

- 6) Initiated annual Academic Affairs *Recruitment and Retention Plans* for all departments and schools (academic year 2013-2014), and annual evaluation processes for these plans (academic year 2014-2015 to current).
- 7) Expanded dual enrollment opportunities with seven new community college partners. A total of 808 students enrolled at the University have been eligible to participate in the program since fall 2012.

<u>Fall</u>	<u>New Partners</u>	<u>Eligible Students</u>
2012	Sauk Valley College	104
2013	Highland Community College	137
2014	Kirkwood Community College	121
2015	Moberly Area and Elgin Community College	133
2016	--	112
2017	Richland and Kishwaukee Community College	106
2018	--	95

- 8) Total minority student enrollment decreased by 46 students (1.6%) from 2,897 students in fall 2012 to 2,851 students in fall 2018. However, minority student enrollment as a percent of total university enrollment increased from 24.8% to 34.2% during this time.

Minority Student Enrollment as a Percent of Total Student Enrollment Falls 2012-2017						
<u>Fall</u>	<u>Number</u>			<u>Percent</u>		
	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>
2012	2,712	185	2,897	26.1%	14.1%	24.8%
2013	2,752	208	2,960	28.8%	14.5%	26.3%
2014	3,021	242	3,263	31.3%	16.5%	29.4%
2015	3,061	269	3,330	32.7%	18.1%	30.7%
2016	3,053	256	3,309	34.8%	18.4%	32.5%
2017	2,875	254	3,129	36.1%	19.5%	33.8%
2018	2,590	261	2,851	29.5%	21.1%	34.2%

- 9) Increased Centennial Honors College enrollment and student opportunities by way of new articulation agreements with community colleges, and creating a new pre-honors program. Western Illinois University has signed Honors Articulation Agreements with six regional community colleges. Not all of the Illinois community colleges have honors programs. Of the 189 students participating in the newly established (fall 2016) Pre-Honors program, 55 (29%) of these students earned grade point averages of 3.4 or higher and became members of the Honors College, 46 (24%) continued in Pre-Honors status. These students earned grade point averages between 3.20 and 3.39.

The Honors College has served 5,543 honors students between fall 2012 and fall 2018, with a 407 student (68.5%) enrollment increase during this time. Honors student enrollment as a percent of total undergraduate enrollment increased from 5.8% to 14.8% during this time.

Academic <u>Year</u>	<u>New Partners</u>	Pre-Honors <u>Enrollment</u>	Honors <u>Enrollment</u>
2012-2013	Highland Community College	--	594
2013-2014	Carl Sandburg College	--	667
2014-2015	Elgin and Heartland Community College	--	697
2015-2016	--	--	788
2016-2017	--	48	898
2017-2018	Richland and Kishwaukee Community College	141	1,000
2018-2019	--	79	1,001

10) International student enrollment has increased by 29 students (8.5%) between fall 2012 and fall 2018. However, while enrollment increased between fall 2012 and 2014, it has since declined by 139 students (27.2%) since that time. Western Illinois University contracted with the American Association of State Colleges and Universities in 2012 to conduct an audit to inform university planning to internationalize the curriculum and increase international student enrollment.

<u>Fall Semester</u>	<u>Number Enrolled</u>
2012	343
2013	371
2014	511
2015	505
2016	491
2017	459
2018	372

11) The University served 871 students in Western's English as a Second Language (WESL) Institute between fall 2014 and fall 2018<sup>1</sup>. However, the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

<u>Fall Semester</u>	<u>Number Enrolled</u>
2012	NA
2013	NA
2014	300
2015	52
2016	279
2017	231
2018	9

12) A total of 796 students have participated in Study Abroad experiences since academic year 2012-2013. Each year approximately 120 or more students participate in these experiences.

Academic <u>Year</u>	<u>Number Enrolled</u>
2012-2013	158
2013-2014	120
2014-2015	133
2015-2016	119
2016-2017	123
2017-2018	143

<sup>1</sup> The University began reporting WESL enrollment in the fall 2014 Fact Book.

- 13) Demand for distance education courses is evidenced by a 4,180-course enrollment increase (41.8%) between Fiscal Years 2013 and 2018, and a 11,496 credit hour (38.9%) increase during this time. The University has served 76,059 distance education course enrollments since Fiscal Year 2013, generating 220,181 credit hours.

<u>Fiscal Year</u>	<u>Course Enrollments</u>	<u>Credit Hours</u>
2013	10,011	29,570
2014	11,746	34,132
2015	12,387	35,976
2016	13,534	39,041
2017	14,190	40,396
2018	14,191	41,066

- 14) Total headcount enrollment in distance-education—where student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid)—increased by 416 students (41.7%) from 998 students in fall 2012 to 1,414 students in fall 2018. Distance education student enrollment as a percent of total university enrollment increased from 8.2% of total enrollment in fall 2012 to 16.6% of total enrollment in fall 2018.

<u>Fall</u>	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>
2012	825	173	998
2013	741	265	1,006
2014	715	325	1,040
2015	869	391	1,260
2016	836	454	1,290
2017	837	438	1,275
2018	939	475	1,414

- 15) Established 46 new educational opportunities between academic years 2012-2013 and 2018-2019.

New Educational Opportunities at Western Illinois University Academic Years 2012-2013 through 2017-2018			
	Macomb	Quad Cities	Total
Total	<u>33</u>	<u>12</u>	<u>45</u>
Undergraduate Certificates	2	0	2
Baccalaureate Degrees (On-Campus)	5	2	7
Baccalaureate Degrees (Online)	--	--	--
Post Baccalaureate Certificates	5	3	8
Integrated Degrees	20	2	22
Masters Degrees	1	1	2
Masters Degrees (Hybrid Format)	0	3	3
Doctoral Degree	0	1	1



New Educational Opportunities at Western Illinois University by Campus  
Academic Years 2012-2013 through 2016-2017

	<u>2012-</u> <u>2013</u>	<u>2013-</u> <u>2014</u>	<u>2014-</u> <u>2015</u>	<u>2015-</u> <u>2016</u>	<u>2016-</u> <u>2017</u>	<u>2017-</u> <u>2018</u>	<u>2018-</u> <u>2019</u>
<b>New Minors</b>							
<u>Macomb</u>							
Communication Sciences and Disorders	X						
Criminalistics	X						
Network Technologies	X						
Computer-Mediated Communication							
Contemporary United States Studies		X					
Information Technology		X					
Fisheries		X					
Teaching English to Speakers of Other Languages		X					
Event Planning and Management			X				
Psychology of Substance Abuse			X				
Criminalistics			X				
Queer Studies			X				
<u>Quad Cities</u>							
Spanish		X					
Event Planning and Management			X				
Criminalistics			X				
<b>New Undergraduate Certificates</b>							
<u>Macomb</u>							
Marketing Technologies		X					
Integrated Marketing Communication		X					
<b>New Baccalaureate Degrees</b>							
<u>Macomb</u>							
Business Analytics							
Fire Protection Services	X						
Cyber Security						X	
Middle Level Education						X	
<u>Quad Cities</u>							
Bilingual/Bicultural Education		X					
Mechanical Engineering						X	
<u>Online</u>							
Anthropology						X	
<b>New Post Baccalaureate Certificates</b>							
<u>Macomb</u>							
Business Administration	X						
Supply Chain Management	X						
Business Analytics		X					
Music Performance			X				
Events Planning and Management			X				

New Educational Opportunities at Western Illinois University by Campus  
Academic Years 2012-2013 through 2016-2017  
-continued-

	<u>2012- 2013</u>	<u>2013- 2014</u>	<u>2014- 2015</u>	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>	<u>2018- 2019</u>
<b>Quad Cities</b>							
Business Administration	X						
Supply Chain Management	X						
Events Planning and Management			X				
<b>Integrated baccalaureate/master's programs</b>							
<b>Macomb</b>							
Broadcasting and Sports Management	X						
Instructional Design and Technology	X						
Mathematics		X					
Sociology		X					
Law Enforcement and Justice Administration		X					
African American Studies and Liberal Arts and Sciences (BLAS)			X				
Foreign Languages and Cultures and BLAS			X				
Geography and BLAS			X				
Geology and BLAS			X				
Meteorology and BLAS			X				
Philosophy and BLAS			X				
Political Science and BLAS			X				
Religious Studies and BLAS			X				
Women's Studies and BLAS			X				
Art and Museum Studies			X				
Anthropology and Museum Studies			X				
Journalism and Communication				X			
Graphic Communication and Instructional Design and Technology (IDT)				X			
Communication			X				
General Studies with IDT			X				
<b>Quad Cities</b>							
Recreation, Park and Tourism Administration and Museum Studies	X						
Law Enforcement and Justice Administration.		X					
<b>Masters Degrees (Hybrid)</b>							
<b>Quad Cities</b>							
Business Administration			X				
College Student Personnel			X				
Community and Economic Development					X		
<b>Masters Degrees</b>							
<b>Macomb</b>							
Applied Statistics and Decision Analytics				X			

New Educational Opportunities at Western Illinois University by Campus Academic Years 2012-2013 through 2016-2017							
	2012- <u>2013</u>	2013- <u>2014</u>	2014- <u>2015</u>	2015- <u>2016</u>	2016- <u>2017</u>	2017- <u>2018</u>	2018- <u>2019</u>
<b>Quad Cities</b>							
Applied Statistics and Decision Analytics						X	
<b>Doctoral Degree</b>							
<b>Quad Cities</b>							
Environmental Science		X					

16) Enhanced employee diversity, with the University's workforce at a record high of 12.3% minority faculty and staff in fall 2018.

Total Minority Employees and as a Percent of Total University Employees Falls 2012-2016						
	Number			Percent		
	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>
2012	255	14	269	11.0%	10.1%	11.0%
2013	245	11	256	10.7%	8.0%	10.6%
2014	251	14	265	11.1%	9.3%	11.0%
2015	253	14	267	11.5%	8.6%	11.2%
2016	233	11	244	11.8%	7.2%	11.4%
2017	227	19	246	11.4%	13.0%	11.5%
2018	245	15	260	12.4%	10.8%	12.3%

17) The University reallocated \$7.0 million to support faculty raises in Fiscal Years 2014 and 2015. The University Professionals of Illinois and Western Illinois University agreed to salary concessions for Fiscal Years 2016-2018 as described below.

- Fiscal Year 2014: 3.5%
- Fiscal Year 2015: 2.0%
- Fiscal Year 2016: 1.0%
- For FY17, negotiated faculty and academic support professionals agreed to rescind the previously agreed upon 1% salary increase.
- Fiscal Years 17 and 18, negotiated faculty and academic support professionals incurred a temporary 3% base salary reduction, that would have been repaid if agreed upon conditions had been met.

Compensation for Professional Achievement Awards (PAAs), minima and promotional increases were honored and awarded between FY14-18.

<u>Fiscal Year</u>	<u>Salary Minima Allocation</u>	<u>PAA Allocation</u>	<u>PAA Awards</u>
2014	\$558,411	\$312,662	217
2015	\$634,394	\$319,271	221
2016	\$640,633	\$296,480	204
2017	\$657,394	\$294,120	179
2018	\$518,139	\$251,847	191

18) The University supported non-negotiated staff raises in Fiscal Years 2014 and 2015. However, there was a voluntary no pay program for senior administrators in FY16, and a furlough program for non-negotiated staff members earning more than \$40,000 in FY17 and 18.

Fiscal Year	Salary Increase	Furlough Program
2014	3.5%	--
2015	2.0%	--
2016	0.0%	8 days, Dean's level and above
2017	0.0%	6-8 days @ \$40,000 and above
2018	0.0%	6-8 days @ \$40,000 and above

19) The University helped 101 faculty members earn tenure, 165 faculty members earn promotions, and 163 civil service employees earn reclassifications between June 2013 and June 2017.

Tenure		Promotions		Reclassifications	
June 2013	22 faculty	August 2013	27 faculty	FY 2013	64 staff
June 2014	32 faculty	August 2014	58 faculty	FY 2014	47 staff
June 2015	26 faculty	August 2015	42 faculty	FY 2015	37 staff
June 2016	21 faculty	August 2016	38 faculty	FY 2016	15 staff
June 2017	10 faculty	August 2017	22 faculty	FY 2017	45 staff
June 2018	26 faculty	August 2018	41 faculty	FY 2018	34 staff

**GOAL 2: ENRICH ACADEMIC EXCELLENCE.** The University demonstrates its commitment to academic excellence by:

1) Maintaining the largest expenditures for instruction and instructional support. In fact, the percentage of institutional expenditures to these areas increased from 63.7% of total expenditures in FY13 (three years prior to the statewide budget impasse) to 68.3% of total expenditures in FY18 (the first year after the budget impasse). This spending pattern shows that the University fiscally protected the academic core during and in the aftermath of the state-imposed fiscal crisis.

(In Thousands of \$)	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5	\$74,645.3	\$68,563.6	\$68,268.7
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6	3,254.0	3,226.0	4,397.9
Public Service	14,774.0	12,694.3	13,970.1	14,142.2	12,852.6	11,871.1	11,212.0
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6	8,109.0	7,297.0	7,216.2
Student Services	41,066.6	42,830.7	48,119.7	49,661.2	48,895.0	47,107.7	47,097.3
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>	<u>\$147,755.9</u>	<u>\$138,065.4</u>	<u>\$138,192.1</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%	67.5%	66.9%	67.3%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6	9,006.5	9,375.3	10,156.4
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3	24,066.9	23,737.2	23,081.5
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8	33,722.4	31,059.0	29,585.2
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1	2,722.3	2,774.7	2,796.1
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5	1,611.9	1,466.3	1,453.3
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>	<u>\$218,885.9</u>	<u>\$206,477.9</u>	<u>\$205,264.6</u>

2) Completing Program Reviews in 47 areas between academic years 2012-2013 and 2017-2018.

- a. Academic Year 2012-2013 Reviews: Curriculum and Instruction, Health Sciences, Instructional Design and Technology, Kinesiology, Law Enforcement and Justice Administration, and the Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages.
  - b. Academic Year 2013-2014 Reviews: Family and Consumer Sciences, Sociology, and the Illinois Institute for Rural Affairs.
  - c. Academic Year 2014-2015 Reviews: Best Practices in Early Childhood Education, College Student Personnel, Community Development, Geography, Instructional Design and Technology, Law Enforcement and Justice Administration, Meteorology, Political Science, School Psychology, and the Study of Masculinities and Men's Development, in addition to an initial three-year progress report on the new B.S. in Information Systems.
  - d. Academic Year 2015-2016 Reviews: Broadcasting; Communication; Communication Sciences and Disorders; Counseling; Journalism; Music; Psychology; and Recreation, Park and Tourism Administration.
  - e. Academic Year 2016-2017 Reviews: Programs in Art; Broadcasting; Chemistry; Communication; Communication Sciences and Disorders; Counseling; Journalism; Physics; Psychology; Recreation, Park and Tourism Administration; Social Work; Theatre; and the Center for Applied Criminal Justice. In addition, three-year progress reports for new programs implemented in fall 2013 were completed for the B.S. in Fire Protection Services, B.S. in Public Health, and Post Baccalaureate Certificates in Business Administration and Supply Chain Management.
  - f. Academic Year 2017-2018 Reviews: M.A. in Economics and the M.S. Ed. in Counseling. Three-year progress reports were completed for the Ph.D. in Environmental Science: Large River Ecosystems and the Post Baccalaureate Certificate in Business Analytics.
- 3) Maintaining ongoing relationships with discipline-specific agencies that accredit the University's academic programs, where appropriate to the discipline<sup>2</sup>: The University has discipline-specific academic accreditation from 17 agencies. The last addition was in academic year 2014-2015.
- 4) Maintaining an on-going relationship with Higher Learning Commission.

Academic Year 2012-2013:

- Applied to the Persistence and Completion Academy, and for approval to establish the Ph.D. in Environmental Science.
- Remained current on new accreditation criteria and processes.

Academic Year 2013-2014:

- Received approvals for distance education with no prior Commission approvals required, and to establish the Ph.D. in Environmental Science.
- Obtained State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through November 2015.
- Initiated processes for closing 60th Street as a branch campus and opening Riverfront as a branch campus.

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<sup>2</sup> Additionally, the International Association of Counseling Services accredits the University Counseling Center, and the Accreditation Association for Ambulatory Health Care accredits Beu Health Center.

- Prepared to host an onsite campus evaluation visit for the Quad Cities campus, and off-campus location reviews at Central Intermediate School in Washington, Illinois, and Peoria Manual High School in September 2014.
- Adopted a *Formal Definition of a Credit Hour Policy*.
- Prepared a long-term accreditation planning calendar for the University.
- Applied for institutional participation in the Persistence and Completion Academy (PCA).

#### Academic Year 2014-2015:

- Acquired approval for closing 60th Street, and opening Riverfront as Western Illinois University's branch campus in the Quad Cities.
- Received reaffirmation of accreditation for off-campus program currently offered at 13 additional locations.
- Initiated preparations to achieve State of Iowa re-certification that is required every two years for the University to continue hosting Museum Studies at the Figge Art Museum in Davenport and offering distance education in Iowa.
- Completed year one (of four) participation in the PCA.

#### Academic Year 2015-2016

- Applied and received State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through 2017.
- Received Illinois Board of Higher Education and National Council for State Authorization and Reciprocity Agreement approval for membership.
- Responded to Commission questions regarding the Fiscal Year 2016 State of Illinois budget impasse.
- Achieved Commission approval for Western Illinois University's Quality Initiative (QI), with priorities on updating the Strategic Plan, increasing enrollment, participating in the PCA, and engaging in fiscal reduction and reallocation.
- Served as a Teach Out partner for Ashford University.
- Reported to the Commission on University Teach Out plans for baccalaureate degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies.
- Completed year two participation in the PCA.

#### Academic Year 2016-2017 actions:

- Maintained National Council for State Authorization and Reciprocity Agreement membership, and State of Iowa approval to house Museum Studies in Davenport and offer distance education to Iowa residents.
- Responded to Commission questions regarding year two of the historic and unrepresented State of Illinois budget impasse, and year three of institutional participation in the PCA.
- Implemented year two of Western Illinois University's QI.
- Completed year three participation in the PCA.

#### Academic Year 2017-2018 actions:

- Applied and received State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through 2019.
- Monitored university progression on academic year 2015-2016 Teach Out plans.
- Submitted FY18 Monitoring Report on Financial Indicators. University progress was approved by the Commission.
- Implemented the final year (year three) of Western Illinois University's QI.
- Completed year four participation and graduated from the PCA.

Academic Year 2018-2019 actions:

- Submitted FY19 *Monitoring Report on Financial Indicators*, *Teach Out Report*, and the University's *Quality Initiative Report* to the Commission. Each *Report* is being evaluated at the time of writing this *Report*.
- Convened the Social Responsibility Task Force with the charge of reviewing whether the University does not meet, meets, or exceeds the core components and criteria for accreditation. Actions needing attention will serve as the basis for the Academic Year 2019-2020 Strategic Plan Supplement.

5) Implementing changes to the First Year Experience (FYE).

Academic Year 2013-2014:

- Clarified program goals.
- Required a university transition course (University 100) and small section of a general education or pre-professional course.
- Provided residents assistants with additional resource and referral training.
- Branded the FYE, and enhanced educational components to the FYE web and social media sites.

Academic Year 2014-2015:

- Raised the minimum GPA eligibility requirement for Peer Mentors from 2.0 to 2.5.
- Revised the University 100 syllabus to add the Student Bill of Rights.
- Created and implemented rubrics for the Goals final assignment, Written assignment draft, and Written assignment final.
- Established a donation fund for University 100 student textbooks.
- Created a four-week check in for peer mentors and instructors in University 100.

Academic Years 2014-2015 through 2017-2018: No actions taken.

6) Western Illinois University faculty authored 131 books and 1,814 chapter/monograph/refereed articles, made 5,454 conference presentations, and generated 5,780 creative activities between calendar years 2012 and 2017.

Western Illinois University Faculty Scholarly Activity Calendar Years 2012-2017							
	<u>2012</u>	<u>2013</u>	<u>2014-</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>Total</u>
Books	29	19	18	21	21	23	131
Chapter/Monograph/Refereed	337	372	313	305	254	233	1,814
Articles							
Conference Presentations	937	1,026	964	886	880	761	5,454
Creative Activities	1,260	1,115	819	932	853	801	5,780

7) Faculty and staff have earned \$64.5 million in external grants and contacts between FY13-18.

<u>Fiscal</u> <u>Year</u>	<u>Amount</u> <u>(in millions)</u>
2013	\$9.7
2014	\$9.9
2015	\$11.1
2016	\$11.6
2017	\$10.7
2018	\$11.5

- 8) One hundred and thirty-seven faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018, and Western invested over \$5.4 million in faculty and staff travel between FY14-18.

Faculty Sabbaticals		Travel Expenditures (\$ in thousands)	
AY 2013-2014	22	FY 2014	\$1,302.4
AY 2014-2015	32	FY 2015	\$1,402.1
AY 2015-2016	26	FY 2016	\$ 933.6
AY 2016-2017	21	FY 2017	\$ 868.7
AY 2017-2018	10	FY 2018	\$ 934.9
AY 2018-2019	25	FY 2019	NA

- 9) The University built upon the foundation of Undergraduate Research Day where students present their original work by establishing Graduate Research Conference in Spring 2014, and the Quad Cities Student Research (undergraduate and graduate) Conference in Spring 2015.

A total of 1,546 students have participated in Undergraduate Research Days (URD) since spring 2013. Since program establishment, 394 students participated in the Graduate Research Conference (GRC), and 271 students participated in the Quad Cities Research Conference (QCRC).

	URD Participants	GRC Participants	QCRC Participants
Spring 2013	197	--	--
Spring 2014	214	65	--
Spring 2015	265	69	46
Spring 2016	305	94	55
Spring 2017	358	89	82
Spring 2018	207	77	88

- 10) The University received \$124.2 million in state capital funding to support new instructional facilities.

- \$59.2 million was received to construct and furnish the Western Illinois University-Quad Cities Riverfront Campus. Phase I opened January 2012, and Phase II opened August 2014.
- \$60 million (currently frozen by the State) was received to construct and furnish the Center for Performing Arts in April 2014.
- \$5 million (currently frozen by the State) was appropriated to continue the physical expansion of the Quad Cities campus.

- 11) The University purchased 2,698 new faculty and staff computers valued at \$2.8 million since Fiscal Year 2013. The Quad Cities campus also purchased 416 new computers valued at \$479,667 and during this time.

Fiscal Year	Macomb Campus		Quad Cities Campus	
	New Computers	Value	New Computers	Value
2013	864	\$830,561	77	\$ 77,875
2014	925	\$920,591	294	\$353,580
2015	451	\$536,908	20	\$ 18,733
2016	116	\$126,528	1	\$ 1,569
2017	88	\$ 88,433	--	--
2018	254	\$279,800	24	\$ 27,910



12) On the Macomb campus, 63 electronic classrooms and laboratories have been upgraded since Academic Year 2013-2014. These upgrades have been supported by the purchase of 463 computers valued at \$442,171. Additionally, University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. The University also purchased 272 iPads and Tablets to support faculty and staff mobility.

	Classroom Upgrades	Instructional Laboratory and		University Technology		IPads/Tablets	
		Classroom Computers		Laboratory Computers			
		Number	Value	Number	Value	Number	Value
2013-14	27	148	\$115,566	95	\$79,237	128	\$74,438
2014-15	24	81	47,834	133	142,073	50	21,350
2015-16	7	111	140,271	169	132,954	0	0
2016-17	2	29	51,000	0	0	0	0
2017-18	3	94	87,500	224	178,400	94	49,900

13) Accomplishments from the *2013-2018 Information Technology Strategic Plan* include:

- Establishing IT Governance, enabling wireless access in all residence hall rooms, centralizing technology staffing, launching the new university website with responsive design, updating the University's mobile application, and virtualizing Zimbra servers (Academic Year 2013-2014).
- Enhancing wireless connectivity, bandwidth, electronic classrooms, and video conference units; improving technology security; and updating the Macomb core infrastructure (Academic Year 2014-2015).
- Improving technology security, transitioning from Zimbra to Google collaborative software, and completing the University Technology reorganization (Academic Year 2015-2016).
- Moving the persistence and completion warehouse into production, transitioning user-based reports into Pentaho, completing Google transition, and piloting Zoom software-based video conferencing (Academic Year 2016-2017).

14) Accomplishments from the *2017-2022 Information Technology Strategic Plan* include:

- Standardizing touch panel designs in all classrooms and video conference rooms; expanding the Computer Resource Center in the University Union; completing redesigns of websites for the First Year Experience, Study Abroad and Outreach, Human Resources, Campus Recreation, and Undergraduate Programs; and redesigning the Student and Alumni Registration System.

Externally, the Center for the Application of Information Technologies became one of the top two selling digital test preparation curricular in the GED Testing Marketplace, and launched a scenario-based Mandated Reporter training for Pennsylvania State University (Academic Year 2017-2018).

**GOAL 3: PROVIDE EDUCATIONAL OPPORTUNITY.** In addition to the new degrees, instructional formats, expansion of high school dual enrollment, and articulation agreements reported in Goal 1, Western Illinois University extends educational opportunity by:

- 1) Offering weekend and irregularly scheduled courses (those less than the regular semester length) on campus. Note: The data reported below does not include hybrid courses, which is considered to be off-campus (distance education) instruction.

<u>Fall</u>	<u>Number of</u> <u>Classes</u>	<u>Percent of</u> <u>Total</u>
2014	112	3.5%
2015	82	2.7%
2016	102	3.5%
2017	96	3.4%
2018	86	3.2%

2) Signing:

- Compact (general education articulation) agreement with Saint Louis Community College (spring 2017).
  - Developing one accelerated undergraduate degree, and three accelerated degree pathways for students. This includes a Bachelors in General Studies/Doctorate in Chiropractic Agreement with Palmer College of Chiropractic (spring 2014); a three-year accelerated baccalaureate degree in Recreation, Park and Tourism Administration (spring 2015); Integrated (baccalaureate and master's) Degree Agreement with Museum Studies and Wartburg College (spring 2016); and a 3+3 Articulation Agreement with John Marshall School of Law (spring 2017).
- 3) Promoting access to community educational resources by signing agreement with Moline Public that allows reciprocal use of library resources (August 2014). The Library extended this partnership allowing patrons to enjoy cultural benefits of the Quad Cities by checking out admission passes for up to seven days to the Quad City Botanical Center, Niabi Zoo, Family Museum, Figge Art Museum, Putnam Museum, and German American Heritage Center (September 2016).
- 4) Serving 3,521 students with disabilities between Fiscal Years 2013 and 2018.

<u>Fiscal</u> <u>Year</u>	<u>Macomb</u> <u>Campus</u>	<u>Quad</u> <u>Cities</u>
2013	533	15
2014	608	29
2015	603	39
2016	549	50
2017	495	45
2018	508	47

**GOAL 4: SUPPORT PERSONAL GROWTH.** The University Supports Personal Growth by:

- 1) Becoming a smoke-free University (July 2015).
- 2) Providing high quality, comprehensive student health services. Beu Health Center is accredited by the Accreditation Association for Ambulatory Health Care, and provides full service medical clinic offering outpatient health care, student health insurance, and health and wellness education to students.

The high standards of quality care are demonstrated in the AAAHC accreditation and additional accreditations and licensures. Beu's laboratory was re-accredited by COLA (a physician-directed organization promoting excellence in laboratory medicine and patient care) in February 2018. Likewise,

the Alcohol and Other Drugs Resource Center was re-licensed by the Illinois Department of Human Services through May 2020.

Beu staff provide immediate and preventative health care. Since Academic Year 2014-2015, there have been 51,430 patient visits, 11,784 immunizations, 40,607 laboratory tests, and 22,182 prescriptions filled.

	Patient Visits	Immunizations	Laboratory Tests	Prescriptions Filled
AY 2014-15	13,106	3,659	7,688	7,738
AY 2015-16	14,200	2,355	11,573	8,671
AY 2016-17	12,272	3,458	11,266	7,126
AY 2017-18	11,852	2,312	10,080	5,766

- 3) Offering aquatics, fitness services, intermural supports, and club sports through Campus Recreation. Students, faculty, and staff have access to an aquatics center, boxing room, cardio area, conference rooms, equipment room, fitness studios, healthy food and beverage options, multiactivity courts, Olympic Strength Room, racquetball courts, walking/jogging track, and weight room. There is high demand and volume at the Spencer Student Recreation Center, with a minimum of nearly 200,000 card swipes annually despite overall enrollment declines. Students currently organizing and participating in 21 club sports.

	Card Swipes	Club Sports
2014	273,520	35
2015	259,775	31
2016	259,775	25
2017	223,254	27
2018	195,944	21

- 4) Promoting a comprehensive Division I athletic program with students successful in the classroom and in competition, as evidenced in the following accomplishments displayed by academic year.

Academic Year 2012-2013:

- Student athletes earned a cumulative grade point average of 3.03.
- Sixty-four student athletes earned Academic All-Conference Honors (Summit League and Missouri Valley Football Conference).
- Twenty-three student-athletes earned All-Conference honors.
- Men’s Basketball won its first conference championship in 30 years, set a record for most wins in its Division I history (22-8), and advanced to the College Basketball Insider Tournament for the second consecutive year.

Academic Year 2013-2014:

- The University awarded \$3.6 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.07.
- Fifty-six student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
- Men’s Soccer advanced to the Summit League Tournament championship game for the third consecutive year.
- Volleyball qualified for the Summit League postseason tournament for the first time since 2007.

- Student-athletes performed 1,143 hours of community service, and collected \$6,639 for local and regional charities.

#### Academic Year 2014-2015:

- The University awarded \$3.8 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.00.
- Forty-eight student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
- The men's soccer team shared the Summit League regular season championship.

#### Academic Year 2015-2016:

- The University awarded nearly \$3.9 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.12, the level of academic achievement in 20 years.
- Two student-athletes received the NCAA's prestigious Post-Graduate Scholarship: Karissa Kouchis (softball) and Victoria Kappel (women's soccer). Kappel received the award in the fall and became the first female student-athlete in the history of the department to receive it.
- The women's basketball team participated in the Women's Basketball Invitational (WBI) post-season tournament. The WBI first-round victory over Southern Illinois was the first Division I postseason win in the history of either the men's or women's basketball programs.
- The football team participated in the NCAA FCS playoffs for the first time in five years, advancing to the second round after defeating the University of Dayton.
- The men's basketball program earned its first-ever win over a nationally ranked opponent, defeating the University of Wisconsin in November 2015.
- The department partnered with the university's sports broadcasting program to nationally broadcast Leatherneck Athletics home events on ESPN3. Football, basketball, and volleyball contests were aired. The partnership is expected to expand, with men's and women's soccer, baseball and softball contests also airing in academic year 2016-2017.
- The Leathernecks Excel as Athletes and People (LEAP) program was implemented to serve as a confidential, student-athlete sport performance initiative. The program offers student-athletes an opportunity to connect with sport psychology, mental health and other professionals on campus to enhance their sport performance and personal development.
- The department became one of the first Division I programs in the country to partner with SM2 (Social Media Sport Management) to offer foundational social media education for coaches, student-athletes, and staff.

#### Academic Year 2016-2017:

- Student athletes had higher retention rates than all other students for the 19<sup>th</sup> consecutive semester.
- Thirteen teams finished with a mean grade point average of 3.0 in fall 2016.
- Men's baseball finished with the highest mean grade point average in program history at 3.16.
- Football finished with its second consecutive winning season, defeated a FBS opponent for the first time since 2003 (Northern Illinois University), and was ranked in the top 25 for the majority of the season.
- Women's basketball (26-7) won the Summit League Championship and played in the NCAA tournament.

- Women’s tennis snapped a 36-match conference losing streak dating back to 2011, and finished 3-3 in the Summit League.
- Locker Room/Team Space enhancements were made for Football, Volleyball, Basketball, and Track and Field/Cross Country.

Academic Year 2017-2018:

- Student athletes earned a cumulative grade point average of 3.17, the second highest in program history.
- Fernando Pacheco, Brett Taylor, and Jacob Judd were named Academic All-Americans by the College Sports Information Directors of America.
- Baseball finished the season with 14 Summit League wins, the most since 2006.
- Football posted a FBS victory over Coastal Carolina, 52-10, and finished the year with their second NCAA playoff appearance in three years.
- Erica Hagen became the first Leatherneck to finish top-three at the Summit League Swimming and Diving Championships since the 2010 season.
- Women’s tennis qualified for the Summit League Tournament for the third time in program history, and the first since 2014.
- Women’s basketball defeated No. 18 Stanford, 71-64, on the road and finished the year with its second consecutive postseason tournament berth after an invitation to the WNIT.
- Michaela Busch became Western’s all-time point leader in the pentathlon and heptathlon

5) Supporting University Theme year programming provides students, faculty, staff, and guests of the University with access to key note speakers, academic materials, and related co-curricular programs and events in special areas of focus (listed below).

<u>Academic Year</u>	<u>University Theme</u>
2012-13	War and Peace: From Personal Conflict to Global Resolution
2013-14	Food and Drink: Mind, Body and Soul
2014-15	Ethics: A Foundation for Personal Growth and Social Responsibility
2015-16	Environment: A Foundation for Social Responsibility
2016-17	Economy: Moral Challenges and Opportunities
2017-18	Cultivating Peace at Home and Abroad: Our Social Responsibility
2018-19	Living and Thriving in a Digital World

The University’s Affirmative Action Internship Program is designed to enhance to increase the pool of qualified women and minorities for administrative positions. The program provides participants with an opportunity to develop and increase administrative skills in an area of interest. Participants work on a temporary released-time basis under the direction of an appropriate administrative mentor for a semester or academic year.

<u>Academic Year</u>	<u>Areas Hosting Interns</u>
2013-14	Centennial Honors College; Facilities Management; Government Relations; President’s Office; Provost’s Office; and the School of Distance Learning, International Studies, and Outreach
2014-15	College of Education and Human Services Advising Office
2015-16	Student Judicial Programs and Facilities Management
2016-17	Art
2017-18	Provost’s Office, and the School of Global Education and Outreach

- 6) Supporting the Center for Innovation in Teaching and Research and Human Resources. These offices provide the University community with programs, services, and events that support career needs, interests, and professional growth of employees. Sample accomplishments include:

Academic Year 2013-2014:

- The Center for Innovation in Teaching and Research provided 186 programs in Macomb and 25 in the Quad Cities.
- Ninety-eight employees completed Human Resources' Professional Supervisor Certificate Program, and 122 employees have taken sessions toward certificate completion.
- The LIFE (Learning is Forever) program had 685 enrollments in special-interest, non-credit courses.

Academic Year 2014-2015:

- The Center for Innovation in Teaching and Research provided 178 programs in Macomb and 30 in the Quad Cities.
- One hundred and seven employees completed Human Resources' Professional Supervisor Certificate Program.
- The LIFE (Learning is Forever) program in Macomb had 1,615 enrollments in special-interest, non-credit courses.
- The LIFE program was established in the Quad Cities, and offered four courses.

Academic Year 2015-2016:

- The Center for Innovation in Teaching and Research provided 185 programs in Macomb and 30 in the Quad Cities.
- Forty-five employees completed Human Resources' Professional Supervisor Certificate Program.
- The LIFE (Learning is Forever) had 2,385 non-credit course enrollments in Macomb, and another 489 enrollments in the Quad Cities.

Academic Year 2016-2017:

- The Center for Innovation provided:
  - Three sections of Best Practices in Teaching Online, with 47 faculty members participating in this program.
  - 53 workshops related to the University's distance learning platform, Desire2Learn.
  - With the number of sessions indicated parenthetically, additional programming was related to the Center for International Studies (1), Disability Resource Center (2), the University's Expanding Cultural Diversity Project (7), University Libraries (8), and the First Year Experience
- Human Resources:
  - Served 66 employees in a Talent Management (employee development) program with 12 offerings.
  - Continued active shooter training with the Office of Public Safety, offered campus tours, and engaged all new employees in orientation and onboarding.
  - Provided oversight to the Performance Evaluation implementation for Civil Service employees. All evaluations are reviewed and appropriate action is taken if/when necessary to discuss substandard reviews with employees and supervisors, offering training options and/or disciplinary recommendations.

- a) Academic Year 2017-2018:

- The Center for Innovation in Teaching and Research
  - Facilitated professional development in the scholarship of teaching and learning. First-year faculty members have access to a series of professional workshops aimed at addressing the challenges and opportunities in the first year of postsecondary instruction. Distance education faculty members have access to professional development and mentoring programs in best practices in online education. And all faculty members have access to the Master University Instructor Certificate Program. This program was created to help instructors develop and enhance their teaching strategies, identify best practices for instruction, and explore innovative approaches for improving student learning.
  - Assisted faculty in the switchover to “Daylight” on Western Online. This change enhanced the University’s Course Management System to offer a more robust, mobile-friendly experience for students and faculty.
  - Provided 206 workshops to the University community.
- Human Resources:
  - First introduced “Development Day”. This day was open to all employees, and offered professional development in six areas supported by 25 programs. One hundred and twenty employees participated in this event.
  - Continued providing active shooter training with the Office of Public Safety, offering campus tours, and engaging new employees in orientation and onboarding.

7) Providing awards recognizing excellence at the college and university levels. Examples include the Provost’s Awards of Excellence, Civil Service Employees Council and Council of Administrative Personnel’s Employees of the Year awards, and the Quad Cities Values In Practice Awards.

**GOAL 5: PROMOTE SOCIAL RESPONSIBILITY:** The University supported social responsibility by:

1) Receiving over \$2.0 in grants supporting experiential learning (e.g., internships, student teaching, clinical placements, etc.) between FY14-18.

<u>Fiscal</u> <u>Year</u>	<u>Amount</u> <u>Received</u>
2014	\$338,553
2015	\$423,704
2016	\$337,181
2017	\$475,878
2018	\$475,286

2) Hosting federally mandated U.S. Constitution Day observances on the Macomb Campus annually since fall 2012 to support civic engagement.

3) Earning Carnegie Foundation Community Engagement Classification during Academic Year 2011-2012. Western was one of only 310 institutions from over 5,300 colleges and universities across the nation to achieve this distinction. The University was recognized for “Excellent alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement.”

The Director of the Illinois Institute for Rural Affairs and the Senior Vice President for Strategic Planning and Initiatives are currently co-chairing the Carnegie Self Study that will be submitted in Spring 2019. They are working with the university community in preparing the document that will be edited by members of the President’s Executive Institute and approved by the President’s Leadership Team prior to submission.

- 4) Completing the comprehensive campaign, surpassing the University’s \$60 million goal by \$2.1 million, increasing the endowment from \$16 million to \$40 million, and expanding the total asset base to \$55 million in December 2013 demonstrates the public commitment to the *Mission* of Western Illinois University. And this commitment continues to grow.

Contributions to University’s Foundation increased from \$5.6 million in FY16, to \$7.3 million in FY17, and \$13.7 million in FY18. During this time, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million, as well.

The University is making the necessary staffing additions to provide the necessary infrastructure for Western’s next comprehensive fundraising campaign. A new University Marketing Director and new Development Officers in the College of Business and Technology and the College Arts and Sciences are now in place. Additionally, the Director of Development for Athletics now directly reports to the Vice President of Advancement and Public Services

- 5) Building a culture of alumni giving, as measured by annual alumni giving rates one year after graduation, helps build a philanthropic culture of giving, whether to the University or to other social causes. Alumni giving to Western in this category has increased from 3.9% in FY15 to 5.0% in FY18.

<u>Fiscal Year</u>	<u>Giving Rate</u>
2013	5.1%
2014	4.3%
2015	4.3%
2016	3.9%
2017	4.4%
2018	5.0%

- 6) Completing programming studies for Currens Hall renovation, a new Science Complex, Quad Cities Phase III in academic year 2013-2014, and Simpkins Hall renovation in academic year 2018-2019 ensures efficient use of state resources. Likewise, documenting *Master Plan* goals and priorities at Board meetings each December shows how the University is investing institutional and state funding to support and enhance its learning environment.

- 7) Demonstrating commitments to environmental sustainability are evident by:
  - Receiving Silver Leadership in Energy and Environmental Design certification for Phase I of the Riverfront Campus in January 2013, and designing and operating Phase II as a LEED Gold facility.
  - Achieving and maintaining Tree Campus USA designation by the Arbor Day Foundation each year since academic year 2013-2014. The national Tree Campus USA program was created in 2008 to honor colleges and universities for effective campus forest management and engaging students, faculty, and staff in conservation goals.
  - Participating in Recycle Mania (a national collegiate competition) for the 12<sup>th</sup> consecutive year during academic year 2018-2019. In the last competition, the University diverted 79,400



pounds of recyclable materials, and 4,040 pounds of organic/food scrap waste was composted during the eight-week competition.

GOAL 6: DEMONSTRATE ACCOUNTABILITY: Western Illinois University continues to demonstrate strategic planning transparency and accountability by placing monthly, quarterly, and annual Strategic Plan Updates, and annual Performance Reports on the University Planning Website. This website also includes annual Campus Master Plan Updates and quarterly presentations on the status of the University's *Priorities and Reinvestment Plan* and *Positioning Western Illinois University for the Future Plan* made to the Board of Trustees in order to be transparent with the university and external communities.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/12 President's Executive Institute Quarterly Update

A power point presentation on the status of the President's Executive Institute (PEI) will be made at today's Board meeting. This presentation will summarize institutional accomplishments from Quarter Two of Fiscal Year 2019, and plans for Quarter Three. Members of the Board of Trustees and the university community are encouraged to contact the Senior Vice President for Strategic Planning and Initiatives or the Director of Business Outreach and Engagement if they wish to learn more about and/or volunteer for the PEI. Information is also available on the PEI website at [www.wiu/pei](http://www.wiu/pei).



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/13 Community College of the Air Force: General Education Mobile Program

This *Report* provides background on the Community College of the Air Force (CCAF), its General Education Mobile (GEM) program, capacity to support enrollment growth, and potential institutional participation. Western learned about this opportunity as part of President's Executive Institute partnership meetings at Scott Air Force base in Saint Louis.

The CCAF is a federally-chartered degree-granting institution serving the United States Air Force's enlisted total force. CCAF partners with 108 affiliated Air Force schools, 82 Education Service Offices worldwide, and civilian academic institutions to serve approximately 300,000 active, guard, and reserve enlisted personnel, making it the world's largest community college system. The College awards over 22,000 associate in applied science degrees from 71 degree programs annually.

The Southern Association of Colleges and Schools accredits CCAF through Air University. Degrees offered combine general education from regionally accredited civilian institutions (in the areas of oral communication, written communication, mathematics, social science and humanities) with technical education offered by Air Force schools. Students receive management education from civilian or Air Force sources.

Demand for GEM education is strong and growing. Since program establishment in 2009, the GEM program has 99 institutions offering 1,822 unique courses. To date, 88,259 students have enrolled in 103,877 course sections. In calendar year 2017, student enrollment increased by 19,617 students completing 22,635 GEM courses. Southern Illinois University-Carbondale is the only Illinois public university that serves as a GEM partner institution, and benefits from a strong and growing program.

Based on these considerations, an institutional Task Force (shown below) evaluated mission consistency, CCAF application requirements, and the ability for the University to be successful in recruiting and retaining students into the program and at the University.

General Education Mobile Program Task Force	
Dr. Joe Rives	Senior Vice President, Strategic Planning and Initiatives
Mr. Billy Clow	Dean, College of Fine Arts and Communication
Dr. Katrina Daytner	Interim Dean, College of Education and Human Services
Dr. Jack Elfrink	Interim Dean, College of Business and Technology
Dr. Jeff Hancks	Director, School of Global Education and Outreach
Dr. Angela Lynn	Registrar
Dr. Sue Martinelli Fernandez	Dean, College of Arts and Sciences
Dr. Mark Mossman	Interim Associate Provost
Dr. Ron Williams	Vice President, Student Services

The Task Force concluded GEM participation advances the University's *Vision* and *Mission*.

1. Western has the state's first and largest distance education program.
2. Providing a strong (quality) and growing online portfolio, and expanding access (opportunity) to online general education courses at federal Tuition Assistance rates for military personnel with Tuition Assistance vouchers (affordability) is consistent with *Higher Values in Higher Education's Vision* to provide national leadership in quality, opportunity, and affordability.
3. Delivering online courses for a global partner is consistent with the *Mission* of the University in preparing students to lead in dynamic and diverse communities.

### **Western Illinois University's GEM Program Application**

In addition to the conclusions stated above, the Task Force found the University meets all of the GEM program application requirements discussed below. Institutional responses to CCAF's online application are displayed in italicized text below. The Board's reading of these materials supports shared governance.

1. Confirm that your school has signed the Department of Defense (DoD) Memorandum of Understanding, agree to the DOD Instruction 1322.25, and will operate the GEM Program in accordance with both documents.

Western Illinois University signed the Department of Defense (DoD) Memorandum of Understanding, agrees to the DOD Instruction 1322.25, and will operate the GEM Program in accordance with both documents.

2. GEM Partner schools must be regionally accredited. State your institution's accreditation status, accrediting body, and academic mission.

Western Illinois University is accredited by the Higher Learning Commission. Western is an open pathways institution in good standing. The University's accreditation with the Commission has been continuous since 1913. This accreditation information, as stated above, can be validated at [http://www.wiu.edu/university\\_planning/accreditation.php](http://www.wiu.edu/university_planning/accreditation.php).

The Mission of Western Illinois University is available at [http://www.wiu.edu/catalog/2018\\_-\\_2019/intro/values.php](http://www.wiu.edu/catalog/2018_-_2019/intro/values.php), and is as follows. Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

3. Confirm that your institution will abide by the following GEM criteria that supports the Community College of the Air Force (CCAF) Associate in Applied Science (AAS) degree completion:

- a. *Offering at least one, but no more than ten, freshman/sophomore level courses worth at least three semester hours in the following disciplines: Oral Communication, Written Communication, Mathematics, Social Science, and Humanities*

*Western Illinois University (WIU) proposes to offer nine online courses in support of the five GEM program areas. These courses are displayed in the table below.*

<u>GEM Program Area</u>	<u>WIU Course</u>
Written Communication	English 180 and English 280
Oral Communication	Communication 242
Mathematics	Statistics 171, which is taught in the Mathematics and Philosophy department
Social Science	Anthropology 110 and Anthropology 111 Psychology 100
Humanities	Art History 180 English 200

Furthermore, the next table provides evidence of the correspondence between CCAF Degree Requirements stated in the 2017-2019 General Catalog and WIU GEM course information presented in the University's 2018-2019 Undergraduate Catalog.

<u>CCAF Degree Requirements from the 2017-2019 General Catalog</u>	<u>WIU Course Information from the University's 2018-2019 Undergraduate Catalog</u>
<p><b>Written Communication (6 Semester Hours)</b> English composition. Applicable written communication courses must satisfy the delivering institution's writing and composition requirement for graduation. <b>Not acceptable courses</b> include business communication and technical writing. The student has the option to complete 6 semester hours of non-duplicative written communication (i.e., cannot be two [2] ENGL101 courses);</p>	<p><b>English 180</b> <i>Title and Semester Hours:</i> College Writing I (3 semester hours).  <i>Pre-Requisite:</i> None  <i>Description:</i> Study and practice of writing as a social act with emphasis on rhetoric and genre.</p>
<p><b>Oral Communication (3 semester hours)</b> Speech/Public Speaking. Courses that prepare students to present effective public speeches to persuade, debate or argue in a clear, concise and logical manner. Emphasis on organization and delivery of public speeches. <b>Not acceptable courses</b> include group and interpersonal communication.</p>	<p><b>English 280</b> <i>Title and Semester Hours:</i> College Writing II (3 semester hours)  <i>Pre-Requisite:</i> ENG 180 and at least 24 semester hours earned.  <i>Description:</i> Continued, advanced study and practice of writing as a social act with emphasis on disciplinary and professional contexts, rhetorical genre, and discourse community.</p>
<p><b>and</b></p>	<p><b>Communication 242</b> <i>Title and Semester Hours:</i> Fundamentals of Public Speaking (3 semester hours).  <i>Pre-Requisite:</i> None  <i>Description:</i> Preparation and delivery of informative and persuasive speeches. Students apply concepts of critical listening, audience adaptation, organization/support of ideas, appropriate style, and effective delivery completed in an online format. Not open to students with credit for COMM 241.</p>

*CCAF Degree Requirements from the 2017-2019 General Catalog*

**Written Communication** 3 Semester hours.  
English composition. Applicable written communication courses must satisfy the delivering institution's writing and composition requirement for graduation. **Not acceptable courses** include business communication and technical writing.

**Mathematics:** 3 Semester Hours

Intermediate Algebra or a college-level mathematics. Three semester hours of mathematics are required for graduation. However, if an acceptable general education college-level mathematics course is applied as an applicable technical course, a natural science course may be substituted for mathematics. **Not acceptable courses** include: accounting; business, consumer, technical, or computer mathematics; beginning or elementary algebra; statistics (taught outside the mathematics department); history of mathematics; and mathematics for elementary and secondary teachers.

**Social Science** 3 Semester Hours

Courses from the following disciplines are acceptable: anthropology, archaeology, culture, economics, geography, government, history, political science, psychology and sociology designed to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society.

WIU Course Information from the University's *2018-2019 Undergraduate Catalog*  
English 180, as described above.

**Statistics 171**

*Title and Semester Hours:* General Elementary Statistics. (Taught in Mathematics and Philosophy department, 3 semester hours)

*Pre-Requisite:* WIU Placement or MATH 100, Core Competencies in Mathematics, or equivalent (C grade or better).

*Description:* Principles and applications of sampling, estimation, and hypothesis testing.

**Psychology 100**

*Title and Semester Hours:* Introductory Psychology (3 semester hours)

*Pre-Requisite:* None.

*Description:* An introduction to psychology including methods, theory, and data regarding the study of behavior. Topics include biological, social, learning, personality, motivation, and abnormal behavior.

**Anthropology 110**

*Title and Semester Hours:* Introduction to Cultural Anthropology (3 semester hours)

*Pre-Requisite:* None.

*Description:* Survey of basic concepts and approaches of anthropology to the study of human beings. Study of worldwide cultures from prehistoric to the present.



<u>CCAF Degree Requirements from the 2017-2019 General Catalog</u>	<u>WIU Course Information from the University's 2018-2019 Undergraduate Catalog</u>
<b>Social Sciences (continued)</b>	<p><b>Anthropology 111</b>  <i>Title and Semester Hours:</i> Introduction to Physical Anthropology and Archaeology (3 semester hours)</p> <p><i>Pre-Requisite:</i> None.</p> <p><i>Description:</i> Study of human evolution from the perspectives of both biological and social sciences. Examination of the evolution of culture and the methods of its interpretation.</p>
<p><b>Humanities 3 Semester Hours</b>  Courses in fine arts (criticism, appreciation, historical significance), foreign language, literature, philosophy and religion are acceptable. <b>Not acceptable</b> include applied courses that teach how to play a musical instrument, perform a dance routine, sculpt or draw an art form and sign language.</p>	<p><b>Art History 180</b>  <i>Title and Semester Hours:</i> An Introduction to Art (3 semester hours)</p> <p><i>Pre-Requisite:</i> None.</p> <p><i>Course Description:</i> Designed to help students understand our cultural background and the role art plays in contemporary life. The functions, styles, structure of art, and the interaction of medium and meaning. Contact with art forms, visual aids, and readings are utilized to stimulate student responses to aesthetic qualities in the visual arts. Does not count for art majors.</p>
	<p><b>English 200</b>  <i>Title and Semester Hours:</i> Introduction to Poetry (3 semester hours)</p> <p><i>Pre-Requisite:</i> None.</p> <p><i>Description:</i> Reading and discussion of poetry from around the world and spanning more than a century, introducing students to questions of social justice and methods of interpretation.</p>

- b. Courses must meet CCAF general education criteria and be listed in the CCAF Civilian Course Conversion Table.

*Data in the table above demonstrates that the nine Western courses offered in the GEM program meet CCAF general education criteria.*

- c. All coursework, prerequisites, and placement tests must be available in a distance learning format.

*All Western Illinois University coursework, prerequisites, and placement tests associated with the University's participation in the GEM program will be available in a distance learning (online) format.*

- d. CCAF reserves the right to re-evaluate courses eligible for transfer into the CCAF AAS degree programs.

*Western Illinois University acknowledges that CCAF reserves the right to re-evaluate courses eligible for transfer into the CCAF AAS degree programs.*

- e. Notify GEM Program Manager in writing of intent to withdraw from the program, change in school accreditation status, and all changes in course descriptions, titles, and/or course additions/deletions

*Western Illinois University will notify the GEM Program Manager in writing of intent to withdraw from the program, change in school accreditation status, and all changes in course descriptions, titles, and/or course additions/deletions.*

4. Confirm that your institution will create a GEM landing page containing the following:

- a. GEM logo and heading (logo will be provided).

The GEM logo and heading will be added to a new GEM landing page for Western Illinois University if the University is approved for program participation.

- b. Online academic services and support.

Within Western's GEM landing page, information will include, but not be limited to links to departments offering GEM courses, University Libraries, University Technology (including help desk and self-help), University's Learning Management System, E-Mail, online tutoring from the University Writing Center, My Western Student Portal, Veterans Resource Center, financial aid and scholarships, information on testing through approved testing centers or by use of Respondus Lock Down Brower, and the University's A to Z for all other services provided to on- and off-campus students.

- c. Application and enrollment information.

Western's GEM landing page will contain information for the Admissions office that admits all undergraduate students, except those enrolled in the University's General Studies major. These admissions are processed by the School of Global Education and Outreach. Their website will be included on Western's GEM landing page, as well.

- d. Cost of tuition and fees.

Western's GEM landing page will include link to the University's official Tuition and Fees website. Please note that Western offers tuition at a rate equivalent to the current rate established for federal Tuition Assistance for military personnel with a TA voucher.

- e. Course schedule (if available).

Course schedules are electronically available through the University's Student and Alumni Registration System (STARS). Western's GEM landing page will include access to and directions for STARS.

f. Point-of-contact.

The University's Point of Contact with their contact information (phone, e-mail, fax, office hours, and mailing address) will be included on Western's GEM landing page

g. List of GEM approved courses [NOTE: Only GEM approved courses will be listed on the GEM landing page.]

The University will include a listing of its GEM approved courses on Western's GEM landing page.

5. Identify your school's general education graduation requirements and provide a link to your current catalog.

Western Illinois University's General Education Requirements are displayed on pages 70-78 of the 2018-2019 Undergraduate Catalog. The Catalog can be accessed at <http://www.wiu.edu/catalog>. The General Education Requirements that are stated below are also available at [http://www.wiu.edu/catalog/2018 - 2019/requirements/gened\\_requirements.php](http://www.wiu.edu/catalog/2018-2019/requirements/gened_requirements.php).

### **University General Education Requirements**

Candidates for a baccalaureate degree at Western Illinois University are required to complete the General Education Curriculum approved by the University faculty. General Education courses should ordinarily be taken during the freshman and sophomore years, and the entire 43 semester hours should be completed no later than the last semester of the junior year. Individual colleges and departments may require additional courses, and students should refer to the section of the catalog for the college in which they are enrolled for requirements beyond the University General Education Curriculum.

The following restrictions apply:

1. No courses numbered 275, 298, 450, 475, and 498 are acceptable for credit in the General Education Curriculum;
2. Students may not use any one course to satisfy two General Education distribution requirements;
3. Students may not count more than two courses from the discipline in which they major toward satisfaction of the General Education requirements;
4. No courses under the Pass/Fail option may apply to the General Education requirements.

General Education Categories:

I. Communication Skills 9 s.h.

- A. ENG 180—College Writing I (3)
- B. ENG 280—College Writing II (3)
- C. COMM 241—Introduction to Public Speaking (3) OR  
COMM 242—Fundamentals of Public Speaking (3)

### **College Writing**

All students enrolled in the University must demonstrate their ability to write and speak clearly, accurately, and effectively. Entering students' writing skills are assessed upon initial registration. Students placed in ENG 100 must complete that course with a grade of C or better before enrolling in ENG 180. Further, all General Education courses contribute to students' writing competency by including written assignments in the course requirements.

ENG 180 must be taken either semester of the freshman year. Students who fail to receive a grade of C or better must repeat the course.

ENG 280 is to be taken after 24 hours earned and before 60 hours earned. ENG 180 is a prerequisite. Students who fail to receive a grade of C or better in 280 must repeat the course.

Students may also receive credit for all or part of the writing requirement by (1) passing the appropriate proficiency examination, (2) completing the stated requirements of G H 101, or (3) completing a comparable course or courses at another university with a grade of C or better.

### **Public Speaking**

Students may also receive credit for the oral communication requirement by (1) completing the accelerated section 50 of COMM 241 with a grade of B or above, (2) completing the Honors section 25 of COMM 241, or (3) satisfactorily completing a comparable course at another college/university.

## **II. Natural Sciences and Mathematics 10 s.h.**

Students must fulfill the competency requirement of Part A and the General Education requirement of Part B of the Natural Sciences and Mathematics category.

### **Part A—Competency**

All students enrolled in the University must demonstrate their ability to use general baccalaureate-level skills in Mathematics by one of the following means:

1. Receive University credit for MATH 100—Core Competency in Mathematics;
2. Receive a satisfactory score on an assessment examination instrument designated by the Department of Mathematics; or
3. Receive University credit for a Mathematics course which lists MATH 100 as a prerequisite.

Entering students' Mathematics skills are assessed upon initial registration. All freshmen who are placed in MATH 099 are required to pass the course before the start of the second semester of their second year. Transfer students who are placed in MATH 099 are required to pass it during their first year at WIU.

### **Part B—General Education**

Students must complete 10 s.h. from the courses listed below. At least one laboratory course must be included. Students may take no more than two courses from any one grouping below.

#### **Biological Sciences**

BIOL 100—Biological Concepts (4)

BIOL 101—Biological World (4)  
BIOL/GEOL 181—Integrated Science I (4)  
BIOL 204—Human Biology (4)  
BOT 200—Introduction to Plant Biology (4)  
MICR 200—Introductory Microbiology (4)  
ZOO 200—Introduction to Animal Biology (4)

### **Chemistry**

CHEM 101—Principles of Chemistry I (4)  
CHEM 102—Principles of Chemistry II (4)  
CHEM 150—Contemporary Chemistry (4)  
CHEM 201—General Chemistry I (4)  
CHEM 202—General Chemistry II (4)

### **Computer Sciences**

CS 114—Introduction to Computer Science (3)  
CS 214—Principles of Computer Science (3)

### **Earth, Atmospheric, and Geographic Information Sciences**

GEOG 121—Planet Earth: Surface Processes and Interactions (4)  
GEOG/PHYS 182—Integrated Science II (4)  
GEOL 110—Our Changing Earth (4)  
GEOL 112—History of the Earth (4)  
GEOL 113—Energy and Earth Resources (3)  
GEOL 115—Oceanography (3)  
GEOL/BIOL 181—Integrated Science I (4)  
GIS 108—Digital Earth (4)  
METR 120—Introduction to Weather and Climate (4)

### **General Honors**

G H 103—Freshman Science and Mathematics Tutorial (2–4)  
G H 104—Freshman Science and Mathematics Tutorial with Lab (3–4)  
G H 203—Sophomore Science and Mathematics Tutorial (2–4)  
G H 204—Sophomore Science and Mathematics Tutorial with Lab (3–4)  
G H 303—Advanced Science and Mathematics Seminar (2–4)

### **Mathematics**

MATH 101—Concepts of Mathematics (3)  
MATH 102—Creative Perspectives in Mathematics (3)  
MATH 123—Modeling with Mathematical Functions (3)  
MATH 133—Calculus with Analytic Geometry I (4)  
MATH 134—Calculus with Analytic Geometry II (4)  
MATH 137—Applied Calculus I (3)  
MATH 138—Applied Calculus II (3)  
MATH 139—Applied Linear Algebra and Finite Mathematics (3)  
STAT 171—General Elementary Statistics (3)

### **Physics**

PHYS 100—Physics for Society (4)  
PHYS 101—Introduction to Astronomy (3)

PHYS 114—Applied Physics (4)  
PHYS 115—Applied Physics (4)  
PHYS 150—Energy and the Environment (4)  
PHYS/GEOG 182—Integrated Science II (4)  
PHYS 211—University Physics I (4)

### **III. Social Sciences 9 s.h.**

Students must take at least three courses in the Social Sciences. Students may take no more than two courses from any one grouping below.

#### **Anthropology**

\* ANTH 110—Introduction to Cultural Anthropology (3)  
ANTH 111—Introduction to Physical Anthropology and Archaeology (3)  
ANTH 210—Medical Anthropology (3)  
ANTH 215—Fantastic Archaeology: Ancient Astronauts, Shape Shifters, and Bigfoot (3)

#### **Communication**

COMM 235—Communicating in Small Groups (3)

#### **Economics**

ECON 100—Introduction to Economics (3)  
ECON 231—Principles of Macroeconomics (3)  
ECON 232—Principles of Microeconomics (3)

#### **General Honors**

G H 102—Freshman Social Sciences Tutorial (2–3)  
G H 202—Sophomore Social Sciences Tutorial (2–3)  
G H 302—Advanced Social Sciences Seminar (2–3)

#### **Geography**

GEOG 100—Introduction to Human Geography (3)  
\* GEOG 110—World Regional Geography (3)  
GEOG 251—Principles of Urban and Regional Planning (3)

#### **Political Science**

POLS 101—Introduction to Political Science (3)  
POLS 122—American Government and Politics (3)  
POLS 200—Introduction to Political Thought (3)  
POLS 228—Fundamentals of International Relations (3)  
POLS 267—Introduction to Comparative Government and Politics (3)

#### **Psychology**

PSY 100—Introductory Psychology (3)  
PSY 221—Psychology of Child Development (3)  
PSY 250—Human Social Behavior (3)  
PSY 251—Personality and Adjustment (3)

#### **Sociology**

SOC 100—Introduction to Sociology (3)

SOC 200—Contemporary Social Problems (3)  
SOC 250—American Institutions (3)  
SOC 272—Individual and Society (3)  
\* SOC/WS 285—Women: A Global Perspective (3)

### **Women's Studies**

\* WS/SOC 285—Women: A Global Perspective (3)

\* Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

## **IV. Humanities and Fine Arts 9 s.h.**

Students must take at least three courses in the Humanities and Fine Arts. One course must come from Area 1: Humanities, and one course must come from Area 2: Fine Arts. Students are then free to choose either a Humanities or Fine Arts Course to fulfill the required nine hours in Humanities/Fine Arts. Students may take no more than two courses from any one grouping below.

### **AREA 1: HUMANITIES**

#### **African American Studies**

\* AAS 281—Literature of the Black World (3)  
\* AAS 283—African American Folklore (3)

#### **Broadcasting and Journalism**

BC&J/ENG 290—Introduction to Film (3)

#### **Communication**

COMM 130—Introduction to Human Communication (3)  
COMM 254—Great Speeches (3)

#### **English**

ENG 195—Introduction to Literature (3)  
ENG 200—Introduction to Poetry (3)  
ENG 201—Introduction to Fiction (3)  
ENG 202—Introduction to Drama (3)  
ENG 205—Introduction to Shakespeare (3)  
ENG 206—Issues in U.S. Literature (3)  
ENG 281—Writing and Social Action (3)  
ENG 285—Introduction to Creative Writing (3)  
ENG/BC&J 290—Introduction to Film (3)  
ENG 300—Short Story (3)

#### **Foreign Languages and Literatures**

F L 101—Introductory Seminar in World Languages and Cultures (3)  
FR 121—Elementary French I (4)  
FR 122—Elementary French II (4)  
FR 223—Intermediate French I (3)  
FR 224—Intermediate French II (3)  
GER 121—Elementary German I (4)

GER 122—Elementary German II (4)  
GER 223—Intermediate German I (3)  
GER 224—Intermediate German II (3)  
PORT 121—Elementary Portuguese I (4)  
PORT 122—Elementary Portuguese II (4)  
SPAN 121—Elementary Spanish I (4)  
SPAN 122—Elementary Spanish II (4)  
SPAN 223—Intermediate Spanish I (3)  
SPAN 224—Intermediate Spanish II (3)

### **General Honors**

G H 101—Freshman Humanities Tutorial (2–3)  
G H 201—Sophomore Humanities Tutorial (2–3)  
) G H 301—Advanced Humanities Seminar (2–3)

### **History**

HIST 105—American History to 1877 (3)  
HIST 106—American History since 1877 (3)  
\* HIST 115—World History to 1500 (3)  
\* HIST 116—World History since 1500 (3)  
HIST 211—Technology and Science in World History (3)  
\* HIST 245—History of Asia (3)

### **Philosophy**

PHIL 100—Introduction to Philosophy (3)  
PHIL 120—Contemporary Moral Problems (3)  
PHIL 140—Logic and Reasoning (3)  
PHIL 205—Philosophy, Law and Society (3)

### **Religious Studies**

REL 101—Religion and Popular Culture (3)  
REL 107—The Bible (3)  
\* REL 110—Introduction to Eastern Religions (3)  
\* REL 111—Introduction to Western Religions (3)

### **Women's Studies**

WS 265—Women and Creativity (3)  
WS 270—Hispanic Women (3)  
WS 280—Lesbianism and Gender Identity (3)

## **AREA 2: FINE ARTS**

### **African American Studies**

\* AAS 282—African American Theatre (3)

### **Art**

ARTH 180—An Introduction to Art (3)  
ARTH 282—History of Art: Ancient through Medieval (3)  
ARTH 283—History of Art: Renaissance to 1900 (3)



\* ARTH 284—History of Non-Western Art (3)  
ARTS 181—Introduction to Studio Art (3)

### **Music**

MUS 190—What to Listen for in Music (3)  
\* MUS 195—American Popular Music (3)

### **Theatre**

THEA 101—Play Analysis (3)  
THEA 110—Introduction to the Theatre (3)  
THEA 172—Acting I (3)

\* Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

## **V. Multicultural Studies 3 s.h.**

Students must select 3 s.h. from the courses listed below:

### **African American Studies**

AAS 100—Introduction to African American Studies (3)  
AAS 145—Famous People of African Descent (3)  
\* AAS 281—Literature of the Black World (3)  
\* AAS 282—African American Theatre (3)  
\* AAS 283—African American Folklore (3)  
AAS/HIST 314—African American History (3)  
AAS/HIST 349—Africa since 1800 (3)

### **Agriculture**

INAG 310—International Agriculture in Developing Countries (3)

### **Anthropology**

\* ANTH 110—Introduction to Cultural Anthropology (3)  
ANTH 249—Native North American Cultures (3)  
ANTH/WS 395—Gender, Race, and the Environment (3)

### **Art**

\* ARTH 284—History of Non-Western Art (3)

### **Business and Technology**

BAT 300—Global Study (1–3)

### **Broadcasting and Journalism**

BC&J 352—Mass Media and Minorities (3)

### **Economics**

ECON 350—Economics of Poverty and Discrimination (3)  
ECON 351—Global Economic Poverty Issues (3)

**English**

ENG/WS 301—Women and Literature (3)  
ENG 348—Ethnic Literatures of the United States (3)  
ENG 358—Studies in Non-Western Literature (3)

**Foreign Languages and Literatures**

F L 350—Introduction to Contemporary Critical Theory (3)  
GER/HIST 337—The Holocaust (3)

**Geography**

\* GEOG 110—World Regional Geography (3)

**General Honors**

G H 207—Sophomore Multicultural Tutorial (2–3)

**Health Education**

HE 325—Multicultural Health Issues (3)

**History**

\* HIST 115—World History to 1500 (3)  
\* HIST 116—World History since 1500 (3)  
\* HIST 245—History of Asia (3)  
HIST 302—American Indian History, Pre-Contact to the Present (3)  
HIST 311—History of Flight Culture (3)  
HIST/AAS 314—African American History (3)  
HIST/WS 317—Women in American History (3)  
HIST/WS 318—Women and Gender in European History (3)  
HIST/GER 337—The Holocaust (3)  
HIST 341—History of Latin America (3)  
HIST/WS 342—Women and Gender in Asian History (3)  
HIST/AAS 349—Africa since 1800 (3)

**Information Systems**

IS 325—Global Social Networks (3)

**Liberal Arts and Sciences**

LAS 210—Engaging Multiculturalism (3)

**Music**

\* MUS 195—American Popular Music (3)  
MUS 196—Music in the Rock Era (3)  
MUS 394—Music in World Cultures (3)  
MUS 397—Jazz Survey (3)

**Nutrition**

NUTR 300—Food and Culture (3)

**Philosophy**

PHIL/WS 220—Feminism and Ethics (3)

**Political Science**

POLS 329—Latin American Politics (3)  
POLS/WS 335—Women and Politics (3)

**Psychology**

PSY/WS 357—Women and Work (3)

**Religious Studies**

\* REL 110—Introduction to Eastern Religions (3)  
\* REL 111—Introduction to Western Religions (3)  
REL/WS 303—Women in Religion (3)  
REL 365—Islam (3)

**Sociology**

\* SOC/WS 285—Women: A Global Perspective (3)  
SOC 300—Minority Peoples (3)  
SOC/WS 360—Gender and Society (3)

**Theatre**

THEA 201—Multiculturalism in Theatre (3)

**Women's Studies**

WS 190—Introduction to Women's Studies (3)  
WS/PHIL 220—Feminism and Ethics (3)  
\* WS/SOC 285—Women: A Global Perspective (3)  
WS/ENG 301—Women and Literature (3)  
WS/REL 303—Women in Religion (3)  
WS/HIST 317—Women in American History (3)  
WS/HIST 318—Women and Gender in European History (3)  
WS/POLS 335—Women and Politics (3)  
WS/HIST 342—Women and Gender in Asian History (3)  
WS/PSY 357—Women and Work (3)  
WS/SOC 360—Gender and Society (3)  
WS 370—Women in Popular Culture (3)  
WS/ANTH 395—Gender, Race, and the Environment (3)

\* Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

**VI. Human Well-Being 3 s.h.**

Students may select any combination of courses from at least two of the following groupings:

**Educational Studies**

EDS 121—Introduction to Life Span Development (3)

**Finance**

FIN 101—Financial Health (2)

**Health Education**

HE 120—Personal Health Promotion (2)

HE 121—Human Sexuality (2)

HE 123—Drug Use and Abuse (2)

**Kinesiology**

KIN 102—Swimming (1)

KIN 118—Aerobic Dancercise (1)

KIN 121—Badminton (1)

KIN 128—Tennis (1)

KIN 131—Aerobic Conditioning (1)

KIN 140—Personal Fitness Program (1)

KIN 147—Weight Training (1)

KIN 149—Stress Management and Relaxation Techniques (1)

KIN 151—Basketball (1)

KIN 158—Volleyball (1)

**Nutrition**

NUTR 109—Introduction to Nutrition (3)

**Recreation, Park and Tourism Administration**

RPTA 110—Concepts of Leisure (3)

RPTA 112—Recreation for Life (2)

**University**

UNIV 100—Personal Growth and Well-Being in Higher Education (1)

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Report 18.12/14 Community College of the Air Force: Air University-Associate to Baccalaureate Completion Program

This *Report* provides background on the Community College of the Air Force's (CCAF), Air University-Associate to Baccalaureate Completion (AU-ABC) Program, capacity to support enrollment growth, and potential institutional participation. Western learned about this opportunity as part of President's Executive Institute partnership meetings at Scott Air Force base in Saint Louis.

As reported in *Western Illinois University Board of Trustees Report 18.12/13*, the CCAF is the world's largest community college system, and is accredited by the Southern Association of Colleges and Schools. The AU-ABC program establishes partnerships between Air University and civilian institutions to provide Community College of the Air Force (CCAF) Associate in Applied Science (AAS) degree students with on-line baccalaureate degree opportunities. AU-ABC is available to currently serving members in the regular Air Force, Air Force Reserve, and Air National Guard. Airmen may continue their AU-ABC program after separation or retirement.

Demand for AU-ABC program participation is strong and growing. Since program establishment in 2007, 107,537 AU-ABC students have completed 205,827 courses. In calendar year 2017, student enrollment increased by 23,576 AU-ABC students who completed 30,195 courses. Southern Illinois University-Carbondale is the only Illinois public university that serves as a AU-ABC partner institution, and benefits from a strong and growing program.

Data presented in *Western Illinois University Board of Trustees Report 18.12/13* showed that online academic partnerships with CCAF advances the *Mission* and *Vision* of Western Illinois University. Therefore, an institutional team is currently preparing an institutional application that will promote articulation and transfer of CCAF students and graduates into select degree programs at Western Illinois University.

Because program participation demonstrates mission-consistency with Western Illinois University and the program demonstrates strong and growing demand, the University will submit an AU-ABC application to the CCAF in the next quarter. The AU-ABC program provides enlisted Airmen excellent distance learning baccalaureate level educational opportunities. The Senior Vice President for Strategic Planning and Initiatives will notify the Board and university community of CCAF's decision when the results are known.



# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

## Resolution No. 18.12/2 Release of Closed Session Meeting Minutes

### **Resolution:**

**WHEREAS** the Board of Trustees of Western Illinois University must comply with the Illinois Open Meetings Act;

**WHEREAS** pursuant to Section 2.06(c) of the Open Meetings Act, the Board of Trustees of Western Illinois University may eliminate the verbatim records of July 13-14, 2017 and September 28, 2017;

**WHEREAS** pursuant to Section 2.06(d) of the Open Meetings Act, the Board of Trustees of Western Illinois University has reviewed the minutes of the closed session minutes of December 17, 2015; January 25, 2016; March 10, 2016; April 20, 2016; June 9, 2016; July 14, 2016; October 6, 2016; December 15, 2016; March 30, 2017; June 8, 2017; July 13, 2017; September 28, 2017; December 14, 2017; March 22, 2018, April 5, 2018, April 30, 2018, May 18, 2018, June 1, 2018, June 7, 2018, June 28, 2018, July 12, 2018, August 23, 2018, and September 27, 2018: to determine whether the need for confidentiality still exists with respect to all or part of the minutes;

**THEREFORE** be it resolved the Board of Trustees of Western Illinois University has determined that the need for confidentiality of the minutes listed above still exists. The Board will review the minutes listed above again at the March 29, 2019, Board Meeting to make a determination regarding release.





# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14<sup>th</sup>, 2018

## Amended Resolution No. 18.9/5 FY2020 Appropriated Capital Budget Recommendations

**Resolution:**

**WHEREAS** Western Illinois University must prepare annual appropriated capital budget recommendations for the Illinois Board of Higher Education, Illinois State Legislature, and the Governor; and,

**WHEREAS** Western Illinois University's Fiscal Year 2020 budget recommendations advance institutional progress and sustainability for the University's Strategic Plan, *Higher Values in Higher Education*, Campus Master Plans on the Macomb and Quad Cities campuses, and the Illinois Board of Higher Education's statewide strategic plan for higher education, *IBHE 2012, A Strategic Plan for the Illinois Board of Higher Education*; and,

**WHEREAS** the Fiscal Year 2020 Appropriated Capital Budget Recommendations require Western Illinois University Board of Trustees approval prior to submission:

**THEREFORE** be it resolved that the Board of Trustees approves the Fiscal Year 2020 Appropriated Capital Budget Recommendations as presented in the *Fiscal Year 2020 Appropriated Capital Budget Recommendations* document, and be it further resolved that the President be authorized to make technical adjustments in the capital budget recommendations if necessary.

Fiscal Year 2020 Capital Budget Recommendations  
Western Illinois University

Western Illinois University recommends \$368.6 million for capital projects to support high-quality academic programs, co-curricular services, and regional economic development for fiscal year 2020. All of the requested funds will support new construction on the Macomb and Moline campuses to address highly needed space for premier academic programs. A total of \$23.1 million in capital renewal funds is also requested to support critical deferred maintenance needs.

**Background**

Composition of the Recommendation

Western Illinois University operates two distinct campuses, and each has unique capital priorities and needs. The University has prioritized the overall needs of the University into the recommendation below.

<b>Western Illinois University</b>			
<b>Fiscal Year 2020 Capital Recommendation</b>			
(Dollars in Thousands)			
<u>Priority</u>	<u>Description</u>	<u>Project Type</u>	<u>Requested Amount</u>
1	WIU - Macomb Science Phase I	New Construction & Renovation	\$94,500
2	WIU - Macomb Science Phase II	Renovation	\$61,900
3	WIU - Macomb Tillman Hall	Renovation	\$31,000
4	WIU - Macomb Stipes Hall	Renovation	\$52,000
5	WIU - Macomb Education Building	New Construction	\$86,700
6	WIU - QC Phase Three	New Construction	<u>\$42,500</u>
<b>Total Recommendation</b>			<b>\$368,600</b>

A summary statement documenting need for these projects is displayed below. Additional, detailed information on the scope, design, and costs of each project begins on page three of this report.

Priority 1: Western Illinois University-Macomb Science Building Phase I The current College of Arts and Sciences’ three science facilities, Currens Hall, Waggoner Hall, and Tillman Hall, are obsolete in providing high-quality comprehensive instructional laboratories. All three facilities were constructed before modern laboratory standards were developed for acceptable indoor air quality and energy efficiency. Antiquated laboratory fume-hood systems and poor quality heating, ventilation, and air conditioning systems yield inadequate comfort and humidity control. These lead to detrimental impacts on teaching; research; and student, faculty, and staff recruitment and retention. Phase I includes the construction of a new science building, an addition and remodel to Currens Hall. The new science building will consolidate existing and support new academic programs, as Western Illinois University becomes a leading comprehensive university in the United States.

Priority 2: Western Illinois University-Macomb Science Building Phase II Phase II will continue with the improvements to the science programs at WIU by renovating an existing building. Waggoner Hall will be considered for renovations to improve the overall science facilities.

Priority 3: Western Illinois University-Classroom Building Renovation Tillman Hall. Tillman Hall was originally constructed in 1954 as the first science building on the campus of Western Illinois University. The needs of the University have changed significantly since the building’s original construction over sixty years ago. The deferred maintenance needs of the building are also excessive as all of the systems are past expected life.

Priority 4: Western Illinois University- Stipes Hall Renovation Stipes Hall was constructed in 1968 and has had no major renovations or updates. The University through is the Macomb Facilities Master Plan update and Strategic Building Renovation Matrix has identified the building as a priority for renovation. The building is a high profile, heavily used part of the academic programs on campus and it also has a high deferred maintenance backlog.

Priority 5: Western Illinois University-Education Building Horrabin Hall was originally constructed in 1965 as a laboratory school and encompassed K-12 grades. The needs of the College of Education and Human Services do not match the current building construction. This project would reconstruct the building on the site of Horrabin Hall.

Priority 6: Western Illinois University-Quad Cities Riverfront Campus Building Phase Three In 2010, the state committed to building the first two phases on the newly developing Western Illinois University-Quad Cities Riverfront Campus. Building Complex Three will complete the construction of the new campus that serves a regional population of 400,000 residents and leverages \$175 million in private investment and foundation support for education, entrepreneurship, technology, new jobs, and economic opportunity.

Capital Renewal The University is requesting \$17 million in capital renewal funds to be utilized for classroom modernization; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs.

Priority Changes from Fiscal Year 2019

The priorities for FY2019 are shown below. There are no changes between our FY20 and FY19 request.

<b>Priority Changes</b>			
Description	Project Type	<u>FY2020</u>	<u>FY2019</u>
WIU - Macomb Science Phase I	New Construction & Renovation	1	1
WIU - Macomb Science Phase II	Renovation	2	2
WIU - Macomb Tillman Hall	Renovation	3	3
WIU - Macomb Stipes Hall	Renovation	4	4
WIU - Macomb Education Building	New Construction	5	5
WIU - QC Phase Three	New Construction	6	6

Adhering to Illinois Board of Higher Education guidelines and format, the following recommendations for Western Illinois University's Fiscal Year 2020 capital projects will be made (pending Western Illinois University Board of Trustees approval).

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB SCIENCE PHASE I

PRIORITY: 1

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$ 94,500,000 (Planning, Design and Construction)

#### BACKGROUND DATA

The current College of Arts and Sciences' facilities, Currens Hall (physical sciences, 1970), Waggoner Hall (life sciences, 1968), and Tillman Hall (earth sciences, 1953) are obsolete in providing high-quality instructional laboratories. These facilities were constructed before modern laboratory standards were developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. Western Illinois University science facilities fall below acceptable indoor air quality and energy-efficiency standards. The antiquated laboratory fume-hood systems and poor quality heating, ventilation, and air conditioning systems yield inadequate comfort and humidity control. This problem produces detrimental impacts on teaching, research, and student/faculty/staff recruitment and retention.

The basic teaching and laboratory layouts of Western Illinois University's current science facilities are pedagogically obsolete and do not easily allow for the integration of new science technologies. A new facility to house science-based programs will provide the ability to integrate new laboratory technologies with the latest in science pedagogy and will foster multidisciplinary interaction through the consolidation of departments from previously diverse locations. In addition, planning studies were completed to evaluate and program future projects to renovate Currens and Waggoner Halls to allow the College of Arts and Sciences to consolidate academic programs to a single campus locale and provide for additional facility improvements/enhancements for the humanities and social sciences which are critical to the mission of the College of Arts and Sciences.

The new science building and renovation of Currens Hall will also support expanding academic programs. This includes the new forensic chemistry program and a new nursing program as approved by the Western Illinois University Board of Trustees and Illinois Board of Higher Education.

#### QUANTIFICATION

Western Illinois University completed a space planning and utilization study for a new state-of-the-art science facility during Fiscal Year 2007 and completed an update in Fiscal Year 2014. The building will include both wet and dry instructional laboratories, office space, and classrooms. The facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities. In addition, the project will include the provision for service drives, limited parking, exterior site development, and connections to Currens Hall and all required campus utility infrastructure.

#### DEPENDENT RELATIONSHIPS

Upon completion of this project, Western Illinois University will seek funds in Science Phase II for the remodel of Waggoner Hall. These actions are consistent with the newly developed Western Illinois University-Macomb campus master plan.

#### DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

TABLE C104  
 BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
 NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**  
 CAPITAL REQUEST  
 PROJECT NAME WIU - Macomb Science Phase I  
 (IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Office	4,040	1.7	6,868	302.0	\$ 2,073.8
Classrooms	650	1.5	975	291.7	\$ 284.4
Instructional Dry Laboratories	11,000	1.64	18,040	326.8	\$ 5,894.8
Instructional Wet Laboratories	12,700	1.64	20,828	345.5	\$ 7,196.8
Special Use	2,200	1.8	3,960	291.8	\$ 1,155.7
Supporting Facilities	400	1.2	480	272.4	\$ 130.8
Currens remodel	95,000	1.61	152,950	212.8	\$ 32,552.9
1) BASE TOTAL	125,990		204,101		\$ 49,289.1
2) ADDED COSTS:					\$ 17,004.7
a) Historic Preservation Considerations: _____					\$
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 2,957.3
c) Other Energy Efficiencies: _____					\$
3) BASE COST					\$ 69,251.2
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 4,501.3
Expected Bid Date: <u>May-21</u>		Monthly Escalator	<u>0.217%</u>		
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 73,752.5
6) ADD 10% FOR CONTINGENCIES					\$ 7,375.2
<b>SUBTOTAL, BUILDING BUDGET</b>					\$ 81,127.7
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>9.60%</u> *					\$ 7,788.3
ON-SITE OBSERVATION:					\$ 502.2
NUMBER OF MONTHS <u>24</u>					
DAYS PER WEEK <u>5</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 414.5
3) OTHER ADDS <u>See 2 below.</u>					\$ 1,537.3
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 405.6
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					\$ 10,648
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 2,753.3
<b>TOTAL, BUILDING BUDGET</b>					\$ 94,528.9

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED OPERATIONS AND MAINTENANCE EXPENSE	TOTAL	\$ 1,243.4
Number of additional staff: <u>8</u>	Salaries and Related	415.1
	Utilities	388.3
	Repairs and Maintenance	440.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

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SOURCE OF COST ESTIMATE Science Building Programming Study, Ratio Architects  
 NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION Troy Rhoads  
 PHONE NUMBER 309-298-1834

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.

\*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)

1 Added costs include: FFE (18%), LEED (6%), Sophisticated Piping (1%) and site/utilities work (15.5%)  
 2 Added costs include: building commissioning, testing and balancing, and technology infrastructure

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB SCIENCE PHASE II

PRIORITY: 2

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$ 61,900,000 (Planning, Design and Construction)

#### BACKGROUND DATA

The current College of Arts and Sciences' facilities, Currens Hall (physical sciences, 1970), Waggoner Hall (life sciences, 1968), and Tillman Hall (earth sciences, 1953) are obsolete in providing high-quality instructional laboratories. These facilities were constructed before modern laboratory standards were developed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. Western Illinois University science facilities fall below acceptable indoor air quality and energy-efficiency standards. The antiquated laboratory fume-hood systems and poor quality heating, ventilation, and air conditioning systems yield inadequate comfort and humidity control. This problem produces extremely detrimental impacts on teaching, research, and student/faculty/staff recruitment and retention.

The basic teaching and laboratory layouts of Western Illinois University's current science facilities are pedagogically obsolete and do not easily allow for the integration of new science technologies. A new facility to house science-based programs will provide the ability to integrate new laboratory technologies with the latest in science pedagogy and will foster multidisciplinary interaction through the consolidation of departments from previously diverse locations. In addition, planning studies were completed to evaluate and program future projects to renovate Currens and Waggoner Halls to allow the College of Arts and Sciences to consolidate academic programs to a single campus locale and provide for additional facility improvements/enhancements for the humanities and social sciences which are critical to the mission of the College of Arts and Sciences.

The new science building and renovation of Currens Hall will also support new academic programs. This includes the new forensic chemistry program and a new nursing program as approved by the Western Illinois University Board of Trustees and Illinois Board of Higher Education.

#### QUANTIFICATION

Western Illinois University completed a space planning and utilization study for a new state-of-the-art science facility during Fiscal Year 2007 with an update completed in Fiscal Year 2014. This project will continue the Science Facilities project by remodeling Waggoner Hall.

#### DEPENDENT RELATIONSHIPS

This project would commence upon completion of the Macomb Science Phase I.

#### DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

TABLE C104  
BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**

CAPITAL REQUEST

PROJECT NAME WIU - Macomb Science Phase II

(IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Building remodel	102,000	1.61	164,220	212.8	\$ 34,951.5
1) BASE TOTAL	102,000		164,220		\$ 34,951.5
2) ADDED COSTS:					\$ 8,388.4
a) Historic Preservation Considerations: _____					\$
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 2,097.1
e) Other Energy Efficiencies: _____					\$
3) BASE COST					\$ 45,437.0
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 2,953.4
Expected Bid Date: <u>May-21</u>		Monthly Escalator	<u>0.217%</u>		
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 48,390.4
6) ADD 10% FOR CONTINGENCIES					\$ 4,839.0
<b>SUBTOTAL, BUILDING BUDGET</b>					\$ 53,229.4
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>6.76% *</u>					\$ 3,598.3
ON-SITE OBSERVATION:					\$ 502.2
NUMBER OF MONTHS <u>24</u>					
DAYS PER WEEK <u>5</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 205.0
3) OTHER ADDS <u>See 2 below.</u>					\$ 2,271.8
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 266.1
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					\$ 6,843.5
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 1,802.2
<b>TOTAL, BUILDING BUDGET</b>					\$ 61,875.1

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED

OPERATIONS AND MAINTENANCE EXPENSE	TOTAL	\$ 0.0
Number of additional staff: <u>0</u>	Salaries and Related	0.0
	Utilities	0.0
	Repairs and Maintenance	0.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION Troy Rhoads

PHONE NUMBER 309-298-1834

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.

\*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)

1 Added costs include: FFE (18%), LEED (6%), Sophisticated Piping (1%) and Asbestos abatement (5%)

2 Added costs include: building commissioning, testing and balancing, and technology infrastructure (5%)

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB TILLMAN HALL REMODEL  
PRIORITY: 3

RAMP BUDGET CATEGORY: Major Remodeling

REQUESTED FUNDING: \$ 31,000,000 (Planning, Design and Construction)

#### BACKGROUND DATA

Tillman Hall was originally constructed in 1954 as the first science building on the campus of Western Illinois University. The needs of the University have changed significantly since the building's original construction over sixty years ago. The deferred maintenance needs of the building are also excessive as all of the systems are past expected life.

#### QUANTIFICATION

Tillman was first constructed as a science building and its use has significantly changed since 1954. The facility is outdated and does not match the latest instruction standards that are demanded at a modern university. Updated academic facilities will benefit the academic mission of the University.

The remodeled facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities.

#### DEPENDENT RELATIONSHIPS

These actions are consistent with the Western Illinois University-Macomb campus master plan.

#### DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.



TABLE C104  
 BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
 NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**  
 CAPITAL REQUEST  
 PROJECT NAME WIU - Macomb Tillman Remodel  
 (IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Building Remodel	58,625	1.61	94,386	202.4	\$ 19,101.7
1) BASE TOTAL	58,625		94,386		\$ 19,101.7
2) ADDED COSTS:					\$ 2,292.2
a) Historic Preservation Considerations: _____					\$
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 1,146.1
c) Other Energy Efficiencies: _____					\$
3) BASE COST					\$ 22,540.1
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 1,465.1
Expected Bid Date: <u>May-21</u>		Monthly Escalator	0.217%		
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 24,005.2
6) ADD 10% FOR CONTINGENCIES					\$ 2,400.5
<b>SUBTOTAL, BUILDING BUDGET</b>					<b>\$ 26,405.7</b>
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>7.56%</u> *					\$ 1,996.3
ON-SITE OBSERVATION:					\$ 502.2
NUMBER OF MONTHS <u>30</u>					
DAYS PER WEEK <u>4</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 124.9
3) OTHER ADDS <u>See 2 below.</u>					\$ 901.6
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 132.0
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					<b>\$ 3,657.0</b>
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 901.9
<b>TOTAL, BUILDING BUDGET</b>					<b>\$ 30,964.6</b>

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED OPERATIONS AND MAINTENANCE EXPENSE

TOTAL		\$ 0.0
Number of additional staff: <u>0</u>	Salaries and Related	0.0
	Utilities	0.0
	Repairs and Maintenance	0.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

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NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION Troy Rhoads

PHONE NUMBER 309-298-1834

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.

\*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)

1 Added costs include: FFE (7%), LEED (6%), and Asbestos Abatement (5%)

2 Added costs include: building commissioning, testing and balancing, and technology infrastructure (4%)

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB STIPES BUILDING REMODEL  
PRIORITY: 4

RAMP BUDGET CATEGORY: Major Remodeling

REQUESTED FUNDING: \$ 52,000,000 (Planning, Design and Construction)

#### BACKGROUND DATA

Stipes Hall was constructed in 1968. Stipes Hall has not had any renovations or major remodeling since its opening over 45 years ago. The University, through its recent Macomb Campus Master Plan update and Strategic Building Renovation matrix, has identified Stipes as a high priority for renovation. Stipes Hall has over 140,000 square feet of classroom and office space and houses the College of Business and Technology.

#### QUANTIFICATION

In the Macomb Master Plan update, the Master Plan Steering committee identified eight renovation criteria that were used to prioritize building renovation projects. Stipes Hall is a high profile building on campus, has high critical deferred maintenance and houses University Signature programs. Updated academic facilities will benefit the academic mission of the University.

The remodeled facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities.

#### DEPENDENT RELATIONSHIPS

These actions are consistent with the newly developed Western Illinois University-Macomb campus master plan.

#### DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

TABLE C104  
 BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
 NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**

CAPITAL REQUEST

PROJECT NAME WIU - Macomb Tillman Remodel

(IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Building	100,000	1.66	166,000	195.1	\$ 32,394.1
1) BASE TOTAL	100,000		166,000		\$ 32,394.1
2) ADDED COSTS:					\$ 3,887.3
a) Historic Preservation Considerations: _____					\$ _____
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 1,943.6
e) Other Energy Efficiencies: _____					\$ _____
3) BASE COST					\$ 38,225.0
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 2,484.6
Expected Bid Date: <u>May-21</u>	Monthly Escalator	0.217%			
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 40,709.7
6) ADD 10% FOR CONTINGENCIES					\$ 4,071.0
<b>SUB-TOTAL, BUILDING BUDGET</b>					<b>\$ 44,780.6</b>
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>7.26%</u> *					\$ 3,251.1
ON-SITE OBSERVATION:					\$ 502.2
NUMBER OF MONTHS <u>24</u>					
DAYS PER WEEK <u>5</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 187.7
3) OTHER ADDS See 2 below.					\$ 1,529.0
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 223.9
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					<b>\$ 5,693.8</b>
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 1,514.2
<b>TOTAL, BUILDING BUDGET</b>					<b>\$ 51,988.7</b>

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED OPERATIONS AND MAINTENANCE EXPENSE	TOTAL	\$ 0.0
Number of additional staff: <u>0</u>	Salaries and Related	0.0
	Utilities	0.0
	Repairs and Maintenance	0.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

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NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION Troy Rhoads  
 PHONE NUMBER 309-298-1834

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.  
 \*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)  
 1 Added costs include: FFE (7%), LEED (6%), and Asbestos Abatement (5%)  
 2 Added costs include: building commissioning, testing and balancing, and technology infrastructure (4%)

PROJECT: WESTERN ILLINOIS UNIVERSITY - MACOMB EDUCATION BUILDING

PRIORITY: 5

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$ 86,700,000 (Planning, Design and Construction)

#### BACKGROUND DATA

Horrabin Hall was constructed in 1965 as a laboratory school housing K-12 grade. Horrabin has not had any major renovations or retrofits in 50 years. The College of Education and Human Services is housed in the 150,000 square feet of classrooms and offices in Horrabin.

#### QUANTIFICATION

In the Macomb Master Plan update, the Master Plan Steering committee identified eight renovation criteria that were used to prioritize building renovation projects. Horrabin Hall was identified as a high priority for renovation due to high critical deferred maintenance, containing University signature programs and facilities not matching the current needs of the College. Updated academic facilities will benefit the academic mission of the College and the University.

The proposed building would be constructed on the existing site of Horrabin Hall with design features to promote the latest in teaching styles, electronic classrooms and student/faculty interaction.

The new facility will utilize green and sustainable technologies appropriately designed to meet academic needs and satisfy the University's goal to construct LEED Silver certified facilities.

#### DEPENDENT RELATIONSHIPS

This project would construct the new Education building on the current site of Horrabin Hall.

#### DESIRED COMPLETION DATE

Design will commence as soon as funds are received with total project completion estimated at 54 months.

TABLE C104  
 BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
 NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**

CAPITAL REQUEST

PROJECT NAME WIU - Macomb Education Building

(IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Building	100,000	1.63	163,000	297.8	\$ 48,544.2
1) BASE TOTAL	100,000		163,000		\$ 48,544.2
2) ADDED COSTS:					\$ 13,106.9
a) Historic Preservation Considerations: _____					\$
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 2,912.7
e) Other Energy Efficiencies: _____					\$
3) BASE COST					\$ 64,563.8
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 4,196.6
Expected Bid Date: <u>May-21</u> Monthly Escalator <u>0.217%</u>					
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 68,760.4
6) ADD 10% FOR CONTINGENCIES					\$ 6,876.0
<b>SUB-TOTAL, BUILDING BUDGET</b>					\$ 75,636.4
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>6.34%</u> *					\$ 4,795.3
ON-SITE OBSERVATION:					\$ 502.2
NUMBER OF MONTHS <u>24</u>					
DAYS PER WEEK <u>5</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 264.9
3) OTHER ADDS <u>See 2 below.</u>					\$ 2,582.6
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 378.2
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					\$ 8,523.2
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 2,524.8
<b>TOTAL, BUILDING BUDGET</b>					\$ 86,684.4

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED OPERATIONS AND MAINTENANCE EXPENSE	TOTAL	\$ 0.0
Number of additional staff: <u>0</u>	Salaries and Related	0.0
	Utilities	0.0
	Repairs and Maintenance	0.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

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NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION Troy Rhoads  
 PHONE NUMBER 309-298-1834

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.  
 \*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)  
 1 Added costs include: FFE (7%), LEED (6%), site work/building demo (15%) and Abestos Abatement (5%)  
 2 Added costs include: building commissioning, testing and balancing, and technology infrastructure (4%)

PROJECT: WESTERN ILLINOIS UNIVERSITY - QUAD CITIES  
RIVERFRONT CAMPUS BUILDING COMPLEX THREE

PRIORITY: 6

RAMP BUDGET CATEGORY: Buildings, Additions, and/or Structures

REQUESTED FUNDING: \$42,500,000

BACKGROUND DATA

Western Illinois University-Quad Cities Riverfront Campus Phase III

Western Illinois University-Quad Cities (WIU-QC) is the only public university in a metropolitan area of over 375,000 residents. In recognizing the growth and capacity limits of WIU-QC at its current location, the State supported the first two (of three) phases for construction of the Western Illinois University-Quad Cities Riverfront Campus to achieve *Illinois Public Agenda* Goal 4 of better integrating Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Post-Phase II operations will generate economic impacts for the region of 330 jobs and \$13.0 million in labor income. Phase III will complete the construction of the new campus that serves as an educational and economic stimulus. In total, the Western Illinois University-Quad Cities Riverfront Campus will leverage a total of \$175.0 million in private investment and foundation support for education, entrepreneurship, technology, new jobs, and economic opportunity.

Successful redevelopment of adjacent property to the campus known as "RiverTech" will create a \$100.0 million taxable base; attract 2,000 new and existing jobs with a one-time construction impact in excess of \$150.0million. Current projects that the State of Illinois helped cultivate by developing the Western Illinois University-Quad Cities Riverfront Campus by virtue of the new campus location include:

- A \$50.0 million project by the KONE Corporation to house their North American Operation Center on the Mississippi Riverfront. This new construction completes a three-phase \$71.0 million mixed-use development known as Bass Street Landing.
- A \$45.0 million Transit Oriented Development/Amtrak Station that will include an intermodal pedestrian transport center and a new high rise office structure with retail and food service amenities.
- A \$5.0 million new facility for research and development by public and private sectors.
- A \$12.0 million, 90-unit work-live urban lofts, with retail and businesses located on the lower floors.
- A \$3.0 million new Healthcare Center for those underserved in the Hispanic community.

A fully completed Riverfront Campus is the "cornerstone" to these developments, and Western will continue to be a conservative steward of state resources. Phase III exclusively focuses on the academic mission of the University. All ancillary services such as bookstores, retail, and food service will be privately developed to support the local economy and new job creation.

QUANTIFICATION

Phase III will complete the new Western Illinois University-Quad Cities Riverfront Campus, and provide the infrastructure to support 5,000 students. Phase III is essential for academic programs and support services; lab and research space; and facilities to support technology, patent transfer, and community events.

DEPENDENT RELATIONSHIPS

There are no dependent relationships between this project and any other state-funded capital project. However, there are significant educational and economic development gains to be noted. The completed Western Illinois University-Quad Cities Riverfront Campus will have an economic impact of over \$50 million annually and will double the number of college graduates to 500 annually.

Phase III provides the necessary facilities to increase enrollment and meet *Illinois Public Agenda* Goal 1 of increasing educational attainment to match best-performing states. Without essential space, the University will not be able to increase enrollment and degree attainment. An educated community is especially important to a host county that earns 81.8 percent of the state's median family income. Moreover, spatial access is necessary to achieve *Illinois Public Agenda Goal 4* of increasing the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

#### DESIRED COMPLETION DATE

This project will be completed as soon as possible after funds have been released. A traditional planning then construction approach will take up to 54 months to complete.

TABLE C104  
 BUDGET YEAR BUILDING BUDGET ESTIMATION FORM  
 NAME OF UNIVERSITY AND CAMPUS

**FISCAL YEAR 2020**  
 CAPITAL REQUEST  
 PROJECT NAME WIU-QC - Riverfront Phase III  
 (IN THOUSANDS OF DOLLARS)

SPACE TYPE	NASF	MULTIPLIER FACTOR	GSF	FY20 Rates \$/GSF*	COST
Office	4,600.0	1.70	7,820	302.0	\$ 2,361.3
Classrooms	16,000.0	1.50	24,000	291.7	\$ 7,000.4
Instructional Wet Laboratories	2,800.0	1.64	4,592	345.5	\$ 1,586.7
Supporting Facilities	5,000.0	1.20	6,000	272.4	\$ 1,634.5
Research Lab (Wet)	2,800.0	1.67	4,676	457.7	\$ 2,140.1
Special Use	2,575.0	1.80	4,635	291.8	\$ 1,352.7
General Use	12,000.0	1.90	22,800	348.6	\$ 7,949.1
1) BASE TOTAL	45,775		74,523		\$ 24,024.7
2) ADDED COSTS:					\$ 3,723.8
a) Historic Preservation Considerations: _____					\$
b) Green Building Design/LEED Certification Level _____ (Cert., Silver, Gold, Platinum) (Please use 6% of Base Total to estimate the cost of LEED design.)					\$ 1,441.5
c) Other Energy Efficiencies: _____					\$
3) BASE COST					\$ 29,190.0
4) ADD ESCALATION COST (For monthly escalation rates beyond 1 year use Statewide Average 2.6 percent per year, or 0.217 percent per month from base to bid date.)					\$ 1,897.4
Expected Bid Date: <u>May-21</u>		Monthly Escalator	<u>0.217%</u>		
Number of Months to Bid Date: <u>30</u>					
5) ESCALATED BUILDING BUDGET (BASE PLUS ESCALATION)					\$ 31,087.4
6) ADD 10% FOR CONTINGENCIES					\$ 3,108.7
<b>SUBTOTAL, BUILDING BUDGET</b>					\$ 34,196.1
ADDITIONAL BUDGET ADDS:					
1) A/E FEES <u>7.50%</u> *					\$ 2,564.7
ON-SITE OBSERVATION:					\$ 320.9
NUMBER OF MONTHS <u>15</u>					
DAYS PER WEEK <u>5</u>					
2) REIMBURSABLES (5% of A/E fees unless better estimate available)					\$ 2,580.8
3) OTHER ADDS See 2 below.					\$ 1,397.2
4) ART IN ARCHITECTURE (As Applicable) -- ONE-HALF OF ONE PERCENT					\$ 171.0
<b>SUB-TOTAL, BUDGET ADDITIONS</b>					\$ 7,035
CDB CONSTRUCTION ADMINISTRATION FEE (3%)**					\$ 1,236.9
<b>TOTAL, BUILDING BUDGET</b>					\$ 42,467.6

OTHER:

PROVIDE AN ESTIMATE OF ANNUAL STATE SUPPORTED OPERATIONS AND MAINTENANCE EXPENSE

Number of additional staff: <u>3</u>	TOTAL	\$ 409.3
	Salaries and Related	143.3
	Utilities	170.0
	Repairs and Maintenance	96.0
	All Other	

PROVIDE AN EXPLANATION OF ALL DEVIATIONS FROM COST GUIDELINES

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SOURCE OF COST ESTIMATE WIU Riverfront Campus  
 NAME OF PERSON TO CONTACT FOR FURTHER INFORMATION William Brewer  
 PHONE NUMBER 309-762-9481

\* The Capital Development Board's Centralized Fee Negotiation Professional Services and Fees Handbook, (March 2009), provides guidance in developing the budget for A/E fees.

\*\* If adding CDB Construction Administration Fee, Public Act 93-0032 increased the fee from 1.5% to 3.0% effective July 1, 2003. (Revised 8/16/2018)

1 Added costs include: FFE (7%), LEED (6%), site work (3.5%) and Data Center (5%)  
 2 Added costs include: building commissioning, testing and balancing, technology infrastructure



PROJECT: WESTERN ILLINOIS UNIVERSITY – MACOMB  
CAPITAL RENEWAL

RAMP BUDGET CATEGORY: Remodeling and Rehabilitation

REQUESTED FUNDING: \$17,000,000

BACKGROUND DATA

*Higher Values in Higher Education*, Western Illinois University's Strategic Plan, states:

“Provide safe, accessible, responsible campus environments that meet the needs of University constituencies and reflect the core values of the University.”

Providing a safe, accessible, and responsive campus environment conducive to learning is directly linked to responsive upkeep and repair of facilities. In addition to operating funds, Capital Renewal funds are used to address deferred maintenance needs on campuses. Since Fiscal Year 2004 Western Illinois University has only received \$3.6 million to address critical campus-wide elevator maintenance, utility infrastructure repairs, and numerous other needs on campus and is scheduled to receive emergency deferred maintenance funds of \$9.5 million in Fiscal Year 2019 for water piping, critical roofs, and chiller needs. The University currently estimates a total deferred maintenance and capital renewal backlog of over \$500 million. As is the case on all campuses in Illinois, there are many projects that have been critically needed for a substantial period of time and are negatively impacting the learning environment.

QUANTIFICATION

The University is making a strong commitment toward improving the campus physical environment. A reduction in the deferred maintenance liability is viewed as integral to achieving that objective. An increase in the Permanent Improvement budget will allow the University to address the increasing backlog of deferred maintenance projects.

Funds will be utilized for classroom modernization; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs.

DEPENDENT RELATIONSHIPS

There are no other projects that this proposal is dependent.

DESIRED COMPLETION DATE

Design would commence as soon as funds are received.