

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14-15, 2017

Western Illinois University
Macomb, Illinois

| Agenda Topic | Page | Action |
|---|----------|---------------|
| <u>December 14, 2017 – Corbin/Olson E-Classroom, Room 1032</u> | | |
| Motion to Convene to Open Session – 5:00 p.m. | | |
| Roll Call | | |
| Motion to Permit Remote Attendance | | |
| Roll Call | | |
| | | Action |
| Motion to Convene to Closed Session – 5:00 p.m. | | |
| Roll Call | | |
| | | Action |
| Closed Session | | |
| Motion to Reconvene in Open Session | | |
| Adjourn | | |
| <u>December 15, 2017 – Capitol Rooms, University Union</u> | | |
| Motion to Convene to Open Session – 8:00 a.m. | | |
| Roll Call | | |
| Review and Approval of September 28-29, 2017 and October 1, 2017 Board Meeting Minutes | | |
| | 5 | Action |
| Public Comments | | |
| Chairperson’s Remarks | | |
| Cathy Early | | |
| President’s Remarks | | |
| Jack Thomas | | |

Assistant to the President for Governmental Relations Report

Jeanette Malafa

General Comments by Vice Presidents

- Dr. Kathy Neumann, Interim Provost and Academic Vice President
- Dr. Ronald Williams, Vice President for Student Services
- Mr. Brad Bainter, Vice President for Advancement and Public Services
- Mr. Matthew Bierman, Vice President for Administrative Services
- Dr. Joseph Rives, Vice President for Quad Cities and Planning

Advisory Group Reports and Comments

- Audrey Adamson – President, Council of Administrative Personnel – Macomb & QC
- Stacy Dorethy – President, Civil Service Employees Council – Macomb
- Grant Reed – President, Student Government Association – Macomb
- Steve Rock – Chair, Faculty Senate – Macomb

Board Committees

Finance Committee

Todd Lester, Chair

Report No. 17.12/17
 Report on Contributions
 (Vice President Brad Bainter)

Report No. 17.12/217
 Report on Externally Sponsored Grants and Contracts and Income
 Producing Contracts for the 1st Quarter
 (Director of Sponsored Projects Shannon Sutton)

Report No. 17.12/323
 Purchases of \$100,000-\$499,999.99
 (Vice President Matt Bierman)

Academic & Student Services Committee

Steven Nelson, Chair

Report No. 17.12/425
 Enrollment, Retention and Graduation Rate Information
 (Vice President Ron Williams, Associate Provost Nancy Parsons, Director of Institutional Research
 and Planning Angela Bonifas, and Director of Admissions Seth Miner)

Report No. 17.12/543
 Planning Based on Enrollment, Retention and Graduation Rate Information
 (Vice President Joe Rives, Vice President Ron Williams, and Director of Admissions Seth Miner)

| Agenda Topic | Page | Action |
|--|-------------|---------------|
| Resolution No. 17.12/1 Tuition for Active Duty Personnel (Vice President Matt Bierman and Vice President Joe Rives) | 45 | Action |
| Audit Committee | | |
| Lyneir Cole, Chair | | |
| Resolution No. 17.12/2 Annual Review of Internal Audit Charter (Internal Auditor Michael Sartorius) | 47 | Action |
| General Discussion and Action Items | | |
| Report No. 17.12/6..... Quarterly Planning Update (Vice President Joe Rives) | 53 | |
| Report No. 17.12/7..... Fiscal Year 2017 Master Plan Update (Vice President Joe Rives, Vice President Matt Bierman, and Vice President Ron Williams) | 59 | |
| Report No. 17.12/8..... Higher Learning Commission Quality Initiative: Fiscal Year 2017 Update (Vice President Joe Rives) | 69 | |
| Report No. 17.12/9..... Iowa Re-Certification for Museum Studies and Distance Education (Vice President Joe Rives) | 103 | |
| Report No. 17.12/10..... Higher Learning Commission: Reporting on Spring 2016 Teach Out Plans For Disestablished Majors (Vice President Joe Rives) | 105 | |
| Report No. 17.12/11..... Cumulative Strategic Plan Accomplishments: Fiscal Year 2018 Update (Vice President Joe Rives) | 109 | |
| Report No. 17.12/12..... President’s Executive Institute Quarterly Update (President Jack Thomas and Vice President Joe Rives) | 131 | |
| Report No. 17.12/13..... The Statewide Budget Context and Western Illinois University’s Mission-Driven Planning and Results, Fiscal Year 2018 Update (President Jack Thomas and Vice President Joe Rives) | 133 | |
| Resolution No. 17.12/2 Release of Closed Session Meeting Minutes | 135 | Action |

| Agenda Topic | Page | Action |
|--|-------------|---------------|
| Resolution No. 17.12/3 | 137 | Action |
| Illinois Fraternal Order of Police Labor Council (Vice President Matt Bierman and Interim Director of Human Resources Cindy Lotz) | | |
| Old Business | | |
| New Business | | |
| Next Meeting – March 30-31, 2017 – WIU, Macomb | | |
| Adjourn | | Action |

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Review and Approval of the September 28-29, 2017 and
October 1, 2017 Meeting Minutes

Minutes are available for review at:

http://www.wiu.edu/board_of_trustees/minutes/index.php

WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES

December 15, 2017

Report No. 17.12/1
Report on Contributions
Vice President Brad Bainter



Interim Campaign Progress Report

July 1, 2017 - June 30, 2018

| | | |
|-----------------|-------------------|---------------------|
| Pledges Made | Planned Gifts | Total Pledges |
| \$ 1,253,656 | \$ 50,000 | \$ 1,303,656 |
| | | |
| Cash Gifts | Gifts-in- Kind | Total Receipts |
| \$ 1,219,064 | \$ 65,800 | \$ 1,284,865 |

| | Overall Total | Goal | % to Goal |
|--------|---------------------|--------------|-----------|
| FY2018 | \$ 2,588,520 | \$ 7,500,000 | 37% |

Outside scholarships not included in report: \$ 948,538

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 2017-11-21



Interim Campaign Progress Report July 1, 2017 - June 30, 2018

| COLLEGE/UNIT | PLEDGES | GIFTS | GIFTS- IN-KIND | PLANNED GIFTS | FISCAL YEAR TOTAL |
|-------------------------------|------------------|------------------|-------------------|------------------|----------------------|
| CAS | 36,009 | 134,156 | 0 | 0 | 170,165 |
| CBT | 328,610 | 485,749 | 899 | 0 | 815,258 |
| COEHS | 150,854 | 55,007 | 85 | 50,000 | 255,946 |
| COFAC | 42,452 | 60,713 | 36,846 | 0 | 140,010 |
| LIBRARY | 12,996 | 2,040 | 3,744 | 0 | 18,780 |
| HONORS | 8,770 | 7,265 | 0 | 0 | 16,035 |
| INTL STUDIES | 120 | 650 | 0 | 0 | 770 |
| STUDENT SERVICES | 25,758 | 31,654 | 679 | 0 | 58,091 |
| QC | 123,370 | 25,788 | 0 | 0 | 149,158 |
| WQPT | 133,456 | 115,663 | 390 | 0 | 249,509 |
| ATHLETICS | 256,579 | 89,472 | 23,157 | 0 | 369,208 |
| ALUMNI | 4,827 | 5,400 | 0 | 0 | 10,227 |
| BGS | 3,818 | 4,405 | 0 | 0 | 8,223 |
| TRI-STATES RADIO | 80,092 | 73,669 | 0 | 0 | 153,762 |
| PFA | 12,155 | 175 | 0 | 0 | 12,330 |
| UNIV SCHOLARSHIPS | 25,007 | 64,293 | 0 | 0 | 89,300 |
| OTHER | 8,782 | 62,966 | 0 | 0 | 71,748 |
| UNIVERSITY TOTALS: | 1,253,656 | 1,219,064 | 65,800 | 50,000 | 2,588,520 |

Outside scholarships not included in report: \$ 948,538

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.

Printed on 2017-11-21



Significant Donors Report

Gifts of \$5,000 or more for Fiscal Year July 1, 2017 - June 30, 2018

| 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 |
|--|--------------|--------------------|------------------|------------|---------------------------|----------------|------------|--------------|--------------------|--------------------|-----------------|-------------------------|----------------|
| AICPA | 25,000 | 0 | 0 | 0 | 0 | 25,000 | 0 | 25,000 | 0 | 0 | 0 | 0 | 25,000 |
| ANONYMOUS | 2,300 | 0 | 0 | 0 | 0 | 2,300 | 3,658 | 2,300 | 0 | 0 | 0 | 0 | 5,958 |
| ANONYMOUS | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |
| ANONYMOUS | 97,000 | 50,000 | 0 | 0 | 0 | 147,000 | 3,500 | 25,400 | 0 | 0 | 0 | 0 | 28,900 |
| ANONYMOUS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 5,000 |
| ANONYMOUS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ANONYMOUS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ARCHER-DANIELS-MIDLAND COMPANY | 10,000 | 0 | 0 | 0 | 0 | 10,000 | 0 | 10,000 | 0 | 0 | 0 | 0 | 10,000 |
| BRAD BAINTER | 9,990 | 0 | 0 | 0 | 0 | 9,990 | 243 | 9,990 | 0 | 0 | 0 | 0 | 10,233 |
| BAYER CORPORATION | 0 | 0 | 0 | 0 | 0 | 0 | 21,000 | 0 | 0 | 0 | 0 | 0 | 21,000 |
| GIL BELLES | 0 | 0 | 0 | 0 | 0 | 0 | 500 | 0 | 0 | 19,281 | 0 | 0 | 19,781 |
| CARRIE BILLS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MATT BILLS | 5,000 | 0 | 0 | 0 | 0 | 5,000 | 100 | 1,000 | 0 | 0 | 0 | 0 | 1,100 |
| DENNIS BOWMAN | 25,000 | 0 | 0 | 0 | 0 | 25,000 | 0 | 5,500 | 0 | 0 | 0 | 0 | 5,500 |
| GINNY BOYNTON | 7,822 | 0 | 0 | 0 | 0 | 7,822 | 150 | 8,422 | 0 | 0 | 0 | 0 | 8,572 |
| SCOTT BROUETTE | 25,410 | 0 | 0 | 0 | 0 | 25,410 | 0 | 25,410 | 0 | 0 | 0 | 0 | 25,410 |
| GAYLE CARPER | 2,500 | 0 | 0 | 0 | 0 | 2,500 | 0 | 2,500 | 0 | 0 | 352 | 0 | 2,852 |
| TOM CARPER | 2,500 | 0 | 0 | 0 | 0 | 2,500 | 110 | 2,500 | 0 | 0 | 0 | 0 | 2,610 |
| ROSELYN CHOWN | 900 | 0 | 0 | 0 | 0 | 900 | 110 | 10,900 | 0 | 0 | 0 | 0 | 11,010 |
| 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 |
| COMMUNITY FOUNDATION OF THE GREAT RIVER BEND | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |
| MARY ANN COOK | 0 | 0 | 0 | 0 | 0 | 0 | 15,146 | 0 | 0 | 0 | 0 | 0 | 15,146 |
| RAMONA COOK | 0 | 0 | 0 | 0 | 0 | 0 | 15,050 | 0 | 0 | 0 | 0 | 0 | 15,050 |
| CORNERSTONE REALTY | 0 | 0 | 0 | 0 | 0 | 0 | 250,000 | 0 | 0 | 0 | 0 | 0 | 250,000 |
| VIRGINIA DIEHL | 1,100 | 0 | 0 | 0 | 0 | 1,100 | 90 | 1,100 | 0 | 0 | 0 | 0 | 1,190 |
| JOHN DISTEFANO | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |

| 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 |
|--------------------------------|--------------|--------------------|------------------|------------|---------------------------|---------------|------------|--------------|--------------------|--------------------|-----------------|-------------------------|----------------|
| KIM DISTEFANO | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DORIS & VICTOR DAY FOUNDATION | 21,000 | 0 | 0 | 0 | 0 | 21,000 | 0 | 21,000 | 0 | 0 | 0 | 0 | 21,000 |
| DOW AGROSCIENCES LLC | 0 | 0 | 0 | 0 | 0 | 0 | 10,300 | 0 | 0 | 0 | 0 | 0 | 10,300 |
| GINGER DYKSTRA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,000 | 0 | 0 | 0 | 0 | 12,000 |
| CATHY EARLY | 3,925 | 0 | 0 | 0 | 0 | 3,925 | 565 | 3,925 | 0 | 0 | 0 | 0 | 4,490 |
| EDWARD JONES | 0 | 0 | 0 | 0 | 0 | 0 | 442 | 4,790 | 0 | 0 | 0 | 0 | 5,232 |
| SONDRA EPPERLY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 375 | 0 | 0 | 0 | 0 | 375 |
| BILL EPPERLY | 3,700 | 0 | 0 | 0 | 0 | 3,700 | 700 | 3,975 | 0 | 0 | 0 | 0 | 4,675 |
| LORRAINE EPPERSON | 1,000 | 0 | 0 | 0 | 0 | 1,000 | 6,563 | 1,000 | 0 | 0 | 0 | 0 | 7,563 |
| ERIC GLEACHER FOUNDATION | 5,000 | 0 | 0 | 0 | 0 | 5,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 10,000 |
| SUE MARTINELLI-FERNANDEZ | 8,361 | 0 | 0 | 0 | 0 | 8,361 | 805 | 8,361 | 0 | 0 | 0 | 0 | 9,166 |
| FIDELITY CHARITABLE GIFT FUND | 0 | 0 | 0 | 0 | 0 | 0 | 6,525 | 0 | 0 | 0 | 0 | 0 | 6,525 |
| 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 | 7,200 | 0 | 0 | 0 | 0 | 7,200 | 500 | 7,200 | 0 | 0 | 0 | 0 | 7,700 |
| KAREN IHRIG-GILBERT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GLOBAL COMMUNITIES | 0 | 0 | 0 | 0 | 0 | 0 | 20,661 | 0 | 0 | 0 | 0 | 0 | 20,661 |
| GEORGE GRICE | 12,000 | 0 | 0 | 0 | 0 | 12,000 | 0 | 12,000 | 0 | 0 | 0 | 0 | 12,000 |
| KAREN HAMMOND | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |
| JIM HANSEN | 3,500 | 0 | 0 | 0 | 0 | 3,500 | 0 | 8,500 | 0 | 0 | 0 | 0 | 8,500 |
| RACHEL HANSEN | 3,500 | 0 | 0 | 0 | 0 | 3,500 | 0 | 3,500 | 0 | 0 | 0 | 0 | 3,500 |
| 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 HOMER | 0 | 0 | 0 | 0 | 0 | 0 | 5,500 | 0 | 0 | 0 | 0 | 0 | 5,500 |
| DEAN HUISINGH | 25,000 | 0 | 0 | 0 | 0 | 25,000 | 0 | 25,000 | 0 | 0 | 0 | 0 | 25,000 |
| ROSEMARY HUISINGH | 25,000 | 0 | 0 | 0 | 0 | 25,000 | 0 | 25,000 | 0 | 0 | 0 | 0 | 25,000 |
| ILLINOIS BOBCAT FOUNDATION | 0 | 0 | 0 | 0 | 0 | 0 | 7,650 | 0 | 0 | 0 | 0 | 0 | 7,650 |
| ILLINOIS CORN MARKETING BOARD | 0 | 0 | 0 | 0 | 0 | 0 | 50,000 | 0 | 0 | 0 | 0 | 0 | 50,000 |
| JOHN DEERE CLASSIC | 0 | 0 | 0 | 0 | 0 | 0 | 37,710 | 65,000 | 0 | 0 | 0 | 0 | 102,710 |
| JOHN F BLAUVELT GEOGRAPHY FUND | 0 | 0 | 0 | 0 | 0 | 0 | 40,617 | 0 | 0 | 0 | 0 | 0 | 40,617 |
| JUDY KERR | 2,500 | 0 | 0 | 0 | 0 | 2,500 | 0 | 2,500 | 0 | 0 | 0 | 0 | 2,500 |
| MEL KERR | 2,500 | 0 | 0 | 0 | 0 | 2,500 | 0 | 2,500 | 0 | 0 | 0 | 0 | 2,500 |

| 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 |
|--------------------------------|--------------|--------------------|------------------|------------|---------------------------|---------------|------------|--------------|--------------------|--------------------|-----------------|-------------------------|----------------|
| BETTY KLEEN | 0 | 0 | 0 | 0 | 0 | 0 | 25,000 | 0 | 0 | 0 | 0 | 0 | 25,000 |
| LINDA KUEHL | 0 | 0 | 0 | 0 | 0 | 0 | 20,000 | 0 | 0 | 0 | 0 | 0 | 20,000 |
| LAND O'LAKES | 0 | 0 | 0 | 0 | 0 | 0 | 5,600 | 0 | 0 | 0 | 0 | 0 | 5,600 |
| LEOPARDO CHARITABLE FOUNDATION | 0 | 0 | 0 | 0 | 0 | 0 | 50,000 | 0 | 0 | 0 | 0 | 0 | 50,000 |
| RANDALL LINDSEY | 1,000 | 0 | 0 | 0 | 0 | 1,000 | 10,000 | 1,000 | 0 | 0 | 0 | 0 | 11,000 |
| MARY OLIVE WOODS TRUST | 0 | 0 | 0 | 0 | 0 | 0 | 9,561 | 0 | 0 | 0 | 0 | 0 | 9,561 |
| JULIE MC HARD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,113 | 0 | 0 | 0 | 0 | 5,113 |
| JIM MINER | 600 | 0 | 0 | 0 | 0 | 600 | 120 | 8,100 | 0 | 0 | 0 | 0 | 8,220 |
| SUZI MINER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 5,000 |
| GREG MONTALVO | 5,792 | 0 | 0 | 0 | 0 | 5,792 | 0 | 1,680 | 0 | 0 | 0 | 0 | 1,680 |
| MARIA MONTALVO | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOM NARDI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 5,000 |
| JOYCE NIELSEN | 0 | 0 | 0 | 0 | 0 | 0 | 2,500 | 0 | 0 | 0 | 0 | 0 | 2,500 |
| JIM NIELSEN | 0 | 0 | 0 | 0 | 0 | 0 | 2,500 | 0 | 0 | 0 | 0 | 0 | 2,500 |
| SHEILA NOLLEN | 0 | 0 | 0 | 0 | 0 | 0 | 12,400 | 0 | 0 | 0 | 0 | 0 | 12,400 |
| MARIANNE OLIVA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SAM OLIVA | 250,000 | 0 | 0 | 0 | 0 | 250,000 | 10,000 | 250,000 | 0 | 0 | 0 | 0 | 260,000 |
| QUAD CITY BANK & TRUST CO | 15,000 | 0 | 0 | 0 | 0 | 15,000 | 0 | 3,000 | 0 | 0 | 0 | 0 | 3,000 |
| REFRESHMENT SERVICES PEPSI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 2,523 | 0 | 7,523 |
| ALENE REUSCHEL | 1,250 | 0 | 0 | 0 | 0 | 1,250 | 1,050 | 4,250 | 0 | 0 | 0 | 0 | 5,300 |
| PAUL REUSCHEL | 250 | 0 | 0 | 0 | 0 | 250 | 0 | 3,250 | 0 | 0 | 0 | 0 | 3,250 |
| RUTH RICHERT | 250 | 0 | 0 | 0 | 0 | 250 | 11,300 | 250 | 0 | 0 | 0 | 0 | 11,550 |
| JOE RIVES | 34,770 | 0 | 0 | 0 | 0 | 34,770 | 0 | 43,500 | 0 | 0 | 0 | 0 | 43,500 |
| BRIAN SAVAGE | 2,150 | 0 | 0 | 0 | 0 | 2,150 | 3,045 | 2,150 | 0 | 0 | 0 | 0 | 5,195 |
| LINDA SAVAGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCHWAB CHARITABLE FUND | 0 | 0 | 0 | 0 | 0 | 0 | 5,500 | 0 | 0 | 0 | 0 | 0 | 5,500 |
| ARLENE SEYMOUR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ARLIE SEYMOUR | 0 | 0 | 0 | 0 | 0 | 0 | 49,675 | 0 | 0 | 0 | 0 | 0 | 49,675 |
| JIM SHIPP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,500 | 0 | 0 | 0 | 0 | 12,500 |
| VERONICA SHIPP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,500 | 0 | 0 | 0 | 0 | 12,500 |
| ERSKINE SMITH | 6,368 | 0 | 0 | 0 | 0 | 6,368 | 25 | 2,867 | 0 | 0 | 0 | 0 | 2,892 |
| SODEXO INC & AFFILIATES | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |

| 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 |
|--|--------------|--------------------|------------------|------------|---------------------------|---------------|------------|--------------|--------------------|--------------------|-----------------|-------------------------|----------------|
| AMY SPELMAN | 4,790 | 0 | 0 | 0 | 0 | 4,790 | 73 | 4,790 | 0 | 0 | 0 | 0 | 4,863 |
| STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY | 0 | 0 | 0 | 0 | 0 | 0 | 6,000 | 0 | 0 | 0 | 0 | 0 | 6,000 |
| FRANK STOUT | 5,250 | 0 | 0 | 0 | 0 | 5,250 | 100 | 5,250 | 0 | 0 | 0 | 0 | 5,350 |
| PENNY STOUT | 1,750 | 0 | 0 | 0 | 0 | 1,750 | 0 | 1,750 | 0 | 0 | 0 | 0 | 1,750 |
| STRONGHURST LLC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25,000 | 0 | 0 | 0 | 0 | 25,000 |
| THE CHICAGO COMMUNITY FOUNDATION | 0 | 0 | 0 | 0 | 0 | 0 | 12,500 | 0 | 0 | 0 | 0 | 0 | 12,500 |
| 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 | 2,575 | 6,040 | 0 | 0 | 0 | 0 | 8,615 |
| LINDA THOMAS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| BETH TRIPLETT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 5,000 |
| KATHY VERONI | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 5,000 | 0 | 0 | 0 | 0 | 5,070 |
| DAVID WEHRLY | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |
| WESLEY UNITED METHODIST CHURCH | 0 | 0 | 0 | 0 | 0 | 0 | 21,144 | 0 | 0 | 0 | 0 | 0 | 21,144 |
| WEST CENTRAL FS INC | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 5,000 |
| WESTERN STONEWARE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30,130 | 0 | 30,130 |
| WETA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 5,000 |
| 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 | 200 | 5,502 | 0 | 0 | 53 | 0 | 5,754 |
| JAMES YUNKER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PENNY YUNKER | 0 | 0 | 0 | 0 | 0 | 0 | 450 | 6,000 | 0 | 0 | 0 | 0 | 6,450 |

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)

Printed on 2017-11-21



Annual Fund Report

July 1, 2017 - June 30, 2018

| COLLEGE/UNIT | # OF PLEDGES | TOTAL PLEDGES | AVERAGE PLEDGE | PLEDGES PAID | CASH | GIK | GIK PAID | *TOTAL GIFTS |
|------------------|--------------|----------------|----------------|----------------|----------------|---------------|----------|----------------|
| CAS | 255 | 25,679 | 101 | 9,208 | 33,943 | 0 | 0 | 43,151 |
| CBT | 60 | 30,183 | 503 | 6,806 | 33,958 | 899 | 0 | 41,663 |
| COEHS | 107 | 35,844 | 335 | 5,321 | 26,953 | 85 | 0 | 32,359 |
| COFAC | 127 | 29,107 | 229 | 20,284 | 8,539 | 36,846 | 0 | 65,669 |
| ALUMNI | 24 | 1,175 | 49 | 250 | 3,050 | 0 | 0 | 3,300 |
| INTL STUDIES | 1 | 120 | 120 | 50 | 0 | 0 | 0 | 50 |
| LIBRARY | 37 | 12,996 | 351 | 8,835 | 1,040 | 3,744 | 0 | 13,619 |
| HONORS | 8 | 2,290 | 286 | 1,100 | 7,265 | 0 | 0 | 8,365 |
| QC | 14 | 3,370 | 241 | 1,370 | 0 | 0 | 0 | 1,370 |
| ATHLETICS | 910 | 256,579 | 282 | 252,954 | 74,422 | 23,157 | 0 | 350,533 |
| STUDENT SERVICES | 18 | 4,938 | 274 | 1,932 | 5,714 | 679 | 0 | 8,325 |
| BGS | 94 | 3,818 | 41 | 1,413 | 2,405 | 0 | 0 | 3,818 |
| TRI-STATES RADIO | 488 | 80,092 | 164 | 30,657 | 73,669 | 0 | 0 | 104,326 |
| WQPT | 266 | 133,456 | 502 | 21,755 | 115,663 | 390 | 0 | 137,808 |
| PFA | 304 | 12,155 | 40 | 2,985 | 175 | 0 | 0 | 3,160 |
| SCHOLARSHIPS | 277 | 24,549 | 89 | 15,320 | 42,232 | 0 | 0 | 57,552 |
| OTHER | 131 | 8,362 | 64 | 2,541 | 12,431 | 0 | 0 | 14,972 |
| Total | 3,121 | 664,714 | 213 | 382,780 | 441,458 | 65,800 | 0 | 890,039 |

****Total Annual Fund: \$1,171,973**

Above Pledge totals include:

| | |
|-------------------------|------------|
| Leatherneck Club | \$ 255,179 |
| Library Atrium Society | \$ 12,946 |
| Performing Arts Society | \$ 23,109 |

Above Receipt totals include:

| | |
|-------------------------|------------|
| Leatherneck Club | \$ 254,379 |
| Library Atrium Society | \$ 8,985 |
| Performing Arts Society | \$ 18,572 |

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 2017-11-21



Phonathon Report

July 1, 2017 - June 30, 2018

| COLLEGE/UNIT | # OF PLEDGES | TOTAL PLEDGES | AVERAGE PLEDGE | PLEDGES PAID | CASH | GIK | GIK PAID | *TOTAL GIFTS |
|------------------|--------------|---------------|----------------|---------------|------------|----------|----------|---------------|
| CAS | 226 | 13,910 | 62 | 3,815 | 50 | 0 | 0 | 3,865 |
| CBT | 21 | 1,558 | 74 | 1,258 | 0 | 0 | 0 | 1,258 |
| COEHS | 81 | 4,245 | 52 | 1,925 | 0 | 0 | 0 | 1,925 |
| COFAC | 10 | 460 | 46 | 110 | 0 | 0 | 0 | 110 |
| ALUMNI | 17 | 555 | 33 | 0 | 0 | 0 | 0 | 0 |
| INTL STUDIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LIBRARY | 2 | 50 | 25 | 50 | 0 | 0 | 0 | 50 |
| HONORS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| QC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ATHLETICS | 39 | 7,875 | 202 | 6,275 | 0 | 0 | 0 | 6,275 |
| STUDENT SERVICES | 4 | 185 | 46 | 60 | 20 | 0 | 0 | 80 |
| BGS | 92 | 3,680 | 40 | 1,355 | 0 | 0 | 0 | 1,355 |
| TRI-STATES RADIO | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| WQPT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PFA | 304 | 12,155 | 40 | 2,985 | 100 | 0 | 0 | 3,085 |
| SCHOLARSHIPS | 242 | 16,335 | 68 | 10,715 | 100 | 0 | 0 | 10,815 |
| OTHER | 106 | 3,950 | 37 | 270 | 0 | 0 | 0 | 270 |
| Total | 1,144 | 64,958 | 57 | 28,818 | 270 | 0 | 0 | 29,088 |

****Total Phonathon: \$65,228**

Above Pledge totals include:

Leatherneck Club \$ 7,850

Above Receipt totals include:

Leatherneck Club \$ 6,275

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 2017-11-21

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report No. 17.12/2 Report on Externally Sponsored Grants and Contracts and Income Producing Contracts for the 1st Quarter

Executive Summary:

Report on externally-sponsored grants and contracts and income-producing contracts received by the University provided to the Board of Trustees on a quarterly basis.

Quarter to Date

| Three Months Ended September 30 | <u>2017</u> | <u>2016</u> | <u>2015</u> |
|-------------------------------------|------------------|------------------|------------------|
| Awards > \$50,000 | \$3,000,228 (14) | \$3,004,302 (10) | \$4,453,453 (10) |
| Total Awards, (regardless of value) | \$3,328,603 (34) | \$3,314,327 (33) | \$4,751,498 (29) |

Fiscal Year to Date

| Three Ended September 30 | <u>FY18</u> | <u>FY17</u> | <u>FY16</u> |
|-------------------------------------|------------------|------------------|------------------|
| Awards > \$50,000 | \$3,000,228 (14) | \$3,004,302 (10) | \$4,453,453 (10) |
| Total Awards, (regardless of value) | \$3,328,603 (34) | \$3,314,327 (33) | \$4,751,498 (29) |

Summary of Externally Sponsored Grants and Contracts

| <u>Quarterly Totals</u> | | <u>Annual Totals</u> | |
|-------------------------|------------------|----------------------|--------------------|
| <u>Quarters</u> | | | |
| 1st | \$3,328,603 (34) | FY17 | \$11,721,577 (114) |
| 2 nd | | FY16 | \$11,631,028 (104) |
| 3 rd | | FY15 | \$11,097,484 (136) |
| 4 th | | FY14 | \$9,857,298 (122) |
| Total | \$3,328,603 (34) | FY13 | \$9,721,478 (130) |

Income-Producing Contracts Greater than \$50,000

| <u>Quarterly Totals</u> | | <u>Annual Totals</u> | |
|-------------------------|-----------|----------------------|----------|
| <u>Quarters</u> | | FY17 | \$42,718 |
| 1 st | \$0* | FY16 | \$50,029 |
| 2 nd | | FY15 | \$64,178 |
| 3 rd | | FY14 | \$71,086 |
| 4 th | | FY13 | \$74,035 |
| Total | <hr/> \$0 | | |

*Estimate only

Selected Sponsored Projects Funded by External Agencies in the 1st Quarter FY2018

Grants and Contracts

Amount of Grant or Contract: \$54,366
Grantor/Contractor: Illinois Department of Commerce and Economic Opportunity
Date Received: September 20, 2017
Term: July 1, 2016 through June 30, 2017
Director/Fiscal Agent: Troy Rhoads
Purpose: Operation and Maintenance. The purpose of this project is to increase energy efficiency in the campus recreation center.

Amount of Grant or Contract: \$58,984
Grantor/Contractor: Illinois Department of Commerce and Economic Opportunity
Date Received: September 21, 2017
Term: July 1, 2016 through December 31, 2017
Director/Fiscal Agent: Troy Rhoads
Purpose: Operation and Maintenance. The purpose of this project is to increase energy efficiency.

Amount of Grant or Contract: \$65,402
Grantor/Contractor: Illinois Department of Commerce and Economic Opportunity
Date Received: September 21, 2017
Term: January 1, 2017 through December 31, 2017
Director/Fiscal Agent: Troy Rhoads
Purpose: Operation and Maintenance. Electric incentive for Western Illinois University.

Amount of Grant or Contract: \$94,004
Grantor/Contractor: Illinois Department of Commerce and Economic Opportunity
Date Received: September 20, 2017
Term: July 1, 2016 through December 31, 2017
Director/Fiscal Agent: Troy Rhoads
Purpose: Operation and Maintenance. The purpose of this project is to increase energy efficiency in the residence halls.

Amount of Grant or Contract: \$204,716
Grantor/Contractor: Illinois Department of Commerce and Economic Opportunity
Date Received: September 21, 2017
Term: July 1, 2016 through June 30, 2017
Director/Fiscal Agent: Troy Rhoads
Purpose: Operation and Maintenance. The purpose of this project is to install energy efficient equipment at Western Illinois University.

Amount of Grant or Contract: \$76,000
Grantor/Contractor: CME Group Foundation
Date Received: July 21, 2017
Term: July 1, 2017 through June 30, 2019
Director/Fiscal Agent: Tywanda Jiles
Purpose: Research. The purpose of this project is to support Tinkering in the Lab early math professional development.

Amount of Grant or Contract: \$100,000
Grantor/Contractor: Illinois Department of Natural Resources
Date Received: August 14, 2017
Term: July 1, 2017 through June 30, 2019
Director/Fiscal Agent: Christopher Jacques
Purpose: Research. The purpose of this project is to evaluate bobcat population dynamics in relation to estimating detection probabilities and abundance of bobcats in agriculturally-dominated landscapes.

Amount of Grant or Contract: \$100,276
Grantor/Contractor: Illinois Community College Board
Date Received: September 18, 2017
Term: July 1, 2017 through December 31, 2017
Director/Fiscal Agent: Paul Sweet
Purpose: Public Service. The purpose of this project is to provide services in development & revisions, hosting, and Helpdesk support.

Amount of Grant or Contract: \$171,571
Grantor/Contractor: Illinois Community College Board
Date Received: September 21, 2017
Term: July 1, 2017 through June 30, 2018
Director/Fiscal Agent: Paul Sweet
Purpose: Public Service. The purpose of this project is to provide leadership and outreach services.

Amount of Grant or Contract: \$139,501
Grantor/Contractor: U.S. Department of Education
Date Received: August 17, 2017
Term: October 1, 2017 through July 30, 2017
Director/Fiscal Agent: Gloria Delany-Barmann
Purpose: Instruction. The purpose of this project is to expand and enhance study abroad opportunities in Latin America where students engage deeply in language and culture, while implementing discipline-based knowledge.

Amount of Grant or Contract: \$214,429
Grantor/Contractor: Illinois Community College Board
Date Received: September 21, 2017
Term: July 1, 2017 through June 30, 2018
Director/Fiscal Agent: Dawn Hughes
Purpose: Public Service. The purpose of this project is to provide support to adult education programs in the central Illinois region.

Amount of Grant or Contract: \$330,544
Grantor/Contractor: National Science Foundation
Date Received: August 23, 2017
Term: September 1, 2017 through August 31, 2020
Director/Fiscal Agent: Thomas Hegna
Purpose: Research. The purpose of this project is for the acquisition of a Tescan VEGA3 XMU SEM system for use in research and teaching at Western Illinois University.

Amount of Grant or Contract: \$411,935
Grantor/Contractor: Illinois Department of Human Services
Date Received: August 18, 2017
Term: July 1, 2017 through June 30, 2018
Director/Fiscal Agent: Joyce Johanson
Purpose: Public Service. The purpose of this project is for operational funding for provider connections.

Amount of Grant or Contract: \$978,500
Grantor/Contractor: Illinois State Board of Education
Date Received: August 17, 2017
Term: July 1, 2017 through June 30, 2018
Director/Fiscal Agent: Connie Shugart
Purpose: Public Service. The purpose of this project is to provide training and technical assistance to the early childhood community and families of young children with disabilities in two of the six STARNET regions.

Additional Information

Number of First or second time Proposals and Awards

| | | | | |
|----------------------|--|--|---|---|
| First Quarter: | <u>1st Proposal</u> 2 | <u>2nd Proposal</u> 2 | <u>1st Award</u> 1 | <u>2nd Award</u> 0 |
| Fiscal Year to Date: | <u>1st Proposal</u> 2 | <u>2nd Proposal</u> 2 | <u>1st Award</u> 1 | <u>2nd Award</u> 0 |

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report No. 17.12/3

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

| Vendor | Type of Purchase | Annual Amount <small>(unless otherwise noted)</small> | Number of Bids |
|--|---|--|--------------------------|
| Price Fisheries; Fulton, IL | Assist in tagging and removal of Asian Carp from the Mississippi River for the period of August 17, 2017 through August 16, 2018. | \$127,024 | Exempt (Grant funded) |
| West Music Co; Coralville, IA | Steinway concert grand piano for COFAC (100% Foundation funds) | \$140,785 | Sole Source |
| National Public Radio; Washington, DC | FY18 NPR program fees for Tri-States Public Radio. (Grant and Foundation funds) | \$150,000* | Sole Source |

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

None

Purchases \$500,000 and above Exempt from BOT Approval

| Vendor | Type of Purchase | Amount | Number of Bids |
|---|---|--------------|----------------|
| Academic Health Plans; Colleyville, TX | FY18 continuous order for student health insurance program (5 th year of 5-year contract). The BOT previously approved this on March 29, 2013. | \$5,000,000* | 2 proposals |

* Amounts listed for continuous orders are annual estimates and will vary with actual usage.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report No. 17.12.4

Enrollment, Retention and Graduation Rate Information

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 9.0 percent (-932) from 10,373 in 2016 to 9,441 in 2017. The total student credit hour production decreased by 6.3 percent (-17,881) from 283,935 in fiscal year 2016 to 266,054 in fiscal year 2017.
- The number of new freshmen decreased 21.0 percent (-321) from 1,527 in 2016 to 1,206 in 2017.
- The number of new transfers decreased 15.0 percent (-145) from 968 in 2016 to 823 in 2017.
- The number of new graduates increased 0.9 percent (+5) from 571 in 2016 to 576 in 2017.
- The total undergraduate student enrollment decreased 11.1 percent (-944) from 8,543 in 2016 to 7,599 in 2017.
- The total graduate student enrollment increased 0.7 percent (+12) from 1,830 in 2016 to 1,842 in 2017.
- The freshmen-to-sophomore retention rate decreased from 69.2 percent (2015 cohort) to 67.8 percent (2016 cohort) of the new freshmen class returning for their sophomore year.
- The 6-year graduation rate decreased from 53.1 percent to 50.4 percent.
- The primary strategy for recruiting new freshmen to the Macomb campus is to promote an affordable option for all accepted students earlier in the recruitment cycle, more frequently, and in multiple approaches.
- The primary strategy of the Quad Cities recruitment efforts is to create additional market demand among adult students by approaching area businesses about educational opportunities and to work with area high schools to encourage high school students to enroll in college classes prior to graduation from secondary schools.

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 10th 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 9.0 percent (-932) from 10,373 in 2016 to 9,441 in 2017 (Table 1). The total student credit hour production decreased by 6.3 percent (-17,881) from 283,935 in Fiscal Year 2016 to 266,054 in Fiscal Year 2017.

In Fall 2017, the Macomb campus total enrollment decreased 9.3 percent (-834). The Macomb on campus enrollment decreased by 10.3 percent (-835) and the Macomb extension enrollment increased by 0.1 percent (+1). The growth on the Macomb campus was from graduate student headcount (+13; +1.0%).

In Fall 2017, the Quad Cities campus total enrollment decreased 6.9 percent (-98). The Quad Cities on campus enrollment decreased by 8.4 percent (-82) and the Quad Cities extension enrollment decreased by 3.5 percent (-16). Graduate student enrollment on the Quad Cities campus remained stable (-1; -0.2%).

| Table 1. Total Enrollment by Location and Level, Fall 2013 – Fall 2017 | | | | | | |
|---|---------------|---------------|---------------|---------------|--------------|-------------------------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2016-2017 % Change |
| University Total | 11,707 | 11,458 | 11,094 | 10,373 | 9,441 | -9.0% |
| Macomb On Campus | 9,464 | 9,220 | 8,694 | 8,107 | 7,272 | -10.3% |
| <i>Undergraduate</i> | 8,473 | 8,186 | 7,628 | 7,134 | 6,292 | -11.8% |
| <i>Graduate</i> | 991 | 1,034 | 1,066 | 973 | 980 | +0.7 |
| Macomb Extension | 741 | 715 | 869 | 836 | 837 | +0.1% |
| <i>Undergraduate</i> | 438 | 437 | 493 | 494 | 489 | -1.0% |
| <i>Graduate</i> | 303 | 278 | 376 | 342 | 348 | +1.8 |
| Macomb Total | 10,205 | 9,935 | 9,563 | 8,943 | 8,109 | -9.3% |
| <i>Undergraduate</i> | 8,911 | 8,623 | 8,121 | 7,628 | 6,781 | -11.1% |
| <i>Graduate</i> | 1,294 | 1,312 | 1,442 | 1,315 | 1,328 | +1.0% |
| Quad Cities On Campus | 1,237 | 1,198 | 1,140 | 976 | 894 | -8.4% |
| <i>Undergraduate</i> | 778 | 794 | 804 | 693 | 585 | -15.6% |
| <i>Graduate</i> | 459 | 404 | 336 | 283 | 309 | +9.2% |
| Quad Cities Extension | 265 | 325 | 391 | 454 | 438 | -3.5% |
| <i>Undergraduate</i> | 184 | 228 | 216 | 222 | 233 | +5.0% |
| <i>Graduate</i> | 81 | 97 | 175 | 232 | 205 | -11.6% |
| Quad Cities Total | 1,502 | 1,523 | 1,531 | 1,430 | 1,332 | -6.9% |
| <i>Undergraduate</i> | 962 | 1,022 | 1,020 | 915 | 818 | -10.6% |
| <i>Graduate</i> | 540 | 501 | 511 | 515 | 514 | -0.2% |

Source: Office of Institutional Research and Planning

Enrollment from Western Illinois University's 16-county region decreased by 6.3 percent (-176) from 2,815 in 2016 to 2,639 in 2017 (Table 2). Enrollment from the Chicagoland area decreased by 11.4 percent (-467) from 4,100 in Fall 2016 to 3,633 in Fall 2017. Enrollment in Cook County decreased by 7.1 percent (-160) from 2,257 in Fall 2016 to 2,097 in Fall 2017.

| | <u>2016</u> | | <u>2017</u> | | <u>2016 to 2017</u> Percent Change |
|---|--------------|--------------|--------------|--------------|---------------------------------------|
| | Number | Percent* | Number | Percent* | |
| 16-County Region | | | | | |
| New Freshmen | 209 | 13.7% | 186 | 15.4% | -11.0% |
| New Transfer | 358 | 37.0% | 353 | 42.9% | -1.4% |
| New Graduate | 139 | 24.3% | 140 | 24.3% | +0.7% |
| Total Enrollment | 2,815 | 27.1% | 2,639 | 28.0% | -6.3% |
| Chicagoland Region (including Cook County) | | | | | |
| New Freshmen | 917 | 60.1% | 738 | 61.2% | -19.5% |
| New Transfer | 262 | 27.1% | 168 | 20.4% | -35.9% |
| New Graduate | 85 | 14.9% | 113 | 19.6% | +32.9% |
| Total Enrollment | 4,100 | 39.5% | 3,633 | 38.5% | -11.4% |
| Cook County | | | | | |
| New Freshmen | 621 | 40.7% | 548 | 45.4% | -11.8% |
| New Transfer | 130 | 13.4% | 63 | 7.7% | -51.5% |
| New Graduate | 35 | 6.1% | 53 | 9.2% | +51.4% |
| Total Enrollment | 2,257 | 21.8% | 2,097 | 22.2% | -7.1% |
| *Percent of total students in that cohort. | | | | | |

Source: Office of Institutional Research and Planning

Western Illinois University's new freshmen and new transfer enrollment continued to decline in Fall 2017. The new freshmen class of Fall 2017 was down 321 students from Fall 2016 (-21.0%). The new transfer enrollment decreased by 15.0 percent (-145). The new graduate enrollment increased by 0.9 percent (+5).

| | <u>Freshmen</u> | | | <u>Transfer</u> | | | <u>Graduate</u> | | |
|------------------|-----------------|--------------|----------------|-----------------|-------------|----------------|-----------------|-------------|----------------|
| | <u>2016</u> | <u>2017</u> | <u>%Change</u> | <u>2016</u> | <u>2017</u> | <u>%Change</u> | <u>2016</u> | <u>2017</u> | <u>%Change</u> |
| Macomb | 1,486 | 1,172 | -21.1% | 730 | 590 | -19.2% | 367 | 334 | -9.0% |
| Macomb Extension | 4 | 3 | -25.0% | 61 | 68 | +11.5% | 98 | 123 | +25.5% |
| Quad Cities | 37 | 28 | -24.3% | 128 | 119 | -7.0% | 55 | 60 | +9.1% |
| QC Extension | 0 | 3 | - | 49 | 46 | -6.1% | 51 | 59 | +15.7% |
| Total | 1,527 | 1,206 | -21.0% | 968 | 823 | -15.0% | 571 | 576 | +0.9% |

Source: Office of Institutional Research and Planning

Over the last five years, Western Illinois University’s total fall headcount enrollment has decreased by 19.4 percent (Table 4). Total fall headcount enrollment in the state has decreased 5.6 percent.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2013-2017 % Change |
|---|----------------|----------------|----------------|----------------|----------------|-------------------------------|
| University of Illinois-Chicago | 28,038 | 27,969 | 29,048 | 29,120 | 30,539 | +8.9% |
| University of Illinois-Urbana/Champaign | 44,942 | 45,140 | 45,842 | 46,951 | 47,826 | +6.4% |
| Illinois State University | 20,272 | 20,615 | 20,760 | 21,039 | 20,784 | +2.5% |
| Southern Illinois University-Edwardsville | 13,850 | 13,972 | 14,265 | 14,142 | 13,796 | -0.4% |
| University of Illinois-Springfield | 5,137 | 5,431 | 5,402 | 5,428 | 4,956 | -3.5% |
| Governors State University | 5,568 | 5,776 | 5,938 | 5,819 | 5,185 | -6.9% |
| Northern Illinois University | 21,138 | 20,611 | 20,130 | 19,015 | 18,042 | -14.6% |
| Northeastern Illinois University | 10,821 | 10,275 | 9,891 | 9,538 | 8,982 | -17.0% |
| Southern Illinois University-Carbondale | 17,964 | 17,989 | 17,292 | 15,987 | 14,554 | -19.0% |
| Western Illinois University | 11,707 | 11,458 | 11,094 | 10,373 | 9,441 | -19.4% |
| Eastern Illinois University | 9,775 | 8,913 | 8,520 | 7,415 | 7,030 | -28.1% |
| Chicago State University | 5,701 | 5,211 | 4,767 | 3,578 | 2,828 | -50.4% |
| Illinois Public Universities Total | 194,913 | 193,360 | 192,949 | 188,405 | 183,963 | -5.6% |

Source: Illinois Board of Higher Education (IBHE)

New Freshmen Enrollment

The number of new freshmen at Western Illinois University decreased 21.0 percent (-321) from 1,527 in 2016 to 1,206 in 2017.

The new freshmen class had an average ACT of 20.8 in 2017 (a decrease from 20.9 in 2016). The average high school GPA increased from 3.21 in 2016 to 3.22 in 2017. The average high school percentile rank increased from 59.9% in 2016 to 60.2% in 2017. There were fewer students who graduated high school in the top 30 percent of their class (-80 students). The number of students enrolling in the OAS program as new freshmen decreased from 287 in 2016 to 247 in 2017.

There were also several demographic shifts in this year’s freshmen class (Table 5). The new freshmen enrollment from Western Illinois University’s 16-county region decreased by 11.0 percent (-23) from 209 in 2016 to 186 in 2017 (Table 2). New freshmen enrollment from the Chicagoland area decreased by 19.5 percent (-179) from 917 in Fall 2016 to 738 in Fall 2017. New freshmen enrollment in Cook County decreased by 11.8 percent (-73) from 621 in Fall 2016 to 548 in Fall 2017. The number of new freshmen who identify as Black decreased by 77 students, from 529 in 2016 to 452 in 2017. The number of new freshmen who identify as Hispanic decreased by 57 students, from 225 in 2016 to 168 in 2017. The number of new freshmen who identify as White, non-Hispanic, also decreased by 167 students, from 671 in 2016 to 504 in 2017.

Table 5 shows the number of new freshmen who enrolled at the 12 Illinois state universities decreased overall by 1.7% (-412 students) from 2016 to 2017. There were two Illinois public universities with significant growth in new freshmen, Chicago State and the University of Illinois–Chicago had increases in both percent and actual student headcount.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2016-2017 % Change |
|---|---------------|---------------|---------------|---------------|---------------|-------------------------------|
| Chicago State University | 276 | 289 | 199 | 86 | 149 | +73.3% |
| University of Illinois-Chicago | 3,104 | 3,030 | 3,485 | 3,307 | 4,064 | +22.9% |
| Northeastern Illinois University | 808 | 771 | 748 | 801 | 829 | +3.5% |
| Northern Illinois University | 2,679 | 2,542 | 2,259 | 1,802 | 1,852 | +2.8% |
| University of Illinois- Urbana/Champaign | 7,329 | 6,937 | 7,562 | 7,592 | 7,518 | -1.0% |
| Southern Illinois University-Edwardsville | 1,966 | 2,126 | 2,096 | 1,935 | 1,797 | -7.1% |
| University of Illinois- Springfield | 316 | 305 | 268 | 300 | 278 | -7.3% |
| Governors State University | na | 242 | 233 | 200 | 184 | -8.0% |
| Illinois State University | 2,981 | 3,589 | 3,630 | 3,694 | 3,352 | -9.3% |
| Eastern Illinois University | 1,254 | 1,063 | 1,085 | 739 | 634 | -14.2% |
| Southern Illinois University-Carbondale | 2,612 | 2,775 | 2,177 | 1,611 | 1,319 | -18.1% |
| Western Illinois University | 1,652 | 1,605 | 1,535 | 1,527 | 1,206 | -21.0% |
| Illinois Public Universities Total | 24,977 | 25,274 | 25,277 | 23,594 | 23,182 | -1.7% |

Source: Illinois Board of Higher Education (IBHE), Institution websites

The public universities in Illinois continue to compete with each other by offering more aggressive scholarship programs. In Fall 2017, Western Illinois University's top five competitors were: Illinois State University, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, Northern Illinois University, 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 2017-2018 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 15.0 percent (-145), from 968 in 2016 to 823 in 2017. The number of new students transferring to the Macomb campus decreased 19.2 percent (-140). The number of students transferring to the Quad Cities campus decreased 7.0 percent (-9).

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 3.8 percent (-11,982) from Fall 2015 to Fall 2016. Whereas, the overall number of new transfer students to the state universities in Illinois decreased by 4.1 percent (-534), from 13,165 in Fall 2016 to 12,631 in Fall 2017. Chicago State and the University of Illinois – Chicago saw a large increase in the number of new transfers for Fall 2017. Governors State, Western Illinois, and Southern Illinois University – Edwardsville had a large decrease in new transfers (see Table 6).

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2016-2017 % Change |
|---|---------------|---------------|---------------|---------------|---------------|-------------------------------|
| Chicago State University | 579 | 538 | 500 | 183 | 235 | +28.4% |
| University of Illinois-Chicago | 1,640 | 1,718 | 1,569 | 1,958 | 2,181 | +11.4% |
| Eastern Illinois University | 789 | 755 | 692 | 450 | 487 | +8.2% |
| University of Illinois- Urbana/Champaign | 1,343 | 1,331 | 1,381 | 1,380 | 1,380 | 0.0% |
| Northern Illinois University | 1,881 | 1,840 | 1,755 | 1,660 | 1,656 | -0.2% |
| University of Illinois- Springfield | 401 | 371 | 547 | 327 | 306 | -6.4% |
| Southern Illinois University-Carbondale | 1,366 | 1,397 | 1,261 | 1,072 | 1,056 | -1.5% |
| Illinois State University | 1,801 | 1,842 | 1,932 | 1,937 | 1,810 | -6.6% |
| Northeastern Illinois University | 1,184 | 1,125 | 1,085 | 1,103 | 1,016 | -7.9% |
| Southern Illinois University-Edwardsville | 1,252 | 1,198 | 1,163 | 1,216 | 1,056 | -13.2% |
| Western Illinois University | 1,243 | 1,213 | 1,105 | 968 | 823 | -15.0% |
| Governors State University | 819 | 971 | 736 | 772 | 625 | -19.0% |
| Illinois Public Universities Total | 14,298 | 14,299 | 13,602 | 13,165 | 12,631 | -4.1% |

Source: OAROSUI, 2017 Enrollment Breakdown 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 increased from 1,830 in 2016 to 1,842 in 2017 (+12; +0.7%). New domestic graduate enrollment increased from 440 in 2016 to 480 in 2017 (+40; +9.1%), with the largest increase coming from Western Illinois University undergraduates who chose to continue their education in the Graduate School (+42; +27.1%). New international graduate enrollment decreased from 131 students in 2016 to 96 in 2017 (-35; -26.7%).

| | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2016-2017 % Change</u> |
|---|---------------|---------------|---------------|---------------|---------------|-------------------------------|
| University of Illinois- Urbana/Champaign | 11,204 | 11,169 | 11,482 | 12,005 | 13,243 | +10.3% |
| Illinois State University | 2,523 | 2,460 | 2,380 | 2,396 | 2,454 | +2.4% |
| Western Illinois University | 1,833 | 1,813 | 1,953 | 1,830 | 1,842 | +0.7% |
| Eastern Illinois University | 1,428 | 1,273 | 1,318 | 1,458 | 1,462 | +0.3% |
| Northeastern Illinois University | 1,857 | 1,863 | 1,796 | 1,873 | 1,871 | -0.1% |
| University of Illinois-Chicago | 8,602 | 8,415 | 8,540 | 8,136 | 7,988 | -1.8% |
| Southern Illinois University-Edwardsville | 2,091 | 2,030 | 1,958 | 1,897 | 1,856 | -2.2% |
| Southern Illinois University-Carbondale | 3,978 | 3,840 | 3,614 | 3,183 | 2,957 | -7.1% |
| Northern Illinois University | 5,020 | 4,900 | 4,850 | 4,672 | 4,319 | -7.6% |
| Chicago State University | 1,003 | 950 | 947 | 902 | 763 | -15.4% |
| University of Illinois- Springfield | 2,098 | 2,393 | 2,465 | 2,469 | 2,024 | -18.0% |
| Governors State University | 2,261 | 2,107 | 2,213 | 2,157 | 1,731 | -19.7% |
| Illinois Public Universities Total | 43,989 | 43,213 | 43,516 | 42,978 | 42,510 | -1.1% |

Source: OAROSUI, 2017 Enrollment Breakdown Report

Retention and Graduation

Western Illinois University's 6-year graduation rate decreased from 53.1 percent to 50.4 percent. The freshmen-to-sophomore retention rate decreased from 69.2 percent in 2015 to 67.8 percent of the new 2016 freshmen class returning for their sophomore year.

Table 8 illustrates the comparison of predicted versus actual graduation rates of the 12 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 out-perform its predicted graduation rate by 3 percent.

| | Predicted | Actual | Difference |
|---|------------------|---------------|-------------------|
| Illinois State University | 62% | 72% | +10% |
| Eastern Illinois University | 53% | 57% | +4% |
| Western Illinois University | 50% | 53% | +3% |
| University of Illinois- Urbana/Champaign | 82% | 85% | +3% |
| University of Illinois-Chicago | 61% | 58% | -3% |
| Northern Illinois University | 53% | 47% | -6% |
| Southern Illinois University-Carbondale | 55% | 45% | -10% |
| University of Illinois- Springfield | 60% | 50% | -10% |
| Southern Illinois University-Edwardsville | 58% | 47% | -11% |
| Chicago State University | 34% | 17% | -17% |
| Northeastern Illinois University | 47% | 24% | -23% |
| Governors State University | NA | NA | NA |

Source: U.S. News and World Report, 2017

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

| First-Time, Full-Time New Freshmen who Returned for Second Fall Term | | | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Fall to Fall Retention Rates | 2010 Cohort | 2011 Cohort | 2012 Cohort | 2013 Cohort | 2014 Cohort | 2015 Cohort | 2016 Cohort |
| White | 74.1% | 72.4% | 71.7% | 78.6% | 75.6% | 75.9% | 77.7% |
| Black | 62.4% | 59.4% | 50.7% | 62.7% | 61.0% | 58.5% | 56.1% |
| Hispanic | 74.2% | 63.1% | 59.7% | 69.0% | 61.9% | 70.9% | 66.2% |
| Asian | 64.3% | 54.5% | 85.7% | 63.2% | 71.4% | 50.0% | 80.0% |
| Native American | 100.0% | 0.0% | 50.0% | 60.0% | 0.0% | 0.0% | 0.0% |
| Pacific Islander | 50.0% | 100.0% | 0.0% | 0.0% | 100.0% | 33.3% | 0.0% |
| Foreign | 75.0% | 100.0% | 80.0% | 80.0% | 100.0% | 87.5% | 64.3% |
| 2 or More | 63.9% | 72.1% | 50.0% | 64.0% | 46.0% | 66.0% | 63.2% |
| Total | 71.4% | 67.7% | 63.3% | 72.1% | 67.7% | 69.2% | 67.8% |

| First-Time, Full-Time New Freshmen who Graduated within Four Years | | | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Four Year Graduation Rates | 2007 Cohort | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort | 2012 Cohort | 2013 Cohort |
| White | 31.8% | 32.1% | 36.5% | 36.5% | 37.2% | 38.5% | 45.7% |
| Black | 18.9% | 18.4% | 16.7% | 12.9% | 13.9% | 10.3% | 15.6% |
| Hispanic | 21.9% | 28.6% | 21.6% | 26.6% | 25.0% | 28.9% | 27.1% |
| Asian | 24.1% | 14.3% | 11.8% | 14.3% | 18.2% | 42.8% | 36.8% |
| Native American | 9.1% | 8.3% | 16.7% | 0.0% | 0.0% | 50.0% | 0.0% |
| Pacific Islander | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| Foreign | 30.0% | 66.7% | 0.0% | 58.3% | 33.3% | 35.0% | 40.0% |
| 2 or More | 0.0% | 0.0% | 22.7% | 19.4% | 37.2% | 17.3% | 21.5% |
| Total | 29.4% | 29.8% | 31.5% | 30.6% | 29.8% | 28.1% | 33.4% |

| First-Time, Full-Time New Freshmen who Graduated within Six Years | | | | | | | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Six Year Graduation Rates | 2005 Cohort | 2006 Cohort | 2007 Cohort | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort |
| White | 54.7% | 55.3% | 58.8% | 56.2% | 56.9% | 59.5% | 57.6% |
| Black | 44.0% | 39.3% | 38.3% | 47.8% | 41.9% | 35.2% | 35.9% |
| Hispanic | 48.7% | 50.0% | 53.5% | 50.9% | 40.2% | 49.2% | 46.8% |
| Asian | 50.0% | 53.6% | 44.8% | 52.4% | 47.1% | 50.0% | 36.3% |
| Native American | 37.5% | 57.1% | 36.4% | 33.3% | 33.3% | 0.0% | 0.0% |
| Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 50.0% | 100.0% |
| Foreign | 63.6% | 61.1% | 60.0% | 66.7% | 10.0% | 75.0% | 66.6% |
| 2 or More | 0.0% | 0.0% | 0.0% | 0.0% | 36.4% | 25.0% | 51.1% |
| Total | 53.4% | 54.0% | 56.1% | 54.3% | 52.8% | 53.1% | 50.4% |

Source: Office of Institutional Research & Planning

2017-2018 Recruitment Plan

The following recruitment plan was developed in accordance with the goals stated in the Western Illinois University's Higher Values in Higher Education Strategic plan to increase undergraduate enrollment, quality, and diversity. The plan covers the major on and off campus events, student search cycles, and publications, which support the recruitment efforts for both the Macomb and Quad Cities Campuses.

All recruitment activities identified in this plan are geared toward achieving institutional goals in the areas of student recruitment, applications, and yield. The focus of this plan is to implement essential student recruitment and marketing practices.

Western Illinois University will utilize strategies to increase applications and bring students through the college selection process with targeted and personalized communications so that prospective students can access information about the University from multiple sources during the critical recruitment and college selection process.

The goals of this plan are the following:

- Enroll at least 1,500 new domestic freshmen (1,425 Fall and 75 Spring)
- Enroll at least 1,390 new domestic transfer (1,025 Fall and 365 Spring)

Competitive Advantages:

- Experienced admissions counselors (average tenure is 4 years)
- Clear cut admissions process
- All Cost Guarantee
- Western Commitment Scholarship Program
- First to send out award letters (November 9, 2017)
- Signature Programs
- Experiential learning opportunities

The primary focus for Fall 2018 will be to diversify our recruitment efforts with the following focus:

- Taking a proactive approach to recruitment by encouraging students to apply and visit campus early on in the admissions process.
- Financial Aid and Prior-Prior-Year and the FAFSA being available October 1st rather than January 1st, Western Illinois University was able to send out the first round of preliminary award letters on November 9th. We were the first public institution in the state to do so. Continued focus on collaboration between the Admissions and Financial Aid offices to meet the needs of the new Financial Aid timeline.
- Continue to market affordable cost options to all students interested in attending WIU (Western Commitment Scholarship program)
- Niche marketing messages from signature academic programs
- Create more options for more high school students to explore and enroll at WIU (e.g. Special High School students).

Recruitment Strategies

- Waiving the application fee for students that live within the local 16 counties, 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.
- Partnership with Stewart360 in the communication with our fall 2018 prospective/purchased names through an email, print publication, social media, and phoning communication plan.
- Implementation of a robust inquiry communication plan. This communication plan will consist of email, postcard, and text messaging communication to prospective students encouraging them to apply, visit, and take the next step in the recruitment process.
- Continually review and revise Admissions processing procedures for efficiencies.
- Promote affordable options to students based on family income to reduce financial gap and increase college access for low and middle-income students.
- 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.
- Work with academic departments to identify program capacities, areas of growth, and how admissions and the department can better partner to set and reach enrollment goals.
- Increased Admissions presence in departmental recruitment events across campus (i.e. Marching Band Classic, CAS open house events, and COEHS career events).
- In addition to what has been previously done in the Spring, Welcome Receptions are now also held during the Fall semesters in the Chicagoland area. This will enable WIU to bring campus to accepted Chicagoland area students at a period in the recruitment cycle where students are in need of relevant information to commit to the university. This is the first year offering the Welcome Receptions in the fall and we will assess the attendance and track the students throughout the admissions process to determine effectiveness.
- Expand outreach efforts in the St. Louis metro area.
- Hosting a Welcome Reception in St. Louis in January of 2018 for fall 2018 prospective students and continuing to offer the junior bus trip to the Macomb campus in April.
- Implementing 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 an enhanced collective Admissions “Communication Plan” with a revised timeline. The communication plan is now five phases rather than three and began in November rather than February. We are now communicating with more targeted groups of accepted students earlier and continuously throughout a critical time period in the recruitment cycle.
- Implement a segmented, systematic, and sequential written communication program designed to coordinate with phone, electronic, and hand written communications.
- Continue to assess the Western Commitment Scholarship program amount after Fall articulation conferences to determine relative net price with competitors.
- Work with financial aid to improve communication for students selected for verification and students with revised award letters.
- Review OAS admissions process and standards.
- 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.
- Revision of the Transfer scholarship program into two tiers to better position WIU with our competitors in the recruitment of transfer students.

Situational Analysis

We continue to see increased competition within the state of Illinois for our students with little increase in the number of high school graduates. The stabilization of the number of high school graduates in the state of Illinois, coupled with the increased efforts on the recruitment of in-state high school graduates by the University of Illinois Urbana-Champaign, will pose more challenges for Western Illinois University as well as the other Illinois public and private institutions. However, the University of Illinois Urbana-Champaign encountered similar obstacles in recruiting and yielding Illinois high school graduates during the fall 2017 recruitment cycle (-1% in total freshmen).

All but four Illinois public universities experienced a decline in new freshmen classes for fall 2017. Two of the four institutions experienced slight increases in new freshmen (NIU +50 and NEIU +28). Of the two remaining institutions, one experienced a significant decline in new freshmen from fall 2015 to fall 2016 and the other increased financial aid/scholarship leveraging efforts that yielded the increased results. Regardless, Illinois public universities are adapting recruitment strategies or utilizing resources to weather the current state climate.

Western Illinois University has made the appropriate adjustments to the FAFSA timeline and began the award process early by sending preliminary financial aid award letters out to incoming freshmen students on November 9, 2017. Western Illinois University will utilize this competitive advantage in the recruitment process, as the majority of the other public universities in the state of Illinois will not be sending out

preliminary financial aid award letters until January 1, 2017. Additional adjustments to the recruitment timeline include moving the launch of our collective Admissions Communication Plan up to begin November rather than February. This adjustment will ensure that our accepted students are communicated the necessary information needed to choose WIU earlier in the recruitment cycle.

The primary competition for WIU continues to be other colleges and universities in Illinois, specifically the other state universities in Illinois. Western’s top five competitors are: Illinois State University (319), University of Illinois at Chicago (316), University of Illinois at Urbana-Champaign (147), Northern Illinois University (146), and Eastern Illinois University (100).

In Fall 2017, the number of accepted new transfer applications was 1,312. Sixty-three percent (823) of the new transfer students who were accepted enrolled at WIU. Our top feeder transfer institutions included: Black Hawk College (103), Carl Sandburg College (58), Spoon River College (57), Illinois Central College (45), and Scott Community College (35). Thirty-seven percent (489) of those prospective new transfer students declined enrollment at WIU. Of the prospective new transfer students who declined enrolled at WIU, 70% (341) enrolled at a different institution. Western’s top five competitors were: Illinois State University (30), Northern Illinois University (15), Eastern Illinois University (12), and Blackhawk College (10).

According to the Western Interstate Commission for Higher Education, the number of students graduating from Illinois high schools will remain mostly unchanged (Table 10). Demographics will continue to shift with fewer White and Black students, and more Hispanic and Asian/Pacific Islander students.

| Table 10. Projection of Public and Private High School Graduates in Illinois, 2015-2020 | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| White | 77,071 | 76,775 | 76,926 | 76,209 | 75,102 |
| Black | 21,133 | 20,862 | 21,121 | 20,472 | 19,942 |
| Hispanic | 28,575 | 29,176 | 30,836 | 31,884 | 32,282 |
| Asian/Pacific Islander | 6,861 | 6,948 | 7,672 | 7,649 | 7,744 |
| American Indian | 423 | 425 | 494 | 460 | 529 |
| Total | 133,090 | 132,767 | 135,357 | 134,527 | 132,838 |

Source: Western Interstate Commission for Higher Education (<https://knocking.wiche.edu/data>)

The competition for Illinois student enrollment continues to be a challenge because of both in-state and out-of-state recruiting efforts. Colleges and universities across the country are actively recruiting Illinois high school seniors and community college students. The number of regional admissions counselors in the Chicagoland area representing various colleges and universities from across the nation increased from 42 in 2009 to 113 in 2017. St. Louis is also seeing expansion in regional admissions counselors from 12 in 2007 to 27 in 2017. Out-of-state institutions are also creating compact agreements with individual Illinois Community Colleges and the Illinois Community College Board (ICCB) to ease the transfer of credits and degree completion.

A study by the Illinois Board of Higher Education (IBHE) indicated that in recent years approximately 30% of the high school graduating classes in Illinois attended a four-year institution (the fall following their graduation from high school). The IBHE’s data suggests that the outmigration of Illinois students is primarily in the four-year college sector. Table 11 shows that the surrounding states have a much higher percent of students who stay in-state compared to Illinois and import a larger percentage of their enrollments from other states, such as Illinois.

| | Stayed In-state | Percent Staying In-State | Migration into state | Net migration |
|-----------|-----------------|--------------------------|----------------------|---------------|
| Illinois | 82,438 | 71.0% | 17,081 | -16,628 |
| Indiana | 51,243 | 86.7% | 17,252 | 9,391 |
| Iowa | 24,346 | 86.5% | 16,344 | 12,537 |
| Missouri | 44,333 | 83.0% | 13,383 | 4,342 |
| Wisconsin | 40,817 | 82.0% | 11,650 | 2,626 |

Source: https://nces.ed.gov/programs/digest/d16/tables/dt16_309.10.asp?current=yes

Enrollment takeaways

Recruiting students in the current marketplace is more competitive than ever. The rising cost of attending college has forced prospective students and families to take the financial commitment of attending college more into consideration than in the past. This competitive climate demands a different approach to our recruitment processes, initiatives, and timeline.

Therefore, we are intensifying our recruitment initiatives and timeline by taking a more proactive approach. We have increased the number of bus trips with additions to the Quad-Cities campus with local high schools and to the Macomb campus with busing students from the Peoria and Bloomington/Normal areas. The intent of the bus trips is to increase WIU awareness, faculty/staff and current student interactions, and to communicate the WIU admissions process to targeted markets. We will continue to offer the St. Louis metro bus trip in the spring for juniors. We have also collaborated with the Alumni office by utilizing our alumni in strategic out-of-state markets for recruitment (Dallas, Houston, Denver, Kansas City, and Omaha). This partnership at out-of-state college fairs is the first step in establishing a foothold in strategic out-of-state markets.

We have adjusted to the financial aid prior-prior-year (PPY) timeline shifts by offering additional Welcome Receptions in the Chicagoland area this fall as well as the spring. This will enable WIU to bring campus to accepted Chicagoland area students at a period in the recruitment cycle where students are in need of relevant information to commit to the university. This is the first year offering the Welcome Receptions in the fall and we will assess the attendance and track the students throughout the admissions process to determine effectiveness.

The timeline in which we communicate with accepted students has also been adjusted to meet the needs of prospective students and families. Students are able to make their college selection earlier because of financial aid PPY and we must effectively communicate our value proposition (i.e. academic programs, cost guarantee, Western Commitment Scholarships) prior to student's completion of the college selection process. If we are able to effectively communicate WIU's value proposition during the collective accepted student communication plan we will be at an advantage when other institutions begin asking students to commit. With the changes to the timeline of our collective communication plan we will capitalize on the excitement students have in the period of time following their acceptance by maintaining the excitement rather than attempting recover their initial excitements months later as in past recruitment cycles.

We have partnered with Stewart 360 for a prospective student search/communication plan this fall. This vendor will send printed publications, email communication, conduct a social media campaign, and a phone call campaign to our purchased prospective students. There will be three publications sent throughout the prospective student communication plan to students in the local counties for both the Macomb and Quad

Cities campuses. The first printed publication is personalized to meet the prospective students' interests, introduce them to the appropriate admissions counselor, contain information about our cost guarantee, and include a "call to action" (visit, apply, request information). The second printed piece focuses on the parents of these prospective students with information geared toward the parents (total costs, outcomes, and scholarship opportunities). The third printed piece encourages students to apply to Western Illinois University.

The vendor will send out a series of five emails to our prospective student pool. All the emails have "call to action" items encouraging prospective students to visit, apply, or request information. Once they do any of the three items, they will turn into inquiries and our office will manage them from that point. The vendor will be able to track open and click-through rates, which is something we are unable to do with our current student information system (SIS). Social media platforms are also being utilized to promote WIU to these prospective students. The social media campaign will take place after the first series of five emails are delivered for one month and then the second series of five emails will be administered.

At the end of the search campaign, Stewart 360 will conduct a phone call campaign to prospective students that did not respond to the "call to action" items. This partnership will assist in the cultivation of qualified students into our admissions funnel. Once the prospective students follow the "call to action" items outlined in the search communication plan they will become inquiries and our Inquiry Communication Plan will take them to the next step in our admissions process.

Our inquiry communication plan will consist of email and postcard communication. This communication plan will build value by outlining our scholarship offerings, academic programs, campus life, student clubs and organizations, and Alumni/outcomes through a series of 12 emails and three postcards. The "call to action" items on this communication plan are to visit campus and apply to the university. Both the prospective and inquiry communication plans will assist WIU in providing high school students with the WIU information they need and give WIU the "kitchen table" presence that has been missing in the past.

This fall we began waiving the \$30 application fee for current seniors that visit campus. Current seniors must fill out the application while they are on campus the day of their visit for the application fee to be waived. This initiative is available to all campus visit opportunities (i.e. Discover Western, individual campus visits, group visits, and open house events coordinated by academic departments). In an effort to gain momentum with fall 2019 recruitment, we will waive the application fee beginning spring 2018 to juniors visiting campus with similar guidelines.

We began admitting fall 2018 freshmen and transfers students on September 5th. This fall we implemented a report that prints off every morning a list of students that have completed their application and are ready to be reviewed for admission. Prior to the creation of the report, our processing staff needed to manually locate individual application materials before reviewing for admission. This is a more efficient process and enables a quick turnaround between students completing their application and receiving an admissions decision. We are currently investigating the possibility and limitations of prospective students providing self-reported standardized test scores and high school GPA. If the university and the student information system (MVS) is able to manage a self-reporting admissions structure this will better assist our office in meeting the timeline requirements in the recruitment process more efficiently by allowing the admissions staff to effectively communicate necessary WIU information to students while maintaining excitement and momentum.

In closing, we continue to pursue the transition from a reactive to proactive recruitment approach at Western Illinois University. All changes and adjustments, recent and future, will put the university at a competitive advantage in the recruitment of new students. The Admissions office will continue to assess all initiatives

and make the appropriate adjustments throughout the process. The transition from reactive to proactive does take time, but we are prioritizing progressing on schedule with the recruitment timeline.

2017-2018 Graduate Recruiting Plan

1. Program Goals for 2017-2018 describe the number and types of students to refill/increase seats; the focus is on increasing any or all of the various parts of the funnel (prospect/inquiry, applied, accepted, enrolled).
2. Complete and submit the Weekly Inquiry Report. Designate a program member (faculty, staff, graduate coordinator/committee chair/advisor) to collect info each week.
3. Maintain a database of your prospects that includes the following information: Name, contact info, undergrad institution, referral source, # times contacted via email, # times contacted via phone, and whether the prospective student has visited campus, applied, was accepted, and enrolled.
4. Contact department chairs at least 10 new feeder schools below (or others) to build relationships and refer students to your program.
5. For programs that use other sources of outreach, connect with at least 10 new companies, school districts, civic/voluntary groups, etc. to build relationships and refer students to your program.
6. Access students' letters of recommendation on document imaging and send a thank you note to the recommender and request additional referrals.
7. Increase social media messaging – designate an assistantship as a social media graduate ambassador using Facebook, Twitter, and LinkedIn. Attend one of the social media workshop provided by Jill Bisbee:

Wednesday, November 29 - 9-10:30 a.m. - Horrabin Hall 111

Saturday, December 2 - 9:30 - 11 a.m. - QC Campus, Room 2404

Friday, December 8 - 3 - 4:30 p.m. - Horrabin Hall 111

8. Focus departmental/program website to include information on the a) quality of the program, b) cost/affordability, and c) pathways to doctorate or careers available. Include:
 - Testimonials from alums
 - Map or list of job titles obtained by alums
 - Description of opportunities to work with faculty
9. Use your new and current students in recruiting by communicating with prospective students via handwritten notes, emails, social media, or phone calls.
10. Use your new and current students in recruiting by connecting with personnel in their undergrad programs, school districts where they are employed, employers, etc. to build relationships.

Steps 1-10 are all important, but to focus each program, I am requesting increased attention on 7-10 this year.

**WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES**

December 29, 2017

**Report 17.12/5
Planning Based on Enrollment, Retention and
Graduation Rate Information**

This report will be presented at the Board Meeting.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Resolution No. 17.12/1 Tuition for Active Duty Military Personnel

Resolution:

WHEREAS, Western Illinois University is committed to quality, opportunity, and affordability through successful implementation of Higher Values in Higher Education; and,

WHEREAS, Western Illinois University is a national leader these areas; and,

WHEREAS, Western Illinois University following its Strategic Plan has a long standing tradition of serving members of the United States Armed Forces and their dependents; and,

WHEREAS, the United States Armed Forces maintains an active duty rate that is used in screening for student recruitment and institutional partnerships; and,

WHEREAS, Western Illinois University is committed to expanding our commitment and service to the military through strategic planning and continued expansion of the President's Executive Institute; and,

WHEREAS, tuition is to be established annually by the Western Illinois University Board of Trustees, following the general guidelines established by the Illinois Board of Higher Education; and,

WHEREAS, these guidelines were followed:

THEREFORE be it resolved in accordance with the priorities and goals of Higher Values in Higher Education and the President's Executive Institute that the Board of Trustees establishes a new tuition rate for United States military personnel who are serving in active duty status for the purposes other than training, as of the official university census day each term.

BE IT FURTHER RESOLVED this rate shall not exceed the tuition rate established by the Armed Forces (currently \$250 per credit hour) and become effective for FY2019 (fall semester 2018).

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

December 15, 2017

Resolution 17.12/2

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 30th 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 Internal Auditing*, and the *International Standards for the Professional Practice of Internal Auditing*. Other professional accounting and auditing standards may be followed as applicable.

Western Illinois University

Internal Auditing Department Charter

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.

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:

Western Illinois University Internal Auditing Department Charter

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, 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.

Western Illinois University Internal Auditing Department Charter

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 Charter Approved by President & BOT: June 1, 2007

Revisions Approved: June, 29, 2010; November 11, 2011; See Below

BOT: December 16, 2011; December 14, 2012; December 13, 2013; December 19, 2014; December 18, 2015;

December 16, 2016; President: Nov 1, 2013; November 10, 2014; October 26, 2015; November 14, 2016

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report 17.12/6 Quarterly Planning Update

The following list summarizes university planning priorities scheduled for completion by the end of calendar year 2017.

- Initiating the development of Higher Values in Higher Education 2017-2027.

Status:

- The Social Responsibility Task Force has completed eight meetings on four topics: internal environmental scanning, external environmental scanning, Higher Learning Commission accreditation criteria, and initial goal setting.
 - The Task Force will work with the university community to iteratively draft Higher Values in Higher Education 2017-2027 during spring 2018.
 - The Task Force will seek endorsement of Higher Values in Higher Education 2017-2027 from all governance groups on both campuses, before presenting to the Western Illinois University Board of Trustees for implementation approval in June 2018.
- Continuing to advance the goals and priorities of the President's Executive Institute (PEI).

Status:

- A power point presentation on the status of the PEI was made at the September Western Illinois University Board of Trustees meeting. This presentation included initial Fiscal Year 2018 accomplishments and plans.
 - An updated power point presentation will be made at today's Board meeting. This presentation will include updates on Fiscal Year 2018 accomplishments and plans.
- Presenting Outreach Summits in Decatur, Macomb, Moline, Galesburg, Havana, Peoria, Quincy, Rockford, Saint Louis, and Savanna.

Status:

- In addition to the materials reported below, the Vice President for Quad Cities and Planning has made four Western Illinois University presentations at the Davenport, East Moline/Silvis, Moline, and Rock Island Rotary Clubs.
- To date, there have been 30 Summits in 10 communities on topics related alumni helping to advance the goals and priorities of the University, programs and services offered by the Colleges of Arts and Sciences (CAS) and Education and Human Services (COEHS), and partnerships in community and economic development (CED).

| Fiscal Year 2018 Summits by Location and Topic | | | | |
|--|---------------|------------|--------------|------------|
| | <u>Alumni</u> | <u>CAS</u> | <u>COEHS</u> | <u>CED</u> |
| Macomb | ✓ | ✓ | ✓ | ✓ |
| Moline | ✓ | ✓ | ✓ | ✓ |
| Galesburg | | ✓ | ✓ | |
| Havana | ✓ | ✓ | ✓ | ✓ |
| Peoria | ✓ | ✓ | ✓ | ✓ |
| Quincy | ✓ | ✓ | ✓ | |
| Rockford | ✓ | | ✓ | ✓ |
| Savanna | ✓ | ✓ | ✓ | ✓ |
| Springfield | ✓ | | | |
| St. Louis | ✓ | | | |

- Completing partnership meetings at the College of DuPage, Prairie State, Southeastern (Illinois and Iowa), Rend Lake, College of DuPage, Oakton, Harper, Southwestern Illinois, Kishwaukee, and Richland Community Colleges.

Status:

- Four partnership meetings are complete (Prairie State, Oakton, Harper, and Southwestern Community College).

- Chairing the Military Task Force that is charged with making recommendations to the President on military student and veteran recruitment, retention, programs, and services.

Status:

- The Task Force recommended development of high-demand, military friendly online degrees to the President and Provost.
- The Task Force recommended and presented today is a resolution to provide active duty military with tuition comparable to the reimbursement rate used by the United States Armed Forces (\$250 per credit hour).

- Completing onsite weekend accreditation visits and learning best practices in serving active duty service members, dependents, and veterans.

Status

- Seven military visits have been completed at the Rock Island Arsenal, Naval Airbase Kitsap in Washington, Marine Corps Air Stations in North Carolina and Florida, Naval Support Activity Mid-South in Tennessee, Fort Leavenworth in Kansas, and Fort Bliss in Texas.
- These weekend visits also included visits to the American Public University System, Southwestern Illinois Community College, and Southern Illinois University-Carbondale. These institutions actively serve the military.

- Preparing planning materials for Western Illinois University Board of Trustees meetings.

Status

- Four planning reports were presented and discussed at the September 2017 Board meeting:
 - The Statewide Budget Context and Western Illinois University’s Mission-Driven Planning and Results, Fiscal Year 2017 Update.

- President's Executive Institute Quarterly Update.
 - Quarterly Planning Update.
 - FY 2018 Strategic Plan Update.
- December 2017: Ten university planning reports and one resolution will be presented and discussed at today's Board Meeting:

- *Planning Based on Enrollment, Retention and Graduation Rate Information.* This item discusses Western Illinois University's roles and responsibilities in an increasingly diverse higher education landscape. Higher Learning Commission criteria for accreditation require that colleges and universities understand the relationship between their missions and the diversity of society.

The data presented in this *Report* demonstrate that Illinois public higher education is becoming more diverse. The number of Illinois high school graduates between minority and non-minority is expected to converge by 2030. Actions taken to increase the enrollment, persistence, and completion of minority and non-minority students demonstrates that Western Illinois University addresses its role in a multicultural society. We value diversity in our mission and constituencies that we serve.

Furthermore, the University has been nationally recognized by US News and World Report, Washington Monthly, Southern Education Review Board, Pell Institute for the Study of Opportunity in Postsecondary Education among others in our efforts to diversity and to increase the participation and achievement of minority and non-minority students, faculty, and staff.

- *Fiscal Year 2019 Military Student Tuition Rate* seeks to provide a tuition rate for active military service personnel consistent with Western Illinois University's history and tradition of serving the Armed Forces, values of educational access and opportunity, and national leadership in quality and affordability.
- *Quarterly Planning Update.* This document provided a status report on the projects discussed above. It also contained a listing of other university planning activities scheduled to occur during the remainder of academic year 2017-2018.
- *Fiscal Year 2018 Master Plan Update.* A power point presentation will include a summary of Fiscal Year 2018 master plan accomplishments, actions in projects, and plans for both campuses.
- *Fiscal Year 2018 Quality Initiative Update.* As part of the accreditation criteria from the Higher Learning Commission, all institutions are required to engage in a Quality Initiative addressing high institutional priorities. This document will summarize institutional accomplishments and plans for Western Illinois University's Quality Initiative. The University agreed with the Commission to focus on (1) creating a new edition of Higher Values in Higher Education and annual Strategic Plan Supplements; (2) implementing strategies designed to increase enrollment, retention, and graduation rates; (3) continuing institutional participation in the Persistence and Completion Academy; and, (4) engaging in fiscal reduction and reinvestment.

- *Re-Certification to Host the Museum Studies Distance Learning Program and Distance Learning in Iowa.* This is a renewal required by the State of Iowa every two years. Board of Trustees review of these materials helps to assure the University's ongoing relationship with the Commission, as the Trustees remain current on off-campus and distance education programs and services.
- *Higher Learning Commission: Reporting on Spring 2016 Teach Out Plans for Disestablished Majors.* 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 institutional response on how the University will serve students majoring in the four disestablished areas, and how many of the students majoring in these programs remain enrolled at the University. Board of Trustees review of these materials helps to assure the University's ongoing relationship with the Commission, as the Trustees remain current on the status of university *Teach Out Plans*.
- *Cumulative Strategic Plan Accomplishments: Fiscal Year 2018 Update.* This report updates materials presented to the Board in September. The September materials were submitted prior to census day, the official day for university enrollment reporting. Data for fall 2017 are updated to reflect the most recent reporting cycle.
- Quarterly President's Executive Institute (PEI) Update. A power point presentation will summarize current PEI accomplishments, plans, and opportunities.
- *The Statewide Budget Context and Western Illinois University's Mission-Driven Planning and Results, Fiscal Year 2018 Update.* A power point presentation will include historic information on institutional and state funding, and a status report on mission-driven plans and results to increase revenue, decrease expenditures, and reduce reliance on state appropriations, while continuing to deliver a high-quality educational experience grounded in the core values of the University. Western continues to maintain or increase its standings in national ranking systems (e.g., Princeton Review, US News and World Report, and Washington Monthly) despite the two-year historic and unprecedented budget impasse, and a 10% reduction in FY18 appropriations from FY15 levels.
- *Development of Higher Values in Higher Education 2017-2027: December 2017 Update.* This item presents the results of internal and external environmental scanning, as the Social Responsibility Task Force begins drafting goals and priorities of the next edition of the University's strategic plan. Iterative drafting will the university community will commence in Spring 2018.
- Preparations for the March 2018 Board meeting have begun. For example, the Fiscal Year 2018 Performance Report will provide quantitative data demonstrating whether implementation of *Strategic Plan* goals and priorities are causing university performance indicators to progress in the desired direction, remain constant, or move in the opposite direction. University performance on these

performance indicators will also be compared to the performance of Western Illinois University benchmark institutions.

- Distributing monthly Strategic Plan Updates.

Status

- The monthly topic for each Strategic Plan Update published during Fiscal Year 2018 appears below.

| Month | Topic |
|----------------|---|
| July 2017 | Invitation to special Western Illinois University events honoring our military, veterans, and their dependents |
| August 2017 | Summary of summer institutional accomplishments related to advancing university goals and priorities |
| September 2017 | Invitation to attend Western Illinois University Summits and other activities provided by the President’s Executive Institute |
| October 2017 | Academic Year 2017-2018 Membership on the Social Responsibility Task Force that will work with the university community to draft Higher Values in Higher Education 2017-2027 |
| November 2017 | Data sources used by the Social Responsibility Task Force to inform internal and external environmental scanning in the creation of Higher Values in Higher Education 2017-2027 |

The Western Illinois University Board of Trustees will receive an update on all of the university planning activities at its next meeting in March 2018.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report 17.12/7 Fiscal Year 2018 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 thirteenth in an annual series, identifies *Master Plan* accomplishments and actions in progress on the two campuses of Western Illinois 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. Opening the third facility in the School of Agriculture's Greenhouse. The newest building houses a spray chamber that allows specialized herbicide treatment, and special lighting supporting research on the impact of different lighting sources on plants.
2. Receiving a \$330,544 National Science Foundation grant to support purchase of a scanning electron microscope. Faculty members from Geology, Biology, and Chemistry partnered on the grant application. The new microscope will be housed in Currens Hall, and support instructional and research opportunities for students and faculty in biology, chemistry, physics, geology, sociology, and anthropology.
3. Being named the second-best physics program for institutions where the master's degree is the highest degree conferred in physics by the American Institute of Physics for the third consecutive year.
4. Earning a \$100,000 grant from the Illinois Department of Natural Resources to support research opportunities for students and faculty to study the bobcat population in west central Illinois.
5. Purchasing 33 computers for the Geography Teaching Lab, and 88 new faculty and staff computers
6. Maintaining institutional membership in the National Council for State Authorization Reciprocity Agreements by meeting or exceeding best practices in distance education. This

includes technological planning and resource allocation, as specified in the *Interregional Guidelines for the Evaluation of Distance Education Programs*.

7. Continuing to earn national recognitions for the University's distance education programs.
 - a. College Choice ranked Western Illinois University as providing the 11th most affordable online master's programs in the nation. Western was the only Illinois public university ranked in the top 15 nationally.
 - b. College Choice also recognized the Western's School of Nursing as a 2017 Best Online RN to BSN Degree Program. Western was among two Illinois public university nursing programs ranked in the top 50 nationally.
 - c. BestColleges.com placed Western Illinois University in its Top 20 ranking of Best Online Accredited Colleges in Illinois, and the University was named among "the best of the best" for providing students with a variety of online degree programs.
 - d. BestMastersDegrees.com ranked Western Illinois University's online master's degree program in curriculum and instruction among the top 30 and most affordable online elementary education master's programs in the nation.
8. Supporting facilities that were part of re-affirmation of accreditation decisions.
 - a. The Commission on Accreditation extended accreditation of the University's undergraduate social work program for eight years.
 - b. The Masters in Psychology and Counseling Accreditation Council extended accreditation of the University's master's degree in Clinical/Community Mental Health for 10 years.
 - c. The International Literacy Association/Council for Accreditation of Educator Preparation granted national recognition status to the University's reading specialist graduate degree program in the Department of Curriculum and Instruction. The emphasis of Western's program is K-12 licensure. It is the only program in our service region to have achieved this national designation.

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. Completing athletics facilities enhancements, including remodeling office space in Western Hall, installing lockers for Volleyball, and refinishing Western Hall and Brophy Hall Athletic floors.
2. Celebrating the 20th Anniversary of the Recreation Center. This highly utilized facility hosted an array of programs, services, and events in the past year that includes 13 summer camps on 46 dates, 27 sport clubs, 10,166 participants in 55 weekly classes, and 3,592 participants in the Olympic Strength Room. For the latter new Cybex Eagle line branded with Western swishes replaced worn weight equipment. In total, there were 214,769 swipes into the facility during Fiscal Year 2017, and an additional 2,710 visitors who paid for a guest pass.

3. Completing fundraising for a new clubhouse twice the size of the current facility built in 1972 at the Harry Mussatto Golf Course. The Western Illinois University Board of Trustees approved contracting for construction of the Arthur D. and Roslyn Chown Golf Learning Center in September, 2017.
4. Demolishing East Village to reduce the Auxiliary Facilities System maintenance backlog by \$4 million, and saving the University an additional \$1.6 million to replace pipes, windows and other immediate work. Graduate and family housing remains available at University Village and Westbrook House.
5. Imploding Higgins Hall. Facilities, which further reduced the maintenance backlog by \$48 million. This 20-story building was constructed on the seventh hole of the old golf course, and opened in 1967 as a residence hall for women.

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. Unveiling the new Rock Hanson Statue. Famed Western Illinois University coach, athletic director, and WWI and WWII Marine Corps veteran Ray "Rock" Hanson is now celebrated in a bronze statue of his likeness. Associate Professor of Art Duke Oursler created the statue that overlooks Hanson Field. The statue was made possible due to a substantial donation from WIU alumnus and Vice President Emeritus of Administrative Services Jackie Thompson, and her husband Lt. Col. (Ret) Dave Thompson.
2. Celebrating the 100th anniversary of Garwood Hall. Garwood Hall was built in 1914. Visitors entering the impressive East door walked into the large open space of the College Art Museum. Numerous display cases were placed throughout the room and plaster reproductions of Greek and Roman sculptures and wall reliefs surrounded the viewer. The facility eventually became the home for the Art Department, with large, natural light studio spaces.
3. Sustaining the tradition of painting the paws in advance of Homecoming.
4. Adding 27 new Rocky on Parade statues. The final round of Rocky on Parade statues resulted in a University pack of 64 statues on both campuses and in the City of Macomb. A dog walk map of these statues is available from the Vice President of Administrative Services website at www.wiu.edu/vpaps/rocky_on_parade/2017.php
5. Continuing fundraising to establish the Mascot Memorial. This new plaza will honor the University's English bulldog mascot, Colonel Rock. The new space will include a memorial wall featuring the University's past bulldog mascots, and a keystone statue honoring all of Western's live mascots, both past and present. Western's current mascot Col. Rock III, celebrated his seventh (49th in dog years) at the University Union Concourse on March 3, 2017.
6. Resurfacing Western Avenue. This project was funded and completed by the City of Macomb.

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 Rape Aggression Defense (RAD) courses each semester. These free courses are sponsored by the Office of Public Safety, Office of Student Judicial Programs, Campus Recreation, Interpersonal Violence Prevention Initiative, University Counseling Center, and the Women's Center.
2. Installing an updated 911 phone system integrated with McDonough County E-911; partnering with other campus departments for safety promotions, including National Campus Safety Month (September), Take Back the Night (October), and Sexual Assault Awareness (April); and working with University Relations to publish eight campus safety notices regarding holiday safety tips, fire safety reminders, general campus safety, and assault prevention.
3. Increasing Americans with Disabilities Act (ADA) accommodations in Hainline Theater. Twelve seats in the first two rows of the theatre have been converted to wheelchair-accessible seating. The facility now provides Enersound T500 25-person assisted listening system. Hainline Theatre is a part of Browne Hall, which houses the department offices, along with the College of Fine Arts and Communication and School of Music. Four Mainstage productions and two dance concerts are presented in this theatre each year. This proscenium theatre seats 387 patrons.
4. Implementing the second edition of a large-scale public art project. The University partnered with the city of Macomb in 2016 to install 10 large-scale public art sculptures downtown. This year eight sculptures were placed around the downtown area, including work by artists from Georgia, Illinois, Kentucky, Missouri, and New York.
5. Exercising local, state, and national leadership in sustainability. The University is an Energy Star Partner, a member of the Association for the Advancement of Sustainability in Higher Education, and collaborates with the United States Green Building Council. Accomplishments resulting from these partnerships include:
 - a. Designing the Center for Performing Arts as a Silver Certified Leadership in Energy and Environmental Design (LEED) facility.
 - b. Seeking Gold LEED certification for the Quad Cities Complex when state construction funding is released.
 - c. Planting 22 trees and removing 24 others. Trees removed were due to death/dieback (5), disease (4), proactive ash borer readiness (2), construction (demolition of East Village, 2), storm damage (2), and improper planting (9 trees planted in the 1990's were planted too closely to neighboring trees).
 - a. Participating in Recycle Mania for the 10th consecutive year, engaging in over 28,000 pounds of recycling, and encouraging members of the University community to sign the *Sustainability Pledge*. More than 400 colleges and universities participate in this annual event.

- b. Diverting:
 - i. More than one million plastic bottles from local landfills Since Western Illinois University began installing filtered water bottle refilling stations on its two campuses in 2013. The University has 26 filling stations on the Macomb campus, and an additional 10 filling stations on the Quad Cities campus.
 - ii. Approximately 90 percent of the debris from the Higgins Hall implosion through recycling, and turning the resulting area into green space.
- c. Earning Tree Campus USA designation by the Arbor Day Foundation for the fifth consecutive year. The University supports its tree advisory committee, follows a campus tree care plan, dedicates annual expenditures toward trees, hosts an Arbor Day observance, and sponsors student service-learning projects.
- d. Completing nearly two dozen energy-saving projects during summer 2017, including the following projects that are estimated to save the University \$370,000 in annual electrical and gas utility costs.
 - iii. Updating building HVAC controls to include building automation systems in Malpass Library and Western Hall.
 - iv. Upgrading lighting to energy efficient LED by replacing almost 400 light fixtures and more than 3,300 light bulbs in Knoblauch and Brophy halls, University Union, Student Recreation Center, Malpass Library, and the Alumni House.
 - v. Installing, replacing and/or repairing over 10,000 feet of pipe insulation in Bayliss, Henninger, Thompson, Tanner, Lincoln, Tillman, Knoblauch and Western halls, Heating Plant, and Malpass Library.

In addition to these university activities, construction continued on the \$35 million state investment for the Macomb Bypass. The Bypass will take motorists around the west side of Macomb in a new six-mile, two-lane highway that links U.S. Route 67 and Illinois Route 336/110.

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. Supporting fall 2016 We Care activities. Students, faculty, and staff engaged in planting, mulching and campus cleanup in advance of Homecoming.
2. Maintaining over 300 acres of campus grounds and nearly 2,700 trees.
3. Supporting over 14 acres of athletic field turf.
4. Continuing to plant two trees in the Memorial Tree Grove to honor WIU employees and students who have passed away.

Master Plan Actions in Process

A sampling of *Master Plan* actions currently in progress includes the items listed below. These actions are complementary to additional Facilities Management priorities and goals discussed in *Western Illinois University Board of Trustees Report Number 16.12/5 Facility Assessment Report*.

1. Initiating Center for Performing Arts rebidding and construction as a silver Leadership in Energy and Environmental Design facility when state capital funding is released.
2. Advocating for new state capital funding. The Western Illinois University Board of Trustees *Fiscal Year 2019 Appropriated Capital Recommendations* to the Illinois Board of Higher Education include requested funding to construct new science and education buildings and to renovate Tillman and Stipes Halls.
3. Requesting \$15.9 million in capital renewal funds for critical maintenance needs. Namely, modernizing classrooms; improving heating, ventilation, air conditioning, and building energy management controls; enhancing electrical and plumbing distribution systems; and repairing campus sidewalks, drives, and exterior stairways.

Summary

The current *Master Plan* has been in effect for six 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

2017

- Opening the third phase of the Greenhouse
- Updating XX classroom
- 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.
- Completing construction fundraising for the Arthur D. and Roslyn Chown Golf Learning Center
- 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 Western Illinois University-Quad Cities Riverfront Campus, recognizing that the University had outgrown its 60th 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 60th facility in fall 2017. *Master Plan* accomplishments for 2017 relate to the sale of 60th Street (Action 1), image and identity (Actions 2-4), academic programs and institutional commitments to sustainability (Actions 5-7), and campus operations (Actions 8 and 9). This includes:

1. Maintaining and assisting in the showing and sale of the 60th Street facility. The new owner leased the facility to Franklin Elementary School, as their property was significantly damaged by a fire during the academic year.
2. Planning for the unveiling of the second Rocky on Parade statue on campus.
3. Purchasing and preparing for installation of three exterior building identification signs to improve wayfinding for campus visitors.
4. Replacing light pole banners across campus and along River and University Drives.
5. Applying for State of Iowa renewal to house Museum Studies at the Figge Art Museum in Davenport, Iowa. This internationally renowned museum offers world-class collections and museum facilitates that cannot be cost effectively replicated on a college campus.
6. Partnering with faculty members from Recreation, Park and Tourism Administration to transform campus retention pond areas into natural wetlands and habitats.
7. Leading campus We Care activities for grounds beautification.
8. Coordinating with the City of Moline on municipal infrastructure improvements in vicinity of campus, including underground utility improvements, River Drive resurfacing, parking lot striping in public lots to the north of campus, and road closures.
9. Engaging with WQPT and University Technology staff members in planning and managing broadcast facility and equipment changes associated with Federal Communication Commission's mandated re-packaging of bandwidth.

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 Riverfront Campus.

Current Master Plan and Other Related Riverfront Projects

The Western Illinois University Board of Trustees *Fiscal Year 2019 Capital Recommendations to the Illinois Board of Higher Education* include construction funding for phase III of the Quad Cities Campus. University growth accommodates institutional needs, supports community economic development, and benefits Quad Cities residents and beyond. This includes:

1. Providing several large-scale community events, including The Wall that Heals, Quad Cities Marathon, Children’s Therapy Network 5K marathon, and Imagination Station.
2. Participating in master planning with Rivermont Collegiate for expansion of their campus that includes a new STEAM building, Recreation facility, and residence hall.
3. Serving on William Butterworth Foundation Buildings and Grounds Committee and City of Moline’s Special Events Committee.
4. Reallocating space to open a Small Business Development/International Trade Center
5. Participating in Renew Moline’s Project Management Team; I-74 Bridge Realignment Zone Advisory Committee; Riverbend Commons Phase II Design, Build, and Management Team; and Community Engagement Committee.

The University also continues experience growth in areas near the Quad Cities Campus. This includes opening of a new hotel, continued track improvements for the restoration of rail service to the Quad Cities, and initiation of construction of the new I-74 bridge over the Mississippi River.

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 on the next page.

| Table 2 Master Plan Accomplishments | |
|--|--|
| <u>2017</u> | <ul style="list-style-type: none"> • Selling the 60th Street facility • Transforming campus retention pond areas into natural wetlands and habitats • Reallocating space to open a Small Business Development/International Trade Center |
| <u>2016</u> | <ul style="list-style-type: none"> • Installing a Rocky on Parade Statue • Expanding the CAD classroom and creating an Innovation Laboratory as a result of a \$161,000 donation from the Roy J. Carver Charitable Foundation • Providing facilities to support the University’s first Ph.D. program (Environmental Science) • Receiving State of Iowa approval for Museum Studies to remain located at the Figge Art Museum |

2015

- Installing AEDs in all campus buildings and thumb locks in all campus classrooms and conference rooms
- Creating a United States Flag Display in the Quad Cities Complex Atrium to mirror the International Flag Display in Riverfront Hall's Goldfarb Atrium
- Redistributing furniture, fixtures, and equipment from 60th Street to Macomb and Central Management Services
- Placing 60th 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 2019 Master Plan Update that will be presented to the Western Illinois University Board of Trustees in December 2018.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report 17.12/8 Higher Learning Commission Quality Initiative: Fiscal Year 2018 Update

Executive Summary

As reported to the Western Illinois University Board of Trustees in December 2015, the Higher Learning Commission requires all member institutions to initiate one approved Quality Improvement (QI) project between years five and nine of the ten-year accreditation cycle. Western Illinois University is currently in year seven of its ten-year accreditation cycle. Western's Commission-approved QI project (see *Western Illinois University Board of Trustees Report 16.6/8*) set four goals for the University:

1. Update the 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.

In two years of QI implementation, the University created two *Strategic Plan Supplements*, enhanced institutional planning processes, increased retention and graduation rates, continued participating in the Persistence and Completion Academy, engaged in fiscal reduction and reinvestment, and advanced in national ranking systems. However, declines in new freshmen enrollment remain an issue for Western Illinois University and Illinois public higher education.

Higher Learning Commission Quality Initiative:
Fiscal Year 2018 Update

Reporting on the current status of the University's Quality Initiative (QI) and its four goals follows Higher Learning Commission questions stated below for areas of scope and impact, commitment and engagement, resource provision, and plans for the future. The Western Illinois University Board of Trustees will continue to receive updates on the University's QI until it is completed by the start of academic year 2019-2020.

GOAL 1: RECEIVE WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES IMPLEMENTATION APPROVAL FOR A NEW STRATEGIC PLAN BY THE END OF FISCAL YEAR 2016.

Scope and Impact

1. Explain what was accomplished in the Quality Initiative in relation to its purposes and goals.

The first goal of the Western Illinois University's Higher Learning Commission's approved QI was to update the University's *Strategic Plan*. Western has an established history of working inclusively with the university community to create ten-year strategic plans every five years.

Building on this process, the Board of Trustees retained the University's current planning model and added annual Strategic Plan Supplements beginning in 2016. As will be shown in this *Update*, modifications to existing institutional planning processes have and will continue to benefit Western Illinois University in the years during and after QI participation.

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

There have been structural changes to the University's strategic planning processes, and numerous changes resulting from QI participation. Each of these categories of change is discussed below.

Western Illinois University currently operates according to its *Higher Values in Higher Education 2012-2022 Strategic Plan*. QI participation has resulted in enhanced continuity and precision in strategic planning. Annual Strategic Plan Supplements enable the University to continue advancing the vision of becoming the leader in quality, opportunity, and affordability, while adjusting tactical actions (where appropriate) to unforeseen and unpredictable circumstances at the time of writing the *2012-2022 Strategic Plan*.

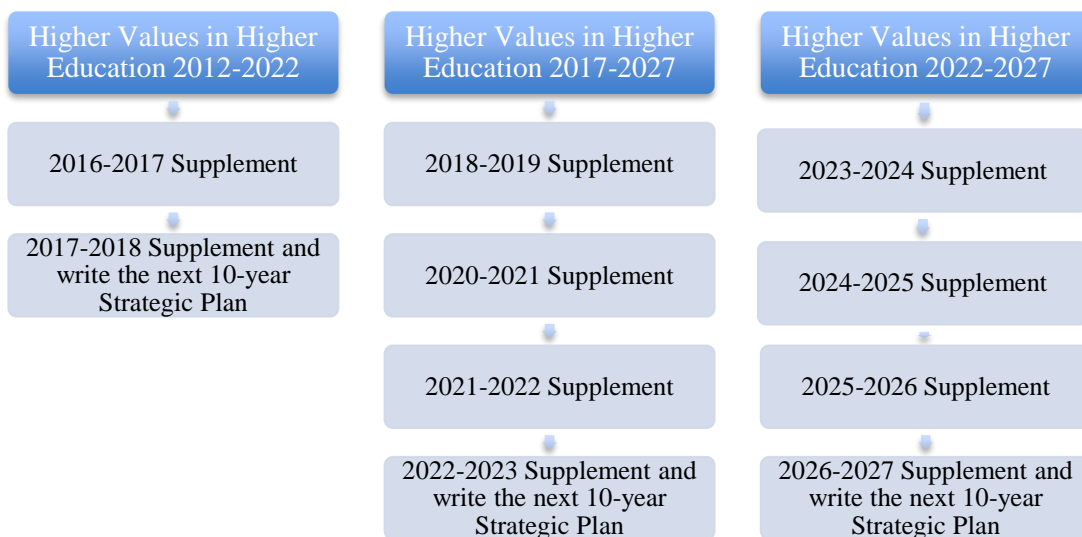
The process of developing and implementing annual Strategic Plan Supplements began in academic year 2016-2017. This process provides the mechanism to successfully address unforeseen challenges and opportunities at the time of writing a strategic plan, and therefore serving as a catalyst to continuous institutional improvement.

As shown below, the University has implemented six goals and priorities (supporting university growth through demonstrating accountability) since academic year 2012-2013 as we seek to become a national leader in quality, opportunity, and affordability. Through annual Strategic Plan Supplements, we focused on stabilizing enrollment through increasing business acumen during academic year 2016-2017; and we have focused on stabilizing enrollment, enhancing educational opportunities, expanding community engagement, and increasing external funding during academic year 2017-2018. The interrelationships between the University's Strategic Plans and Strategic Plan Supplements is shown in the figure below.

Higher Values in Higher Education 2012-2022: Leadership in quality, opportunity, and affordability among regional public universities.



These planning processes will continue. During academic year 2017-2018, the University is creating the next 10 Strategic Plan, Higher Values in Higher Education 2017-2027, and the next Strategic Plan Supplement will be implemented in academic year 2018-2019. The University’s planning calendar through academic year 2026-2027 is displayed below. Reading down the columns shows how annual Strategic Plan Supplements inform pursuit of 10-year strategic plan goals and priorities.



Changes resulting from the University’s Strategic Plans and Strategic Plan Supplements are numerous. These are documented in annual *Strategic Plan Updates* presented to the Board of Trustees each fall. These *Updates* are also available from the University Planning website at www.wiu.edu/university_planning/annualstrategicplanupdates.php. Sample accomplishments resulting from Strategic Plan Supplement implementation includes:

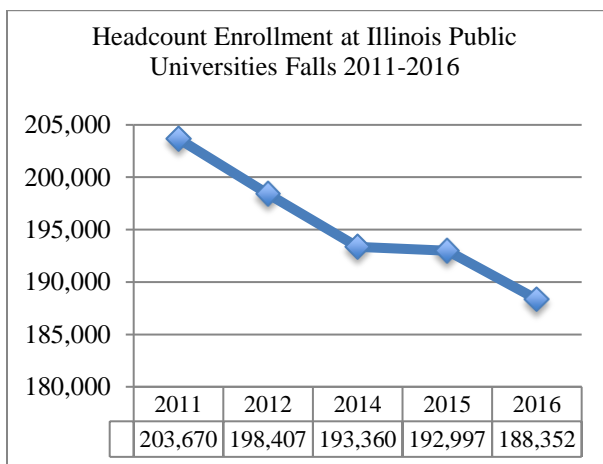
- Stabilizing fall 2016 new freshmen enrollment.
- Achieving a record of number of degree-seeking international students enrolled at the University.
- Enrolling a record number of students (1,000) in Centennial Honors College during fall 2017. The number of student participants equates to 13.2% of the University’s total undergraduate enrollment.

- Launching the President’s Executive Institute to help support external partnerships with education, business, industry, and non-profit communities. Initial efforts focused on creating or enhancing 67 university partnerships with 38 partner organizations, and current accomplishments include:
 - Hosting 19 Education Summits for 144 participants
 - Reinstating the University’s Teacher Education Recruitment Fair, with 30 schools recruiting 42 graduates in spring 2017.
 - Conducting partnership meetings at 29 community colleges
 - Opening the Quad Cities Small Business Development/International Trade Center
 - Raising over \$1.0 million in external funding for the PEI during Fiscal Year 2017.
- Establishing new undergraduate degree programs in anthropology (online), cybersecurity, mechanical engineering and middle level education. Also established new graduate programs in business analytics and community and economic development (hybrid format).
- Increasing the value of external grants and contracts received by \$500,000 (4.5%) from \$11.1 million in Fiscal Year 2015 to \$11.6 million in Fiscal Year 2016.
- Initiating a three-year plan to engage in fiscal reduction and strategic reinvestment of institutional resources to support growth and academic excellence. Specific outcomes are documented in Goal 4 of this *Report*.

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

Creation of Strategic Plan Supplements and implementation of corresponding goals and priorities has brought increasing importance to empirically-based environmental scanning and planning. Following is an excerpt from the *2017 Strategic Plan Supplement* to exemplify institutional environmental scanning and actions taken to advance opportunities and challenges.

“The 12 Illinois public universities are in a period of enrollment decline. Total headcount enrollment in Illinois public higher education decreased by 7.5% from 203,670 students in fall 2011 to 188,352 students in fall 2016. Many external factors are contributing to this enrollment decline.

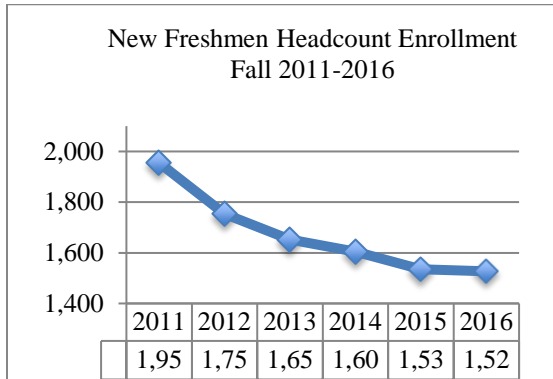


Challenges to Enrollment Stabilization

- 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.
- A 1% increase in the number of Illinois community college students enrolled in baccalaureate/transfer programs.
- 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 graduates between now and academic year 2023-2024.

Even with these challenges, the University has begun to position itself for enrollment stabilization with 10,373 students enrolled in fall 2016. We embrace that recruitment is a shared responsibility of all members of the University community. After five years of new freshmen enrollment decline, we stabilized new

freshmen enrollment at 1,527 in fall 2016, just slightly below the fall 2015 new freshmen enrollment of 1,535.



- Actions Supporting Enrollment Stabilization
- Working as a university community to aggressively recruit and retain students.
 - Increasing student participation in Centennial Honors College.
 - Participating in the Higher Learning Commission's Persistence and Completion Academy.
 - Offering new Living-Learning communities.
 - Supporting the First Year Experience, Building Connections mentoring program, and University 100.
 - Reducing new student tuition by 3%.
 - Adding a need-component to merit-based scholarships.
 - Advancing in national ranking systems in quality, opportunity, and affordability.”

As stated above, empirical data is now emphasized in the implementation of Strategic Plan Supplement goals and priorities. For example, data on population migration, market share analyses, and an increased regional recruitment and retention activities between education, civic, business and industry leaders was used in preparation and implementation of education and community and economic development summits (detailed in Goal 2).

4. Describe the biggest challenges and opportunities encountered in implementing this initiative.
The biggest challenge that University faced in strategic planning and implementation was the State of Illinois' historic and unprecedented FY16 and 17 statewide budget impasse. This is coupled with the current FY18 need to restore fair and predictable funding to Illinois public higher education.

All Illinois public higher education institutions did not receive its first appropriation until the 10th month of Fiscal Year (FY) 2016. The \$14.9 million for Western Illinois University represented only 29% of the University's FY15 appropriation. In the last week of the FY16, the University received an additional \$31.4 million to be vouchered against expenses for FY16 and/or for the first six months of FY17. Similar appropriation percentages and funding restrictions were received and placed on the other 11 Illinois public universities.

Never in the history of Illinois public higher education dating back to 1857 have the public universities experienced delayed appropriations for 10 months, or been given funding at two points in time (termed stop-gap funding by the General Assembly). All Illinois public universities received 90% of FY15 appropriations for FY18. However, due to state flow issues, the public universities are receiving appropriations sporadically, rather than receiving a lump sum appropriation at the start of the fiscal year. At the end of September 2017, Western Illinois University has received 82.8% and 19.6% of its FYs 2017 and 2018 appropriations, respectively.

The institutional decision to add annual Strategic Plan Supplements ensures the sustainability of the University; advances the Strategic Plan's vision, goals and priorities; and as originally planned for the University's QI, "supports the fulfillment of Western Illinois University's mission and niche within Illinois public higher education."

The greatest strength of this portion of the QI is the Western Illinois University community making necessary but difficult decisions (described in Goal Four), committing to inclusive planning processes (described below), and exercising shared governance. Equally as strong are the civic, education, business and industry leaders who partnered with the University to engage in shared educational, economic, and community development goals and priorities.

Commitment to and Engagement in the Quality Initiative

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

The Western Illinois University Board of Trustees requested an updated Strategic Plan by June 2016 in April of that year given uncertainties in state funding. The goals and priorities for the new *Plan* involved significant input and feedback from the university community in an expedited time frame.

This included incorporating feedback received from the 22-member Academic Excellence Task Force, eight member Student Cost Task Force, 37-member Social Responsibility Task Force, review of 1,101 responses to a university survey on cost reductions and containment (representing 58% of university employees), and a final draft review by 10 groups with representation from students, faculty, staff, alumni, and community members. The Western Illinois University Board of Trustees approved the *2016 Strategic Plan Supplement* in June 2016.

Creation of the 2017 Strategic Plan Update reverted to the University's traditional iterative drafting model. This included 16 meetings of the 43-member Social Responsibility Task Force, eight faculty and student focus groups, 12 meetings with University governance groups, two requests for university feedback in *February* and *March 2017 Strategic Plan Updates*, and discussion at the March 2017 Western Illinois University Board of Trustees Board meeting. The Board unanimously approved Strategic Plan Supplement implementation at their June 2017 meeting.

Creation of Higher Values in Higher Education 2017-2027 Strategic Plan Update is also following the University's traditional iterative drafting model. Team membership and request for initial university feedback was made in October. There have been eight meetings on four topics (external and internal environmental scanning, accreditation criteria, initial goal setting) for the 68-member Social Responsibility Task Force. The size of the Task Force was increased in order to maximize efficiency by combining Task Force and focus group membership.

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

The most important point learned by the university community and all other Illinois public universities is that Illinois public higher education is not immune from the State's fiscal problems. Not only did universities continue to endure reduced and delayed funding, but the "Crisis of Confidence" created by the uncertainties of state funding resulted in all but three of the 12 Illinois public universities having fall 2016 new freshmen enrollment declines. While Western Illinois University stabilized new freshmen enrollment, there were double-digit declines at other Illinois public regional universities.

Locally, budget reduction strategies (discussed in Goal 4) for the first time addressed personnel reductions. Illinois public universities have dealt with decreased and delayed appropriations since FY2002. No longer could necessary budget reductions be achieved through operating reductions alone.

Resource Provision

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

The University's two-way video conference system was used to support Task Force and focus group meetings. Each of these meetings included members from both campuses.

Development of the *2016 Strategic Plan Supplement* involved:

- Twenty-two members of the academic year 2015-2016 Academic Excellence Task Force (see Appendix A).
- Eight members of the academic year 2015-2016 Student Cost Task Force (see Appendix B).

- Thirty-seven members of the academic year 2015-2016 Social Responsibility Task Force (See Appendix C)
- One thousand one hundred and one members of the university community responding to the institutional survey on suggested measures of cost reductions and containment.

Development of the 2017 *Strategic Plan Supplement* engaged the:

- Forty-three-member academic year 2016-2017 Social Responsibility Task Force (see Appendix D).
- Ten-member Faculty Focus Group (see Appendix E).
- Five-member Student Focus Group (see Appendix F).

Current development of the Higher Values in Higher Education 2017-2027 is engaging 74 members of the University and external community, who comprise the 2017-2018 Social Responsibility Task Force (See Appendix G).

Plans for the Future

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

The Vice President for Quad Cities and Planning will continue to coordinate institutional planning processes for preparing Higher Values in Higher Education 2017-2027 and future Strategic Plan Supplements. Academic year 2017-2018 work includes:

- Engaging the Social Responsibility Task Force and university community in iterative drafting processes that will culminate with consensus on the 2017-2027 Strategic Plan's goals and priorities.
- Achieving endorsement on Higher Values in Higher Education 2017-2027 from all governance groups on both campuses (i.e., Civil Service Employees Council, Council of Administrative Personnel, Faculty Senate, Quad Cities Faculty Council, and Student Government Associations in Macomb and the Quad Cities).
- Providing the Western Illinois University Board of Trustees with a final report on Higher Values in Higher Education 2012-2022 accomplishments and actions that will continue into the next edition of the University's Strategic Plan.
- Presenting the Higher Values in Higher Education 2017-2027 to the Western Illinois University Board of Trustees for implementation approval by June 2017.

Writing of Strategic Plan Supplements will occur in academic years 2018-19 through 2021-22, then the University will write Higher Values in Higher Education 2022-2027. Writing of the future Strategic Plan and Supplements will follow the institutional precedent for collaborative processes described above.

GOALS 2A-2C: STOP ENROLLMENT DECLINE, AND INCREASE RETENTION AND GRADUATION RATES TO THE MEDIAN OF WESTERN ILLINOIS UNIVERSITY BENCHMARK INSTITUTIONS IN THE SHORT-TERM AND TO THE TOP QUARTILE IN THE LONG TERM.

Scope and Impact of the Initiative

1. Explain what was accomplished in the Quality Initiative in relation to purposes and goals.

The University has taken many steps in attempt to increase total enrollment. This includes establishing new degree programs and formats, implementing undergraduate and graduate recruitment plans at the school and departmental level, increasing the frequency and timing of communication materials to applicants and students who have been accepted, and increasing need and merit based scholarship programs.

While new freshmen enrollment was stabilized in fall 2016, the Crisis of Confidence in state funding contributed to lower new freshmen, transfer and undergraduate enrollment. However, new graduate enrollment, with the exception of 2015 which appears to be an anomaly, stabilized and overall graduate enrollment slightly increased.

| <u>Fall</u> | <u>New Freshmen</u> | <u>New Transfers</u> | <u>Total Undergraduate</u> | <u>New Graduate</u> | <u>Total Graduate</u> | <u>Total University</u> |
|-------------|---------------------|----------------------|----------------------------|---------------------|-----------------------|-------------------------|
| 2014 | 1,605 | 1,213 | 9,645 | 571 | 1,813 | 11,458 |
| 2015 | 1,535 | 1,105 | 9,141 | 628 | 1,953 | 11,094 |
| 2016 | 1,527 | 926 | 8,543 | 571 | 1,830 | 10,373 |
| 2017 | 1,206 | 823 | 7,599 | 576 | 1,842 | 9,441 |

Despite decreasing enrollments, the University has seen an increase in the quality of new freshmen, as measured by student input variables.

- The percent of full-time new freshmen with a minimum 20 ACT composite score and 3.0 high school grade point average increased from 29% of the fall 2014 cohort to 42% of the falls 2016 and 2017 cohort.
- Enrollment in Centennial Honors College increased from 697 students or 7.2% of total undergraduate enrollment in fall 2014 to 1,000 students or 13.2% of total undergraduate enrollment in fall 2017.

The University has seen an increase in undergraduate intentionality, or degree seeking behaviors in specific fields.

- High School dual enrollment has increased from 6 students in fall 2014 to 40 students in fall 2017.
- Four hundred and ninety-one international students enrolled at the University, with a record high of 462 of these students enrolled as degree-seeking students.
- Enrollment of University Advising (UA) students decreased from 424 to 182 students between fall 2014 and fall 2017. The UA program allows students who enter the university without a major to explore different fields of study prior to declaring a major. Students may remain in the University Advising Program until they have accumulated 45 semester hours.
- Enrollment in the Interdisciplinary Studies and General Studies programs have decreased from 39 to 9 students and from 494 to 369 students between fall 2014 and fall 2017, respectively.

The University is experiencing growth and has growth potential in new and expanding markets.

- The University has served 61,868 distance education course enrollments since Fiscal Year 2013 (the year prior to institutional participation in the Persistence and Completion Academy), generating 175,125 credit hours. Demand for distance education courses is evidenced by a 4,179 course enrollment increase (41.7%) between Fiscal Years 2013 and 2017, and a 10,826 credit hour (37.0%) increase during this time.
- As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) has increased by 277 students (27.8%) from 998 students in fall 2012 to 1,275 students in fall 2017.
- The majority of this growth occurred in the Quad Cities. Quad Cities accounted for 265 of the 277 students (95.7%) in the overall off-campus enrollment growth between fall 2012 and fall 2017. Macomb accounted for 12 students (4.3%) of the growth during this time.

| <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 |

- The University plans to build on its tradition of serving the military by presenting the Board of Trustees in December 2017 a proposal that lowers active duty student tuition to the rate paid by the armed forces (currently at \$250/credit hour). This rate is used as a screening device by the military in forming institutional partnerships, and it prevents enlisted personnel from engaging in extended approvals to enroll at an institution above the established cost threshold.

The University has also taken many steps designed to improve retention rates. Establishment of a mentoring program, expansion of living-learning communities, hiring an Academic Success Coach on the Macomb campus, increasing peer-based tutoring on the Quad Cities campus, and continuing the First Year Experience across the University all serve as examples.

The table below shows that when Western Illinois University entered the Persistence and Completion Academy, first-year retention was at a historic peak (72%). Since that time the rate has stabilized at 68% for two of the last three years, and the University is again seeing the effects of increased student intentionality. The third-year continuation rate and four-year graduation rate of full-time, first-time freshmen have increased from 55.6% to 60.1% and from 30.6% to 33.4% since institutional Academy participation, respectively. However, the 2.8% increase in four-year graduation rates does not offset the 5.7% decrease in six-year graduation rates. The University continues to study and adapt practices in order to increase the overall graduation rate.

2. 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.

Recognizing the cost sensitivity of our students, where 75% of currently enrolled students receive financial assistance:

- Western Illinois University, upon recommendation of the Educational Opportunity (Student Cost) Task Force, lowered academic year 2016-2017 tuition by three percent for new students, and there were no tuition increases for academic year 2017-2018.
- Student Governance Groups on both campuses recommended no fee increases, and the President’s Leadership Team proposed establishment of one tuition rate for all domestic students. The Board of Trustees approved both of these recommendations for academic year 2016-2017.
- The President’s Leadership Team approved adding a need component and expanding the merit component in the Western Commitment Scholarship program. The first scholarship values reported for 2015 are guaranteed merit awards and may go as high as the second reported value based on financial need.

| ACT Values for Western Commitment Scholarship Awards Fall 2013 through Fall 2015 First-Time Freshmen Cohorts | | | |
|---|--------------------|------------------|--------------------|
| Fall 2013 and 2014 Cohorts | | Fall 2015 Cohort | |
| ACT Score | Scholarship Values | ACT Score | Scholarship Values |
| 32-36 | \$10,000 + Room | 30-36 | \$10,000 |
| 29-31 | \$3,000 | 27-29 | \$3,000-\$7,000 |
| 25-28 | \$2,000 | 24-26 | \$2,500-\$6,000 |
| 22-24 | \$1,000 | 20-23 | \$2,000-\$5,000 |

- The Vice President for Quad Cities and Planning partnership meetings with Presidents at 29 community colleges and the Student Cost Task Force benchmarking showed that Western Illinois University was the only public university not to offer annually renewable scholarships for transfer students. This process was revised beginning in spring 2018.

New transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 3.0 GPA or higher will receive a renewable \$2,000 scholarship. Additionally, New transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 2.99-2.5 GPA and enroll full-time at WIU will receive a renewable \$1,000 scholarship.

Prior to spring 2018, New transfer students with an associates degree and enroll full-time at the University received a \$400 book award. New transfers with an associates degree and 3.5 grade point average received a \$1,000 scholarship.

The change in the scholarship program is designed to make Western Illinois University increase transfer student enrollment overall, and build upon the success of recruiting high achieving students. The percentage of Western Commitment Transfer Scholarship recipients has increased from 30.4% to 37.9% of the fall 2013 and 2017 new transfer cohorts.

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

In addition to the actions above, the Provost and Academic Vice President charged:

- The Faculty Senate with completing an academic year 2016-2017 review of the University’s General Education program with regard to program goals,

appropriateness of the program categories, and the number of courses offered in each category. The current administrative structure of General Education will also be reviewed. This review continues in academic year 2017-2018.

- A Task Force within Academic Affairs to complete an academic year 2016-2017 review of the university-wide Teacher Education program with regard to the current administrative structure of teacher education, time to completion in relationship to the State licensure regulations, and curricular applications to fulfill state required competencies. The Dean of the College of Education and Human Services is currently preparing the Task Force's report for the Provost.

President Thomas also established:

- Community and Economic Development (CED) Summits in eight communities (Macomb, Moline, Galesburg, Havana, Peoria, Quincy, Savanna, and Saint Louis) in the University's service region. Coordinated by the Summit Planning Team, these Summits focused on economic development strategies to recruit and retain residents in the 16-county Western Illinois University service region. There were nine Summits engaging 118 participants in Fiscal Year 2017.

CED Summits continue during Fiscal Year 2018, with the cities of Rockford and Decatur added to the Summit rotation. There have been six CED summits as of December 2017/

- Education Summits for the same for eight cities in the Western Illinois University service region. Also coordinated by the Summit Planning Team, these educational Summits focused on providing high school students with new educational experiences that make students want to stay in the region and attend Western Illinois University. There were 19 Summits engaging 144 participants in Fiscal Year 2017.

Education Summits in the existing and new cities continue during Fiscal Year 2018. There have been 24 Summits focused on the programs and services of the Colleges of Arts and Sciences and Education and Human Services as of December 2017.

- The Presidents Executive Institute (PEI). The PEI Team meets with business and industry in Illinois, Iowa, and Missouri to discuss the recruitment of working professionals to the University, in addition to developing internships sites, and philanthropic relationships with Western Illinois University.

Fiscal Year 2017 PEI accomplishments include:

- ✓ Raising \$1.0 million in external funding for Western Illinois University.
- ✓ Supporting 1,160 internship and 255 student teaching placements.
- ✓ Hosting 28 Summits and engaging 262 in eight communities.
- ✓ Opening a Small Business Development/International Trade Center in the Quad Cities
- ✓ Reinstating the Teacher Recruitment Fair on the Macomb campus.
- ✓ Utilizing the expertise from working professionals in 18 advisory boards across the colleges and administrative units at the University.

Preliminary Fiscal Year 2018 PEI accomplishments include:

- ✓ Serving as the preferred partner for the Illinois Department of Corrections in in-service training and degree completion for correctional officers.
 - ✓ Establishing a new five-year integrated degree program between the Bachelors of General Studies and Law Enforcement and Justice Administration to better serve the specific educational and career needs of working professional.
 - ✓ Completing 7 military visits and an additional 4 meetings with institutions specializing in military relations to better understand how to meet and exceed the needs of the Armed Forces.
 - ✓ Creating new working relationships with four community college partners (Prairie State, Oakton, Harper, and Southwestern Illinois Community College).
 - ✓ Hosting the Midwest Community Development Institute for over 70 participants.
 - ✓ Expanding corporate relationships with State Farm Insurance and Nestle Purina.
 - ✓ Receiving \$100,000 from the Moline Foundation to establish a dual enrollment program in Agriculture.
- The charge for the Vice President for Quad Cities and Planning to meet with all community colleges in Illinois, and select community colleges in Iowa, Missouri, and Wisconsin to build new enrollment partnerships, and to discuss Western's transfer friendliness with existing partners. A total of 29 meetings were completed in Fiscal Year 2017. These meetings continue in Fiscal Year 2018, as documented above.

4. Describe the biggest challenges and opportunities encountered in implementing the initiative.
 The biggest challenge has been the FY16/17 State budget impasse described in Goal 1. The biggest opportunity has been the engaging members of our university and host regions to engage in shared recruitment and retention goals and priorities. And this opportunity has been expanded into neighboring states through the PEI and community college relations.

Commitment to and Engagement in the Quality Initiative

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

As demonstrated in response to questions #2 and #3, members involved in this part of the QI include the Student Cost Task Force for recommending lowered tuition, Student Government Associations for recommending no fee increases, and the President's Leadership Team (President and Vice Presidents) and Board of Trustees for approving these recommendations and setting of one tuition rate for all domestic students.

Other members of the University community engaged in the QI include the General Education Review Committee, Teacher Education Review Task Force, Summit Planning Teams, the President's Executive Institute, and the Vice President for Quad Cities and Planning for conducting community college meetings in four states.

Evidence of perceptions of worth and impact is the voluntary assignment of time and effort to the tasks described above. Student success is a shared value of Western Illinois University. We

take this commitment strongly. It is stated in our institutional values of academic excellence and educational opportunity. These values were first published in 2005 and remain unchanged after three updates to the University's Strategic Plan (2008, 2012, and 2016). Moreover, each college, school, and department has responsibilities for implementing and evaluating departmental undergraduate and graduate recruitment and retention plans annually. Members of the Western Illinois University community participate in the QI because they want to see students succeed.

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

There were three lessons learned from institutional participation in this part of the QI. First, even the best intended programs can be effected by the external environment. For example, the addition of a need-based component to the Western Commitment Scholarship can be negated if the state does not continue to fund its Illinois Monetary Assistance (financial aid) program. Second, there is an inverse relationship between the amount of unmet financial need and student enrollment at Western Illinois University. Third, participation in the QI reaffirmed the institutional belief and value that student enrollment, persistence, and completion is a shared responsibility of all members of the university community.

Resource Provision

7. Explain the human, financial, physical, and technological resources that supported this initiative.

Contributing to this portion of the University's QI were:

- All academic colleges, schools, and departments.
- The academic years 2015-2016 through 2017-2018 Student Cost Task Forces. There are currently nine members on the Task Force (see Appendices B and H).
- Macomb Student Government Association.
- Quad Cities Student Government Association.
- President's Leadership Team.
- The five-member Summit Planning Team (see Appendix I).
- The 22-member President's Executive Institute (see Appendix J).
- The 23-member General Education Review Committee (see Appendix K).
- The nine-member Teacher Education Task Force (see Appendix L).

In addition to the allocation of employee time to these initiatives, the University allocated \$2.3 million to Western Commitment Scholarships in FY15. This was the last year that scholarships were exclusively merit based. The University allocated an additional \$2.5 million and \$700,000 to expand the merit component and add a need-based component in FYs 16 and 17, respectively. Additionally, \$1.0 million was reallocated in the FY18 budget to support changes to the Western Transfer Commitment Scholarship program.

Plans for the Future

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

Actions to continue during Fiscal Year 2018 semester include:

- The Educational Opportunity (Student Cost) Task Force will continue to identify opportunities to reduce student costs.
- The Summit Planning Team will continue to provide education and community and economic development summits in 10 communities.
- The President's Executive Institute will continue to cultivate expand Western Illinois University's partnerships with business, industry, education, government, military, and the non-profit sector.
- The Vice President for Quad Cities and Planning will continue community college meetings in Illinois, Iowa, Missouri, and Wisconsin.
- The General Education Review Committee and the Teacher Education Task Force will complete their reviews and submit their reports.

GOAL 3: CODIFY NEW STRUCTURES AND PROCESSES RESULTING FROM INSTITUTIONAL PARTICIPATION IN THE PERSISTENCE AND COMPLETION ACADEMY.

Scope and Impact of the Initiative

1. Explain what was accomplished in the Quality Initiative in relation to purposes and goals.

Since joining the Persistence and Completion Academy (PCA), Western Illinois University has:

- Developed a 69 attribute distributed data warehouse supporting use of the predictive analytic framework and other analytic studies related to student persistence and completion. This is a major shift for the University that primarily relies on a legacy (mainframe) system for transactional and analytic computing.
- Established a Macomb "Student Success Center" approach to student persistence and completion. The program is designed to generalize Western's best practices in academic and student support services for specialized populations (e.g., special admissions, international students, and student-athletes) to all regularly admissible students.

In the spirit of this model, the College of Arts and Sciences established new living-learning communities (LLCs) for residential students including CLASS (Community of Liberal Arts and Sciences Majors), an LLC for Liberal Arts and Humanities majors; Bio-Life for Biological Sciences majors; and Women in Science. The latter serves new freshmen majoring in math or science. Upper-class women math and science majors serve as peer mentors for the LLC. Interactions with science faculty and upper class science majors will help students get involved in the scientific community of Western Illinois University.

The Student Success Center model also engages faculty choosing to use Attendance Tracker software to automatically generate class attendance reports for Academic Advisors. This serves as an early warning system for Advisors to engage in appropriate academic and student support service referrals. Advisors in Macomb and the Quad Cities receive attendance data.

New in FY18, and due to recommendations from the Macomb Academy Team, the University established and a hired Academic Success Coach (ASC) in the University Advising and Academic Services Center. The position works with students on academic warning or probation and their advisor to develop goals and set action plans for academic improvement. The position will also be supported by graduate practicum students from the University's College Student Personnel program.

- Identified courses (Calculus and Statics) where engineering students in the Quad Cities have the most academic difficulty. The Assistant Dean for the College of Arts and Sciences led development of a Learning Assistance (peer tutoring) proposal for these courses, and the Team completed a webinar on modular math software successfully deployed for engineering students at the University of Wisconsin-Green Bay.

The University funded a pilot of the Learning Assistance model in fall 2017. Learning assistants are high performing undergraduate students with an aptitude for teaching who are deployed in the classroom to facilitate active learning environments. The goal of the three-year is to improve student academic performance in four mathematics and physics co-requisite first year engineering courses. Pilot test results and lessons learned will be applied to other disciplines and shared with the Macomb and Distance Learning Teams for additional possible expansion.

- Installed, and based qualitative analysis from two surveys of distance education students, Respondus Lockdown Browser and Monitor software. This new software, piloted in the College of Business and Technology, enables distance education students to complete examinations online, rather than attending a physical testing center.

To further address academic needs, the Distance Learning Team completed a survey of 89 faculty members teaching distance education course in fall 2017. Faculty were asked about the types of classes they teach online, how often content is updated, and how much time they spend working with a fully-online class. Perceptions of how much time students spend working on a given online class was also asked and what faculty perceive as barriers to students completing online courses.

2. 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.

Based on the answers provided above, Western Illinois University now has:

- A distributed institutional database to support the predictive analytic framework and other empirical analyses.
- Nine topical Living-Learning Communities (in Bio-Life, Broadcasting and Journalism, Community of Liberal Arts and Sciences Students, Environmental Sustainability, Fine Arts, Honors, Pathways (undecided majors), Women in Science, and Transfer Year Experience).
- Attendance tracker tools and technology to support intentional advisement.

- A dedicated full-time staff member who will be working with Academic Advisors and graduate practicum students to help improve the academic performance of at-risk students, or those on academic warning or probation.
 - A model for identifying courses with the highest D/F/W rates that can be applied across disciplines, campuses, and instructional modalities.
 - A three year (fall 2017-2020) learning assistance program pilot designed to improve student performance in mathematics and physics courses that are co-requisites to engineering courses.
 - Respondus Lockdown Browser and Monitor software that prevents online students from having to travel to a physical testing center.
 - Survey results that will be used to help support distance education faculty in the programs and services at the Center for Innovation in Teaching and Research.
3. Explain any tools, data, or other information that resulted from the work of this initiative.
Also resulting from this initiative:
- A dashboard tracks goals, desired outcomes, operational definitions, data, and interventions for engineering students. The model is generalizable across other disciplines, campuses, and instructional modalities.
 - The University now publishes a Retention Newsletter, “Tips” website, and blog to track progress and ideas related to student persistence and completion.
4. Describe the biggest challenges and opportunities encountered in implementing the initiative.
Similar to Goals 1 and 2 the statewide budget impasse is the greatest challenge, but it does not lessen institutional resolve to improve retention and graduation rates. Moreover, there is opportunity for the University is to assume leadership in academic support of high-achieving students. Neither at the Academy Midpoint Roundtable, nor within the Academy’s Collaboration Network could team members find examples of academic support for calculus classes. Materials focused on students in remedial and introductory mathematics classes.

Commitment to and Engagement in the Quality Initiative

5. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.
Five teams support the University’s PCA participation. The Steering Team coordinates institutional PCA participation and reporting, the Data Team developed the distributed database, and the remaining teams focus on issues for the students that they serve. Membership includes the:
- Twelve-member Steering Team (see Appendix M)
 - Eleven-member Macomb Team and eleven-member Student Success Center Planning Team (see Appendix N)
 - Ten-member Quad Cities Team (see Appendix O)
 - Eighteen-member Distance Learning Team (see Appendix P)
 - Three-member Data Facilitation Team (see Appendix Q)

Individual PCA participation is voluntary. Each year team members have the opportunity to renew their membership or conclude participation, based on individual assessments of time, capacity, worth and impact.

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

The most important reminders from PCA participation are:

- A. Projects can be scalable across population of students, disciplines, campuses, and instructional modalities.
- B. There are differences in the amount of staff time required to maintain project communications. Blogs and newsletters require population of information, whereas list-servs allow for end-users to determine content and frequency of information.
- C. Both high-achieving and all other students face persistence issues. Some of these issues are common across students (e.g., costs) and others are local to subpopulations of students (the calculus student example in this *Update*).
- D. While much of the national literature and external reporting focus on new freshmen retention, there are student persistence needs across the educational experience.

Resource Provision

7. Explain the human, financial, physical, and technological resources that supported this initiative.

Supporting the work of the PCA was purchase of Respondus software to support the Distance Learning Team, Attendance Tracker software to support the Student Success Center, and Pentaho software to support data extraction and analysis from the data warehouse. Additionally, University Housing and Dining Services allocated specific residence hall floors to support the University's Living-Learning Communities. There was also allocation of resources to support hiring of an Academic Success Coach and funding of the three-year pilot of the Learning Assistants project.

Plans for the Future

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

Plans for the remainder of Fiscal Year 2018 include the following. Macomb initiatives include engaging graduate practicum students in the daily operations of the Academic Success Coach. The Quad Cities Team will continue the Learning Assistants pilot and initiate initial program evaluation. Distance Learning will analyze results and base programming decisions in the Center for Innovation in Teaching and Research on the faculty survey.

GOALS 4A-4B: DOCUMENT REDUCTION AND REINVESTMENT ... BETWEEN FISCAL YEARS 2016 AND 2018, WHILE CONTINUING TO ADVANCE IN NATIONAL RANKINGS OF QUALITY, OPPORTUNITY, AND AFFORDABILITY.

Scope and Impact of the Initiative

1. Explain what was accomplished in the Quality Initiative in relation to purposes and goals.
The University has made \$3.1 million in Fiscal Year 2016 cost savings measures, and has advanced in national rankings of quality, opportunity, and affordability. It also reinvested \$4.0 million to the Western Commitment Scholarship program as discussed in Goal 2.
2. 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.

Fiscal Year (FY) 2016 actions to increase revenue include initiating the President's Executive Institute, signing new dual enrollment agreements with Elgin Community College (Illinois) and Moberly Area Community College (Missouri), implementing hybrid programs in Business Administration and College Student Personnel, offering at least 10 percent of all courses in irregularly scheduled formats (e.g., weekend and distance education), and reducing student costs.

FY16 actions to decrease expenditures include reducing the size of the workforce (26 faculty, eight administrative/professional, and 25 civil service positions), implementing a retirement incentive program, reducing 12-month contracts for select staff positions and departmental chairpersons/school directors, engaging in 110 layoffs (with 87 call backs), initiating a voluntary pay reduction program at the deans level and above, requiring a furlough program for all non-negotiated employees earning more than \$40,000 annually (479 employees), disestablishing four academic majors (African-American Studies, Philosophy, Religious Studies and Women's Studies), and implementing a hiring freeze. These actions reduced FY16 institutional expenditures by \$3.1 million.

FY17 actions to increase revenue advocating for the end of the statewide budget impasse and restoration of fair and predictable funding for public higher education; advancing *Strategic Plan* and *Strategic Plan Supplement* goals and priorities; creating external partnerships through the President's Executive Institute; earning increased contract and grant funding; positioning the University for the next comprehensive campaign; and expanding high school dual enrollments. This is in addition to establishing high-demand majors and formats (i.e., anthropology (online), mechanical engineering, middle level education, and offering applied statistics and decision analytics on both campuses); continuing to offer at least 10 percent of all courses in irregularly scheduled formats; holding FY18 tuition at FY17 levels; and establishing a military task force to increase enrollment of armed forces personnel.

FY17 actions to decrease expenditures include limiting replacement hiring; placing departmental chairpersons and school directors on 11.0 month contracts; canceling salary increases for non-negotiated personnel; negotiating for salary and wage concessions with bargaining units; enacting in layoffs; continuing furloughs; limiting replacement hiring to essential positions; continuing teach out plans of disestablished majors; and reducing overall spending.

3. Explain any tools, data, or other information that resulted from the work of this initiative.
None.

4. Describe the biggest challenges and opportunities encountered in implementing the initiative.
The biggest challenge was the unforeseen and unprecedented two-year statewide budget impasse, and the resultant state appropriation. Partial funding in FYs 16 and 17, and only 90% of the FY15 appropriation in FY18. The largest opportunity being accomplished is the positioning of Western Illinois University for a strong and sustainable future in a new fiscal reality.

Commitment to and Engagement in the Quality Initiative

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

All Western Illinois University students, faculty and staff were impacted to some magnitude over the statewide budget impasse. Following actions discussed in response to Question #2:

- Establishing and implementing the President's Executive Institute engages 26 faculty and staff members.
- Signing new dual enrollment agreements requires President and Vice President approvals.
- Implementing academic programs involved program faculty, school directors, department chairs, deans, the Faculty Senate for undergraduate program and the Graduate Council for graduate programs, provost, president, and Western Illinois University Board of Trustees.
- Offering at least 10 percent of all courses in irregularly scheduled formats engaged all department chairs/school directors.
- Reducing student costs involved the Student Cost Task Force, Student Government Associations on both campuses, President's Leadership Team, and the Western Illinois University Board of Trustees.
- Reducing the size of the workforce involved supervisors and areas where 59 positions were not filled.
- Offering a retirement incentive program changed the status of 59 employees.
- Reducing 12-month contracts lowered the salary of all department chairs/school directors.
- Engaging in 110 layoffs with 87 callbacks in FY16 and 11 layoffs and 11 call backs in FY17 directly impacted these university employees.
- Initiating a voluntary pay reduction program lowered annual salaries at the deans' level and above.
- Requiring a furlough program for all non-negotiated employees earning more than \$40,000 annually lowered income for 479 employees for three years.
- Disestablishing four academic majors impacted 24 majors in these programs.
- Implementing a hiring freeze had effects across the University.

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

There were two areas learned in this process. First, the University community through its *2016 Strategic Plan Supplement* recognized that the institution needed to stabilize enrollment, provide responsive programs, support innovation, decrease reliance on state funding, and increase business acumen. The *2017 Strategic Plan Supplement* raised the top goals and priorities to stabilize enrollment, enhance educational opportunities, expand community engagement, increase external funding, and support planning and conservative fiscal management.

Second, even through the Illinois public universities endured the statewide budget impasse and its effects of enrollment decline and reduced state appropriations to public higher education, Western Illinois University maintained and advanced in national ranking systems for quality, opportunity, and affordability. Specifically, Western:

- Maintained:
 - “Best Midwestern University” status from *U.S. News and World Report* for the 13th consecutive year. The University was placed in the top ten regional public comprehensive category for a second consecutive year (FYs 17 and 18 rankings).
 - “Best Midwestern College” status from The Princeton Review for the 14th consecutive year.
 - “Best Online Programs: Bachelor’s” category” from *U.S. News and World Report* for the sixth consecutive year.
 - “Best for Vets College” status from Military Times EDGE Magazine for the eighth consecutive year. Western was the only Illinois public university placing in the top 50 institutions in these rankings.
 - The second-best Physics program in the nation among institutions that offers a master's degree in physics as its highest degree in physics from the American Institute of Physics in the 2015-2017 rankings.
- Earned:
 - Recognition as an institution in the top two percent nationally for serving first-generation and low-income students by the United States Department of Education.
 - Maximum discipline-specific reaffirmation of accreditation by the Commission on Collegiate Nursing Education, Council on Social Work Education/Commission on Accreditation, and Masters in Psychology and Counseling Accreditation Council.
 - Charter member status into SALUTE (Service – Academics – Leadership – Unity – Tribute - Excellence) Veterans National Honor Society.
 - Designation as:
 - A 2016 and 2017 “Best Midwestern Regional University” from College Choice.

Resource Provision

6. Explain the human, financial, physical, and technological resources that supported this initiative.
See institutional responses to Questions #1, 2, and 5.

Plans for the Future

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

Actions for the remainder of FY18 will focus on creating a reinvestment pool, growing enrollment, increasing revenue, providing high demand programs, eliminating enrollment barriers, reallocating resources, decreasing expenditures, and improving operational efficiencies. The status of these goals and priorities will be provided in the next update to these materials. The University’s FY18 actions are based on environmental scanning and build upon work in FY16 and 17 that focused on increasing revenue, decreasing expenses, and maintaining fiscal health during the historic and unrepresented statewide budget impasse.

Appendix A
Academic Year 2015-2016
Academic Excellence Task Force

1. Dr. Kathy Neumann, Interim Provost and Academic Vice President, Chairperson
2. Dr. Bill Bailey, Dean, College of Business and Technology
3. Mr. John Biernbaum, Associate Vice President, Student Services
4. Dr. Ginny Boynton, College of Arts and Sciences Dean's Representative, History
5. Mr. Billy Clow, Dean, College of Fine Arts and Communication
6. Mr. Sean Cordes, Library Dean's Representative
7. Dr. Ray Diez, College of Business and Technology Chairs Council Representative, Engineering Technology
8. Dr. Georg Gunzenhauser, Quad Cities Faculty Council Representative, Educational Studies
9. Ms. Tammy Killian, College of Fine Arts and Communication Chairs Council Representative, Theatre and Dance
10. Dr. Charles Lydeard, College of Arts and Sciences Chair Council Representative, Biological Sciences
11. Dr. Michael Lorenzen, Dean, University Libraries
12. Dr. Susan Martinelli Fernandez, Dean, College of Arts and Sciences
13. Dr. Kristi Mindrup, Assistant Vice President, Quad Cities Academic Affairs
14. Dr. Russ Morgan, Interim Associate Provost for Budget, Planning and Personnel
15. Dr. Latharine Pawelko, Graduate Council Representative, Recreation, Park and Tourism Administration
16. Dr. Nancy Parsons, Associate Provost, Undergraduate and Graduate Studies
17. Dr. Christopher Pynes, Faculty Senate Representative, Philosophy
18. Dr. Miriam Satern, College of Education and Human Services Representative, Kinesiology
19. Mr. Ian Shelly, College of Fine Arts and Communication Dean's Representative, Art
20. Dr. Erskine Smith, Dean, College of Education and Human Services
21. Dr. Danny Terry, College of Business and Technology Dean's Representative, Agriculture
22. Dr. Janet Wigglesworth, College of Education and Human Services Chairs Council Representative, Kinesiology
23. Dr. Ron Williams, Assistant Vice President of Academic Affairs

Appendix B
Academic Year 2015-2016
Student Cost Task Force

1. Dr. Gary Biller, Vice President for Student Services, Chairperson
2. Mr. Matt Bierman, Director, Budget
3. Ms. Angela Bonifas, Director, Institutional Research and Planning
4. Dr. Andy Borst, Admissions
5. Ms. Julie DeWees, Vice President, Administrative Services
6. Ms. Mary Lawson, Director, Financial Aid
7. Dr. Kathy Neumann, Interim Provost and Academic Vice President
8. Dr. Bill Polley, Interim Associate Dean, College of Business and Technology/Associate Professor, Economics and Decision Sciences
9. Dr. Joe Rives, Vice President, Quad Cities and Planning

Appendix C
Academic year 2015-2016
Social Responsibility Task Force

1. Dr. Joe Rives, Vice President, Quad Cities and Planning, Chairperson
2. Dr. Bill Bailey, Dean, College of Business and Technology
3. Mr. Brad Bainter, Vice President, Advancement and Public Services
4. Mr. John Biernbaum, Associate Vice President, Student Services
5. Dr. Gary Biller, Vice President, Student Services
6. Ms. Angela Bonifas, Associate Director, Planning, Budget, and Institutional Research
7. Dr. Andy Borst, Director, Undergraduate Admissions
8. Ms. Pam Bowman, Director, Human Resources
9. Mr. Billy Clow, Dean, College of Fine Arts and Communication
10. Mr. Scott Coker, Director, Facilities Management
11. Ms. Julie DeWees, Vice President, Administrative Services
12. Mr. Stephen Fraizer, Chief Information Officer
13. Dr. Georg Gunzenhauser, Professor, Educational Studies/Chair, Quad Cities Faculty Council
14. Dr. Everett Hamner, Assistant Professor, English and Journalism
15. Dr. Jeff Hancks, Associate Professor, University Libraries
16. Dr. Robert Hironimus-Wendt, Associate Professor, Sociology and Anthropology
17. Dr. Fred Isele, Associate Professor, Curriculum and Instruction
18. Dr. Jin Jin, Assistant Professor, Chemistry
19. Dr. Gregg Jorgensen, Assistant Professor, Curriculum and Instruction
20. Dr. Brian Locke, Associate Professor, Music/Chair, Graduate Council
21. Dr. Michael Lorenzen, Dean, University Libraries
22. Dr. Chuck Lydeard, Chairperson, Biological Sciences
23. Dr. Sue Martinelli Fernandez, Dean, College of Arts and Sciences
24. Ms. Kerry McBride, Business Administrative Associate, President's Office
25. Dr. Don McLean, Professor, Recreation, Park and Tourism Administration
26. Dr. Kristi Mindrup, Assistant Vice President, Quad Cities Academic Affairs
27. Mr. Nicholas Moreno, President, Quad Cities Student Government Association
28. Ms. Cayrn Morgan, Academic Advisor, College of Arts and Sciences
29. Dr. Amy Mossman, Associate Professor, English and Journalism
30. Dr. Mark Mossman, Chairperson, English and Journalism
31. Dr. Kathy Neumann, Provost and Academic Vice President
32. Dr. Christopher Pynes, Professor, Philosophy and Religious Studies/Chair, Faculty Senate
33. Dr. Erskine Smith, Dean, College of Education and Human Services
34. Dr. Bill Thompson, Associate Professor, University Libraries
35. Dr. Tammy Werner, Assistant Professor, Sociology and Anthropology

Appendix D
Academic year 2016-2017
Social Responsibility Task Force

1. Dr. Joe Rives, Vice President, Quad Cities and Planning, Chairperson
2. Mr. Jeff Andersen, Director of Planning, City of Moline
3. Dr. Bill Bailey, Dean, College of Business and Technology
4. Mr. Brad Bainter, Vice President, Advancement and Public Services
5. Ms. Julie Baker, Director of Development, College of Fine Arts and Communication
6. Dr. Laura Barden-Gabbei, Professor, Biological Sciences
7. Mr. John Biernbaum, Associate Vice President, Student Services
8. Mr. Matt Bierman, Interim Vice President, Administrative Services
9. Ms. Angela Bonifas, Director, Institutional Research and Planning
10. Ms. Pam Bowman, Director, Human Resources
11. Mr. Billy Clow, Dean, College of Fine Arts and Communication
12. Mr. Scott Coker, Director, Facilities Management
13. Dr. Gary Daytner, Associate Professor, Educational Studies
14. Dr. Mike Fansler, Professor, Music
15. Ms. Lysa Fox, Assistant Professor, Theatre and Dance
16. Mr. Stephen Fraizer, Chief Information Officer
17. Mr. Austin Frank, President, Quad Cities Student Government Association
18. Dr. Jeannie Galioto, Assistant Professor, Theatre and Dance
19. Dr. Janice Gates, Instructor, Management and Marketing
20. Mr. Mike Inmann, Mayor, City of Macomb
21. Ms. Debbie Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
22. Dr. Michael Lorenzen, Dean, University Libraries
23. Dr. Sue Martinelli Fernandez, Dean, College of Arts and Sciences
24. Ms. Kerry McBride, Business Administrative Associate, President's Office
25. Dr. Chris Merrett, Director, Illinois Institute for Rural Affairs
26. Dr. Kristi Mindrup, Assistant Vice President, Quad Cities Academic Affairs
27. Mr. Seth Miner, Director, Undergraduate Admissions
28. Dr. Amy Mossman, Associate Professor, English and Journalism
29. Dr. Mark Mossman, Chairperson, English and Journalism
30. Mr. Steve Nelson, Member, Western Illinois University Board of Trustees
31. Dr. Ken Nickels, Dean, Black Hawk College
32. Dr. Kathy Neumann, Provost and Academic Vice President
33. Ms. Becky Paulsen, Director of Development, College of Business and Technology
34. Dr. Bill Polley, Associate Dean, College of Business and Technology
35. Dr. Padmaja Pillutla, Associate Professor, Accounting and Finance, Quad Cities Faculty Council
36. Dr. Christopher Pynes, Professor, Philosophy and Religious Studies/Chair, Faculty Senate
37. Dr. Tim Roberts, Associate Professor, History
38. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
39. Dr. Mallory Sajewski, Assistant Professor, University Libraries
40. Dr. Erskine Smith, Dean, College of Education and Human Services
41. Dr. Tammy Werner, Assistant Professor, Sociology and Anthropology
42. Mr. Mike Wendt, Alderman, City of Moline
43. Dr. Ron Williams, Interim Vice President, Student Services

Appendix E
Strategic Planning Faculty Focus Group

1. Dr. Joe Rives, Vice President, Quad Cities and Planning, Chairperson
2. Dr. Laura Barden-Gabbei, Professor, Biological Sciences
3. Dr. Gary Daytner, Associate Professor, Educational Studies
4. Dr. Jeannie Galioto, Assistant Professor, Theatre and Dance
5. Dr. Janice Gates, Instructor, Management and Marketing
6. Dr. Padmaja Pillutla, Associate Professor, Accounting and Finance, Quad Cities Faculty Council
7. Dr. Christopher Pynes, Professor, Philosophy and Religious Studies/Chair, Faculty Senate
8. Dr. Tim Roberts, Associate Professor, History
9. Dr. Mallory Sajewski, Assistant Professor, University Libraries
10. Dr. Tammy Werner, Assistant Professor, Sociology and Anthropology

Appendix F
Student Focus Group

1. Austin Frank, Accountancy
2. Will Gradle, Economics
3. Patrick Quinlan, Economics
4. Dovile Svirupskaite, Law Enforcement and Justice Administration; Political Science
5. Aaron Terrile, Political Science

Appendix G
Academic Year 2017-2018
Social Responsibility Task Force

1. Dr. Joe Rives, Vice President, Quad Cities and Planning, Chairperson
2. Mr. Isaac Acshe, Senator-at-Large, Macomb Student Government Association/Student, Law Enforcement and Justice Administration
3. Ms. Audrey Adamson, President, Council of Administrative Professionals/Assistant Director, Quad Cities Student Services
4. Mr. Brad Bainter, Vice President, Advancement and Public Services
5. Ms. Julie Baker, Director of Development, College of Fine Arts and Communication
6. Ms. Joan Baril, Instructor, Management and Marketing
7. Dr. Brian Bellott, Assistant Professor, Chemistry
8. Mr. Matt Bierman, Vice President, Administrative Services
9. Mr. John Biernbaum, Associate Vice President, Student Services
10. Ms. Angela Bonifas, Director, Institutional Research and Planning
11. Mr. Bill Brewer, Director, Quad Cities Facilities
12. Mr. Benjamin Brondos, Mechanical Engineering Major
13. Dr. Erik Brooks, Associate Director, Centennial Honors College
14. Ms. Rica Calhoun, University Legal Council
15. Ms. Gayle Carper, Alderman, City of Macomb
16. Mr. Billy Clow, Dean, College of Fine Arts and Communication
17. Michael Cortez, President, Student Government Association-Quad Cities/Graduate Student, Museum Studies
18. Ms. Susan Czechowski, Professor, Art

19. Mr. Dan Dankert, Graduate Student, College Student Personnel
20. Ms. Stacey Dorethy, President, Civil Service Employees Council/Office Manager, Art
21. Dr. Jack Elfrink, Dean, College of Business and Technology
22. Mr. Stephen Frazier, Chief Information Officer
23. Kellie Freund, Law Enforcement and Justice Administration Major
24. Mr. Wil Gradle, Western Illinois University Board of Trustees/Graduate Assistant, Centennial Honors College
25. Dr. Jeff Hancks, Interim Director, School of Distance Learning, International Studies and Outreach
26. Dr. Meredith Hancks, Development Research Analyst Specialist, Foundation and Development Office
27. Mr. Ray Heitner, Community Development Director, City of Macomb
28. Dr. Robert Hironimus-Wendt, Professor, Sociology and Anthropology
29. Mr. Mike Inmann, Mayor, City of Macomb
30. Ms. Michelle Janisz, Director, Student Activities and Coordinator of Development
31. Ms. Debbie Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
32. Ms. Kellie Larrabee, Admissions Counselor, Graduate Studies
33. Dr. Michael Lorenzen, Dean, University Libraries
34. Ms. Sarah Looman, Academic Advisor, Center for International Studies
35. Dr. Angela Lynn, University Registrar
36. Sara Lytle, Director, Academic Advising Center, College of Business and Technology
37. Dr. Susan Martinelli Fernandez, Dean, College of Arts and Sciences
38. Ms. Kerry McBride, Business Administrative Associate, President's Office
39. Dr. Heather McIlvaine-Newsad, Professor, Sociology and Anthropology
40. Dr. Chris Merrett, Director, Illinois Institute for Rural Affairs
41. Dr. Kristi Mindrup, Assistant Vice President, Quad Cities Academic Affairs
42. Mr. Seth Miner, Director, Undergraduate Admissions
43. Dr. Mark Mossman, Chairperson, English and Journalism
44. Dr. Kathy Neumann, Provost and Academic Vice President
45. Dr. Holly Nikels, Chairperson, Counselor Education
46. Mr. Curt Oldfield, President, Spoon River College
47. Mr. Digger Oster, Director, Insurance, Risk Management, and Compliance
48. Ms. Becky Paulsen, Director of Development, College of Business and Technology
49. Dr. Padmaja Pillutla, Chairperson, Quad Cities Faculty Council/Associate Professor, Accounting and Finance
50. Dr. Bill Polley, Associate Dean, College of Business and Technology
51. Mr. Patrick Quinlan, Speaker of the Macomb Student Government Association/Student, Economics
52. Mr. Grant Reed, President, Student Government Association-Macomb/Student, Agriculture and Political Science
53. Dr. Steve Rock, Chairperson, Faculty Senate/Professor, Economics and Decision Sciences
54. Mr. Quentin Rodriguez, Alderman, City of Macomb
55. Mr. Andrew Rosenberg, Senator, Macomb Student Government Association/ Student, Communication
56. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
57. Ms. Mallory Sajewski, Assistant Professor, Libraries
58. Ms. Yvonne Savala, Western Illinois University Board of Trustees
59. Dr. Paul Schlag, Assistant to the President/Chief of Staff
60. Ms. Carol Scott, Alumni Council
61. Ms. Darcie Shinberger, Assistant Vice President, University Relations
62. Dr. Erskine Smith, Dean, College of Education and Human Services

63. Ms. Amy Spelman, Director, Alumni Programs
64. Dr. Chris Sutton, Professor, Geography, Geographic Information Science and Meteorology
65. Ms. Elizabeth Swan, Senator, Macomb Student Government Association/Student, History
66. Dr. Feridun Tasdan, Professor, Mathematics and Philosophy
67. Dr. Bettie Truitt, President, Black Hawk College
68. Brooke Wessel, Graduate Student, Museum Studies
69. Mr. Kenny Wheeler, Academic Advisor, College of Business and Technology
70. Mr. Curtis Williams, Associate Director, Quad Cities Student Services
71. Mr. Julius Williams, Accounting Major
72. Dr. Ron Williams, Vice President, Student Services
73. Dr. Jason Woods, Associate Vice President, Student Services
74. Dr. Khaled Zbeeb, Assistant Professor, Engineering

Appendix H
Academic Years 2016-2017 and 2017-2018
Student Cost Task Force

1. Dr. Ron Williams, Interim Vice President, Student Services, Chairperson
2. Mr. Matt Bierman, Interim Vice President, Administrative Services
3. Mr. John Biernbaum, Associate Vice President, Student Services
4. Ms. Angela Bonifas, Director, Institutional Research and Planning
5. Ms. Terri Hare, Director, Financial Aid
6. Mr. Seth Minter, Director, Admissions
7. Dr. Kathy Neumann, Interim Provost and Academic Vice President
8. Dr. Bill Polley, Associate Dean, College of Business and Technology
9. Ms. Ketra Russell, Assistant Director, Residential Facilities

Appendix I
Academic Year 2017-2018
Summit Planning Team

1. Dr. Joe Rives, Vice President, Quad Cities and Planning
2. Ms. Nichole Friedrichsen, Office Support Specialist, Quad Cities and Planning
3. Ms. Debbie Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
4. Ms. Alison McGaughey, Public Information Specialist, Quad Cities
5. Ms. Becky Paulsen, Director of Development, College of Business and Technology

Appendix J
Academic Year 2017-2018
President's Executive Institute

1. Dr. Joe Rives, Vice President, Quad Cities and Planning, Co-Chair
2. Ms. Becky Paulsen, Director of Development, College of Business and Technology, Co-Chair
3. Ms. Julie Baker, Director, Development, College of Fine Arts and Communication
4. Ms. Linda Blaine, Faculty Assistant, Illinois Institute for Rural Affairs
5. Dr. Sean Cordes, Professor, Libraries
6. Dr. Katrina Daytner, Associate Dean, College of Education and Human Services
7. Dr. Janna Deitz, Professor, Political Science
8. Ms. Gisele Hamm, Faculty Assistant, Illinois Institute for Rural Affairs
9. Dr. Jeffrey Hancks, Executive Director, School of Distance Learning, International Studies and Outreach
10. Ms. Deborah Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
11. Ms. Michelle Lewis, Faculty Assistant, Illinois Institute for Rural Affairs
12. Ms. Jeanette Malafa, Assistant to the President, Governmental Relations
13. Dr. Christopher Merrett, Director, Illinois Institute for Rural Affairs
14. Dr. Mark Mossman, Chairperson, English
15. Dr. Jill Myers, Director, School of Law Enforcement and Justice Administration
16. Ms. Susan Nichols, Director, Illinois Law Enforcement Executive Institute
17. Mr. Paul Plagenz, Director, Development, Western Illinois University-Quad Cities
18. Dr. William Polley, Associate Dean, College of Business and Technology
19. Ms. Shannon Reed, Director, Purchasing
20. Dr. Paul Schlag, Assistant to the President/Chief of Staff
21. Ms. Amy Spelman, Director, Alumni Programs
22. Ms. Roslyn Taylor, Coordinator, WIU St. Louis Regional Office

Appendix K
General Education Review Committee
Academic Year 2017-2018

1. Dr. Keith Holz, Art, Chairperson
2. Dr. Marjorie Allison, Past Chair, Council of General Education
3. Ms. Cheryl Bailey, College of Fine Arts and Communication Representative
4. Dr. Steve Bennett, Geology
5. Ms. Krista Bowers Sharpe, University Libraries
6. Dr. Ute Chamberlin, History
7. Dr. Jongnam Choi, Geography
8. Dr. Jonathan Day, Political Science
9. Dr. Gary Daytner, Educational Studies
10. Dr. Kishor Kapale, Physics
11. Dr. Kristine Kelly, Psychology, Council on Admssion, Graduation and Academic Standards Representative (ex-officio)
12. Dr. Mike Lukkarinen, Recreation, Park and Tourism Administration
13. Ms. Madison Lynn, Student Government Association Student Representative
14. Dr. Marty Maskarinec, College of Business and Technology Representative
15. Dr. Kyle Mayborn, College of Arts and Sciences (ex-officio)
16. Ms. Kathleen O'Donnell-Brown, English
17. Dr. Nancy Parsons, Office of the Provost (ex-officio)
18. Dr. Betsy Perabo, Liberal Arts and Sciences
19. Dr. Gordon Pettit, College of Arts and Sciences Representative
20. Ms. Diane Sandage, Past Chair, Council for General Education
21. Dr. Emily Shupe, College of Education and Human Services Representative
22. Ms. Michelle Yager, University Advising and Academic Service Center Representative (ex-officio)
23. Mr. David Zanolla, Communication

Appendix L
Teacher Education Task Force
(work completed in academic year 2016-2017)

1. Dr. Andrew Baker, Chairperson, Agriculture
2. Ms. Angela Bonifas, Director, Institutional Research and Planning
3. Dr. Ginny Boynton, Professor, History
4. Dr. Jeffrey Hancks, Director, Distance Learning, International Studies, and Outreach
5. Dr. Angela Lynn, Registrar
6. Dr. Susan Martinelli-Fernandez, Dean, College of Arts and Sciences
7. Dr. Kyle Mayborn, Associate Dean, College of Arts and Sciences
8. Dr. Greg Montalvo, Chairperson, Educational Studies
9. Dr. Barry Witten, Chairperson, Curriculum and Instruction

Appendix M
Persistence and Completion Academy (PCA) Steering Team

1. Ms. Debbie Kepple-Mamros, Assistant to the Vice President for Quad Cities and Planning, Chairperson
2. Ms. Audrey Adamson, Assistant Director, Quad Cities Student Services
3. Ms. Angela Bonifas, Director, Institutional Research and Planning
4. Ms. Jessica Butcher, Assistant to the Vice President for Student Services
5. Dr. Robert Hironimus-Wendt, Professor, Sociology and Anthropology
6. Ms. Stacie Hunt, Manager, Administrative Information Management Systems
7. Dr. Angela Lynn, University Registrar
8. Dr. Kristi Mindrup, Assistant Vice President of Academic Affairs for Quad Cities Campus
9. Dr. Nancy Parsons, Associate Provost
10. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
11. Ms. Christine Staley, Office Manager, Kinesiology
12. Dr. Ron Williams, Assistant Vice President, Academic Affairs

Appendix N
Macomb PCA Team and Student Success Center Planning Team

1. Ms. Jessica Butcher, Assistant to the Vice President, Student Services, Co-Chair
2. Dr. Nancy Parsons, Associate Provost, Co-Chair
3. Dr. Pedro Bidegaray, Director, Study Abroad and Outreach
4. Ms. Angela Bonifas, Director, Institutional Research and Planning
5. Dr. Katrina Daytner, Associate Dean, College of Education and Human Services
6. Ms. Jennie Hemingway, Instructor, Recreation, Park and Tourism Administration
7. Dr. Robert Hironimus-Wendt, Professor, Sociology and Anthropology
8. Dr. David Lane, Professor, Psychology
9. Mr. Joe Roselieb, Director, Residential Facilities/Alumni Council Member
10. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
11. Dr. Michelle Yager, Director, University Advising and Academic Services Center

Student Success Center Planning Team

1. Dr. Susan Martinelli-Fernandez, Dean, College of Arts and Sciences, Chairperson
2. Ms. Angela Bonifas, Director, Institutional Research and Planning
3. Ms. Jessica Butcher, Assistant to the Vice President, Student Services
4. Mr. Tim Johnson, Advisor, Office of Academic Services
5. Dr. David Lane, Professor, Department of Psychology
6. Dr. Mark Mossman, Chairperson, English
7. Dr. Nancy Parsons, Associate Provost
8. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
9. Dr. Tracy Scott, Director, Student Development Office
10. Dr. Ronald Williams, Assistant Vice President of Academic Affairs
11. Dr. Michelle Yager, Director, University Advising and Academic Services

Appendix O
Quad Cities PCA Team

1. Ms. Audrey Adamson, Assistant Director, Quad Cities Student Services, Chairperson
2. Mr. Scott Brouette, Assistant Director, Quad Cities Student Services
3. Dr. Katherine Broughton, Assistant Professor, Recreation, Park and Tourism Administration
4. Mr. Ryan Colclasure, Instructor, Psychology
5. Mr. Dan Dankert, Graduate Student, College Student Personnel
6. Ms. Debbie Kepple-Mamros, Assistant to the Vice President for Quad Cities and Planning
7. Dr. James Patterson, Assistant Dean, College of Business and Technology-Quad Cities
8. Dr. Jim Rabchuk, Assistant Dean, College of Arts and Sciences, Quad Cities
9. Mr. Kenny Wheeler, Academic Advisor
10. Mr. Curtis Williams, Associate Director, Quad Cities Student Services

Appendix P
Distance Learning PCA Team

1. Dr. Roger Runquist, Director of Center for Innovation, Teaching and Research, Chairperson
2. Dr. Christine Anderson, Associate Professor, Curriculum and Instruction
3. Ms. Angela Bonifas, Director, Institutional Research and Planning
4. Ms. Julie Brines, Academic Advisor
5. Ms. Jessica Butcher, Assistant to the Vice President, Student Services
6. Ms. Karin Chouinard, Instructional Technology Systems Manager, University Technology-Quad Cities
7. Dr. Hoyet Hemphill, Professor, Instructional Design and Technology
8. Dr. Leanda Hemphill, Professor, Instructional Design and Technology
9. Dr. In Lee, Professor, Computer Science
10. Dr. Angela Lynn, Registrar
11. Dr. Susan Martinelli-Fernandez, Dean, College of Arts and Sciences
12. Dr. Jill Meyers, Director, School of Law Enforcement and Justice Administration
13. Dr. Kristi Mindrup, Assistant Vice President, Academic Affairs Quad Cities
14. Dr. Lea Monahan, Director, School of Nursing
15. Dr. Nancy Parsons, Associate Provost
16. Dr. Bill Polley, Associate Dean, College of Business and Technology
17. Ms. Jennifer Tibbitts, Assistant Director General Studies Degree Program
18. Mr. David N Towers, Faculty Assistant, Center for Innovation in Teaching and Research

Appendix Q
PCA Data Facilitation Team

1. Ms. Stacie Hunt, Manager, Administrative Information Management Systems, Chairperson
2. Angela Bonifas, Director, Institutional Research and Planning
3. Angela Lynn, University Registrar

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report No. 17.12/9

Iowa Re-Certification for Museum Studies and Distance Education

Iowa Code (state statute) requires out-of-state institutions to apply for renewal every two years when offering approved programs at Iowa location(s) and/or when providing distance education opportunities (courses, certificates, and/or degrees) to Iowa residents. Western Illinois University provides both of these educational opportunities, and has housed the Museum Studies at the Figge Art Museum since 2008. Western's Figge partnership enhances academic excellence by providing access to a world-class collection and state-of-the-art museum facilities that could not be cost efficiently replicated on a college campus.

In maintaining Western Illinois University's ongoing relationship with the Higher Learning Commission-North Central Association of Colleges and Schools, the University's *Iowa Application for Registration (Authorization) of Postsecondary Schools and Supporting Attachments* are provided in this *Report*. The Board's review of these materials meets Commission expectations for institutional governance and oversight of off-campus and distance education instruction.

The supporting documents may be found at: http://www.wiu.edu/board_of_trustees/minutes/index.php

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Report 17.12/10 Reporting on 2016 Teach Out Plans for the Higher Learning Commission: Fiscal Year 2018 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 Western Illinois University.

President Thomas' 2017 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 15, 2017

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 table also shows that six students (23%) remain enrolled at the University, 11 (42%) graduated, and nine (35%) are no longer enrolled at Western Illinois University. 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 plans leaves our 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>9</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 Vice President for Quad Cities and Planning (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 Studies 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 15, 2017

Report 17.12/111 Cumulative Strategic Plan Accomplishments: Fiscal Year 2018 Update

The Western Illinois University Board of Trustees received its *Fiscal Year 2018 Strategic Plan Update* at its September 2017 meeting. This *Update* was divided into five parts:

- Part I: *Higher Values in Higher Education 2012-2022* accomplishments for academic year 2016-2017 and plans for academic year 2017-2018.
- Part II: Cumulative accomplishments from *Higher Values in Higher Education 2012-2022*.
- Part III: 2016-2017 *Strategic Plan Supplement* accomplishments.
- Part IV: 2017-2018 *Strategic Plan Supplement*. initial accomplishments and plans.
- Part V: Summary and next steps.

Part II (above) has been updated to include fall 2017 census data and FY17 expenditures. The data were not available at the time of writing the initial *Fiscal Year 2018 Strategic Plan Update*. To facilitate ease of reading on the pages that follow, the first sentence of each topic where new data was added is placed in bold text. This information will also be summarized in the summary of the University's environmental scanning that will be presented later in this Board packet.

Part II
Cumulative Strategic Plan Accomplishments
Fiscal Years 2013-2017

The data in this section are provided through the end of Fiscal Year 2017 (spring 2017). Because this report was submitted at census day, the official day for university enrollment reporting, updated data for fall 2017 will be provided at the December 2017 Western Illinois University Board of Trustees meeting.

Goal 1: University Growth and Recruitment

Since implementation of *Higher Values in Higher Education 2012-2022*, Western Illinois University has:

- 1) **Enrolled 2,621 Western Commitment Scholarship recipients since program establishment in fall 2012.** The program 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. The percentage of recipients has increased from 24.7% to 41.5% of the fall 2012 and 2017 new freshmen cohorts.
 - a. Fall 2012: 439 award recipients enrolled; 24.7% of first-time freshmen enrollment.
 - b. Fall 2013: 469 award recipients enrolled; 27.7% of first-time freshmen enrollment.
 - c. Fall 2014: 441 award recipients enrolled; 28.8% of first time freshmen enrollment.
 - d. Fall 2015: 631 award recipients enrolled; 41.1% of first time freshmen enrollment. Also the year ACT ranges were expanded from 23 to 20 and a need-based component was added to the program.
 - e. Fall 2016: 641 award recipients enrolled; 42.0% of first time freshmen enrollment.
 - f. **Fall 2017: 500 award recipients enrolled; 41.5% of first time freshmen enrollment.**

- 2) **Enrolled 151 new freshmen in the Quad Cities since program establishment in fall 2012.**
 - a. Fall 2012: 7 new freshmen enrolled.
 - b. Fall 2013: 21 new freshmen enrolled.
 - c. Fall 2014: 26 new freshmen enrolled.
 - d. Fall 2015: 29 new freshmen enrolled.
 - e. Fall 2016: 37 new freshmen enrolled.
 - f. **Fall 2017: 31 new freshmen enrolled.**

- 3) **Enrolled 1,347 Western Commitment Transfer Scholarship recipients since program establishment in fall 2013.** New transfer students with an associates degree and enroll full-time at the University receive a \$400 book award. New transfers with an associates degree and 3.5 grade point average receive a \$1,000 scholarship. The percentage of recipients has increased from 30.4% to 37.9% of the fall 2013 and 2017 new transfer cohorts.
 - a. Fall 2013: 345 award recipients enrolled; 30.4% of all new transfer enrollment.
 - b. Fall 2014: 369 award recipients enrolled; 35.3% of all new transfer enrollment.
 - c. Fall 2015: 366 award recipients enrolled; 33.1% of all new transfer enrollment.
 - d. Fall 2016: 344 award recipients enrolled; 37.1% of all new transfer enrollment.
 - e. Fall 2017: 312 award recipients enrolled; 37.9% of all new transfer enrollment.

Beginning spring 2018, New transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 3.0 GPA or higher will receive a renewable \$2,000 scholarship. New transfer students who have 24 earned credit hours from an accredited institution at

the post-secondary level with a 2.99-2.5 GPA and enroll full-time at WIU will receive a renewable \$1000 scholarship.

- 4) Created a dual enrollment program for academically qualified high school seniors who met university admissions criteria. Western has enrolled 87 students since program establishment, with students paying 1/3rd of tuition and no fees effective fall 2015. Data for fall 2017 reflect a program change. The University will pilot 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.
 - a. Fall 2014: 6 high school students enrolled (pilot year, no scholarships given).
 - b. Fall 2015: 21 high school students enrolled.
 - c. Fall 2016: 19 high school students enrolled.
 - d. Fall 2017: 41 high school students enrolled.
- 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 Linkages opportunities with five new community college partners. A total of 713 students enrolled at the University who are eligible to participate in the program since fall 2012.
 - a. New Community College Partners
 - i. Academic Year 2012-2013: Sauk Valley College.
 - ii. Academic Year 2013-2014: Highland Community College.
 - iii. Academic Year 2014-2015: Kirkwood Community College.
 - iv. Academic Year 2015-2016: Moberly Area Community College and Elgin Community College.
 - v. Academic Year 2016-2017: In partnership exploration with Kishwaukee, Rend Lake, Southeastern (Illinois and Iowa), and Richland Community Colleges.
 - b. Linkages Qualified Students
 - i. Fall 2012: 104 students.
 - ii. Fall 2013: 137 students.
 - iii. Fall 2014: 121 students.
 - iv. Fall 2015: 133 students.
 - v. Fall 2016: 112 students.
 - vi. **Fall 2017: 106 students.**
- 8) **Increased student diversity.** Total minority student enrollment increased by 232 students (8.0%) from 2,897 students in fall 2012 to fall 3,129 students in fall 2017. Minority student Enrollment as a percent of total university student enrollment increased from 24.8% to 33.8% during this time.

| Minority Student Enrollment as a Percent of Total Student Enrollment Falls 2012-2017 | | | | | | |
|---|--------------|-------------|--------------|--------------|--------------|--------------|
| | Number | | | Percent | | |
| | Macomb | Quad Cities | Total | Macomb | Quad Cities | Total |
| 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% |

9) **Increased honors student opportunities by signing four new community college articulation agreements.** The Honors College has served 4,542 honors students between fall 2012 and fall 2017, with a 494 student (83.2%) enrollment increase during this time. The new Pre-Honors program enrollment increased by 100 students (243.9%) during its first two years of program establishment.

- a. New Honors Articulation Agreements with Community Colleges
 - i. Academic Year 2013-2014: Highland Community College.
 - ii. Academic Year 2014-2015: Carl Sandburg College.
 - iii. Academic Year 2015-2016: Elgin and Heartland Community College.
 - iv. Academic Year 2016-2017: Negotiating with Sauk Valley College.
- b. Honors Student Enrollment
 - i. Fall 2012: 594 students.
 - ii. Fall 2013: 667 students.
 - iii. Fall 2014: 697 students.
 - iv. Fall 2015: 788 students.
 - v. Fall 2016: 898 students.
 - vi. Fall 2017: 1,000 students.**
- c. Pre-Honors Student Enrollment (Program established in fall 2016).
 - i. Fall 2016: 48 students.
 - 1. 25 of these students (52%) earned grade point averages of 3.4 or higher and became Honors students in spring 2017.
 - 2. 10 students (21%) earned grade point averages between 3.20 and 3.39 GPA, and continued as Pre-Honors students during spring 2017.
 - ii. Fall 2017: 141 students.**

10) **Increased international student enrollment.** 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. Since that time the University has served 2,680 international students, with fall enrollment increasing by 116 students (33.8%) between fall 2012 and fall 2016.

- a. International Student Enrollment
 - i. Fall 2012: 343 international students enrolled.
 - ii. Fall 2013: 371 international students enrolled.
 - iii. Fall 2014: 511 international students enrolled.
 - iv. Fall 2015: 505 international students enrolled.

- v. Fall 2016: 491 international students enrolled, with a record high of 462 students enrolled as degree-seeking students.
 - vi. Fall 2017: 459 international students enrolled.**
- b. The University has served 965 students in Western’s English as a Second Language (WESL) Institute since Fiscal Year 2013. However, the number of WESL students has declined by 85 students (66.9%).
- i. Fiscal Year 2013: 212 students enrolled.
 - ii. Fiscal Year 2014: 283 students enrolled.
 - iii. Fiscal Year 2015: 231 students enrolled.
 - iv. Fiscal Year 2016: 112 students enrolled.
 - v. Fiscal Year 2017: 127 students enrolled.
- c. Study Abroad Enrollment. A total of 782 students have participated in Study Abroad experiences since academic year 2012-2013.
- i. Academic Year 2012-2013: 158 students participating.
 - ii. Academic Year 2013-2014: 120 students participating.
 - iii. Academic Year 2014-2015: 133 students participating.
 - iv. Academic Year 2015-2016: 119 students participating.
 - v. Academic Year 2016-2017: 152 students participating.

11) **Increased distance education enrollment.** The University has served 61,868 distance education course enrollments since Fiscal Year 2013, generating 175,125 credit hours. Demand for distance education courses is evidenced by a 4,179 course enrollment increase (41.7%) between Fiscal Years 2013 and 2017, and a 10,826 credit hour (37.0%) increase during this time.

- a. Course Enrollments
 - i. Fiscal Year 2013: 10,011
 - ii. Fiscal Year 2014: 11,746
 - iii. Fiscal Year 2015: 12,387
 - iv. Fiscal Year 2016: 13,534
 - v. Fiscal Year 2017: 14,190
- b. Credit Hours
 - i. Fiscal Year 2013: 29,570
 - ii. Fiscal Year 2014: 34,132
 - iii. Fiscal Year 2015: 35,976
 - iv. Fiscal Year 2016: 39,041
 - v. Fiscal Year 2017: 40,396

- c. **Enrollment.** As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) has increased by 277 students (27.8%) from 998 students in fall 2012 to 1,275 students in fall 2017.

The majority of this growth occurred in the Quad Cities. Quad Cities accounted for 265 of the 277 students (95.7%) in the overall off-campus enrollment growth between fall 2012 and fall 2017. Macomb accounted for 12 students (4.3%) of the growth during this time.

| | <u>Macomb</u> | <u>Quad Cities</u> | <u>Total</u> |
|-----------------------|---------------|--------------------|--------------|
| i. Fall 2012: | 825 | 173 | 998 |
| ii. Fall 2013: | 741 | 265 | 1,006 |
| iii. Fall 2014: | 715 | 325 | 1,040 |
| iv. Fall 2015: | 869 | 391 | 1,260 |
| v. Fall 2016: | 836 | 454 | 1,290 |
| vi. Fall 2017: | 837 | 438 | 1,275 |

12) Established 45 new educational opportunities between academic years 2012-2013 and 2017-2018.

| New Educational Opportunities at Western Illinois University Academic Years 2012-2013 through 2017-2018 | | | | |
|--|---------------|--------------------|--------------|--|
| | <u>Macomb</u> | <u>Quad Cities</u> | <u>Total</u> | |
| Total | <u>32</u> | <u>11</u> | <u>45</u> | |
| Undergraduate Certificates | 2 | 0 | 2 | |
| Baccalaureate Degrees (On-Campus) | 4 | 2 | 6 | |
| Baccalaureate Degrees (Online) | -- | -- | 1 | |
| Post Baccalaureate Certificates | 5 | 3 | 8 | |
| Integrated Degrees | 20 | 2 | 13 | |
| 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- 2013</u> | <u>2013- 2014</u> | <u>2014- 2015</u> | <u>2015- 2016</u> | <u>2016- 2017</u> | <u>2017- 2018</u> |
| New Minors | | | | | | |
| <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 | | | |

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> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| New Undergraduate Certificates | | | | | | |
| <u>Macomb</u> | | | | | | |
| Marketing Technologies | | X | | | | |
| Integrated Marketing Communication | | X | | | | |
| New Baccalaureate Degrees | | | | | | |
| <u>Macomb</u> | | | | | | |
| 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 |
| New Post Baccalaureate Certificates | | | | | | |
| <u>Macomb</u> | | | | | | |
| Business Administration | X | | | | | |
| Supply Chain Management | X | | | | | |
| Business Analytics | | X | | | | |
| Music Performance | | | X | | | |
| Events Planning and Management | | | X | | | |
| <u>Quad Cities</u> | | | | | | |
| Business Administration | X | | | | | |
| Supply Chain Management | X | | | | | |
| Events Planning and Management | | | X | | | |
| Integrated baccalaureate/master's programs | | | | | | |
| <u>Macomb</u> | | | | | | |
| 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 with BLAS | | | X | | | |
| Art with Museum Studies | | | X | | | |
| Anthropology with Museum Studies | | | X | | | |
| Journalism with Communication | | | | 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> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Graphic Communication with Instructional Design and Technology (IDT) | | | | X | | |
| Communication | | | | X | | |
| General Studies with IDT | | | | X | | |
| <u>Quad Cities</u> | | | | | | |
| Recreation, Park and Tourism Administration and Museum Studies | X | | | | | |
| Law Enforcement and Justice Administration. | | X | | | | |
| Masters Degrees (Hybrid) | | | | | | |
| <u>Quad Cities</u> | | | | | | |
| Business Administration | | | | X | | |
| College Student Personnel | | | | X | | |
| Community and Economic Development | | | | | X | |
| Masters Degrees | | | | | | |
| <u>Macomb</u> | | | | | | |
| Applied Statistics and Decision Analytics | | | | | X | |
| <u>Quad Cities</u> | | | | | | |
| Applied Statistics and Decision Analytics | | | | | | X |
| Doctoral Degree | | | | | | |
| <u>Quad Cities</u> | | | | | | |
| Environmental Science | | X | | | | |

13) Maintained employee diversity, with the University's workforce at a record high of 11.5% minority faculty and staff in fall 2017.

| 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% |

14) Administered salary increases and other compensation as permitted by the availability of state resources.

- a. 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 also agreed to salary concessions for Fiscal Years 2016-2018 as described below.
 - i. Fiscal Year 2014: 3.5% (funded by \$4.4 million in internal reallocations).
 - ii. Fiscal Year 2015: 2.0% (funded by \$2.6 million in internal reallocations).
 - iii. Fiscal Year 2016: 1.0%. However, the University Professionals of Illinois 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, under terms and conditions described in *Western Illinois University Board of Trustees Resolution 16.6/12*.

 - b. The University reallocated \$2.5 million between Fiscal Years 2014 and 2017 to support salary minima per contractual agreements with the University Professionals of Illinois.
 - i. Fiscal Year 2014: \$558,411 (funded by internal reallocations).
 - ii. Fiscal Year 2015: \$634,394 (funded by internal reallocations).
 - iii. Fiscal Year 2016: \$640,633 (funded by internal reallocations).
 - iv. Fiscal Year 2017: \$657,394 (funded by internal reallocations).

 - c. The University reallocated \$1.2 million to support 863 Professional Achievement Award (PAAs) recipients between Fiscal Years 2014 and 2017.
 - i. Fiscal Year 2014: \$312,662 to support 217 PAAs (funded by internal reallocations).
 - ii. Fiscal Year 2015: \$319,271 to support 221 PAAs (funded by internal reallocations).
 - iii. Fiscal Year 2016: \$296,480 to support 204 PAAs (funded by internal reallocations).
 - iv. Fiscal Year 2017: \$294,120 to support 221 PAAs (funded by internal reallocations).

 - d. Non-Negotiated Staff Salary Increases
 - i. Fiscal Year 2014: 3.5%
 - ii. Fiscal Year 2015: 2.0%
 - iii. Fiscal Year 2016: 0.0%.
 - iv. Fiscal Year 2017: 0.0%
- 15) Granted tenure to 101 faculty members, and made 165 faculty promotions along with 163 civil service reclassifications between June 2013 and June 2017.
- a. Tenure.
 - i. June 2013: 22 faculty members.
 - ii. June 2014: 32 faculty members.
 - iii. June 2015: 26 faculty members.
 - iv. June 2016: 21 faculty members.
 - v. June 2017: 10 faculty members.

 - b. Promotions.
 - i. Fall 2013: 27 faculty members.
 - ii. Fall 2014: 58 faculty members.
 - iii. Fall 2015: 42 faculty members.
 - iv. Fall 2016: 38 faculty members.
 - v. Fall 2017: 22 faculty members.

- c. Civil Service reclassifications.
 - i. Fiscal Year 2013: 64 staff members.
 - ii. Fiscal Year 2014: 47 staff members.
 - iii. Fiscal Year 2015: 37 staff members.
 - iv. Fiscal Year 2016: 15 staff members.
 - v. Fiscal Year 2017: 45 staff members.

Goal 2: Enrich Academic Excellence

The University demonstrates its commitment to academic excellence by:

1) Maintaining the largest expenditures for instruction and instructional support.

- a. Fiscal Year 2012: \$150.1 million, or 65.6% of all expenditures.
- b. Fiscal Year 2013: \$145.4 million, or 63.7% of all expenditures.
- c. Fiscal Year 2014: \$151.7 million, or 65.4% of all expenditures.
- d. Fiscal Year 2015: \$153.0 million, or 66.2% of all expenditures.
- e. Fiscal Year 2016: \$147.8 million, or 67.5% of all expenditures.
- f. Fiscal Year 2017: \$138.1 million, or 66.9% of all expenditures.**

| <u>(In Thousands of \$)</u> | <u>FY2012</u> | <u>FY2013</u> | <u>FY2014</u> | <u>FY2015</u> | <u>FY2016</u> | <u>FY2017</u> |
|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Instruction | \$79,449.2 | \$77,370.8 | \$77,267.6 | \$77,237.5 | \$74,645.3 | \$68,563.6 |
| Organized Research | 6,074.1 | 3,540.3 | 3,535.5 | 3,083.6 | 3,254.0 | 3,226.0 |
| Public Service | 14,774.0 | 12,694.3 | 13,970.1 | 14,142.2 | 12,852.6 | 11,871.1 |
| Academic Support | 8,701.9 | 8,925.6 | 8,847.8 | 8,829.6 | 8,109.0 | 7,297.0 |
| Student Services | 41,066.6 | 42,830.7 | 48,119.7 | 49,661.2 | 48,895.0 | 47,107.7 |
| 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> |
| Subtotal-Percent | 65.6% | 63.7% | 65.4% | 66.2% | 67.5% | 66.9% |
| Institutional Support | 9,277.7 | 9,473.6 | 9,675.4 | 10,238.6 | 9,006.5 | 9,375.3 |
| O&M of Physical Plant | 30,200.5 | 30,446.2 | 31,023.6 | 27,711.3 | 24,066.9 | 23,737.2 |
| Independent Operations | 34,944.1 | 38,651.4 | 35,090.6 | 35,419.8 | 33,722.4 | 31,059.0 |
| CMS Group Health Insurance | 2,724.2 | 2,735.9 | 2,909.5 | 2,998.1 | 2,722.3 | 2,774.7 |
| FICA/Medicare | 1,564.6 | 1,602.4 | 1,668.9 | 1,666.5 | 1,611.9 | 1,466.3 |
| 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> |

2) Completing Program Reviews in 45 areas between academic years 2012-2013 and 2016-2017.

- 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 required 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.
- 3) Maintaining ongoing relationships with 17 discipline-specific agencies that accredit the University's academic programs, where appropriate to the discipline¹:
- a. Academic Year 2013-2014: 16 agencies accredit programs at the University.
 - f. Academic Year 2013-2014: 16 agencies accredit programs at the University.
 - g. Academic Year 2014-2015: 17 agencies accredit programs at the University.
 - h. Academic Year 2015-2016: 17 agencies accredit programs at the University.
 - i. Academic Year 2016-2017: 17 agencies accredit programs at the University.
- 4) Maintaining an on-going relationship with Higher Learning Commission-North Central Association of Colleges and Schools.
- a. Academic Year 2012-2013 actions:
 - i. Applying to the Persistence and Completion Academy.
 - ii. Applying for Commission approval to establish the Ph.D. in Environmental Science.
 - iii. Remaining current on new accreditation criteria and processes.
 - b. Academic Year 2013-2014 actions:
 - i. Receiving distance education approvals with no prior Commission approvals required.
 - ii. Receiving approval to establish the Ph.D. in Environmental Science.
 - iii. Receiving State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through November 2015.
 - iv. Initiating processes for closing 60th Street as a branch campus and opening Riverfront as a branch campus.
 - v. Preparing to host an onsite campus evaluation visit for Western Illinois University-Quad Cities.
 - vi. Preparing to host off-campus location reviews at Central Intermediate School in Washington, Illinois, and Peoria Manual High School in September 2014.
 - vii. Adopting a Formal Definition of a Credit Hour Policy.
 - viii. Preparing a long-term accreditation planning calendar for the University.
 - ix. Applying for institutional participation in the Persistence and Completion Academy.
 - c. Academic Year 2014-2015 actions:
 - i. Acquiring approval for closing 60th Street, and opening Riverfront as Western Illinois University's branch campus in the Quad Cities.

¹ Additionally, the International Association of Counseling Services accredits the University Counseling Center, and the Accreditation Association for Ambulatory Health Care accredits Beu Health Center.

- ii. Receiving reaffirmation of accreditation for off-campus program currently offered at 13 additional locations.
 - iii. Initiating 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.
 - iv. Completing year one (of four) participation in the Persistence and Completion Academy.
- d. Academic Year 2015-2016 actions:
- i. Receiving Illinois Board of Higher Education and National Council for State Authorization and Reciprocity Agreement approval for membership.
 - ii. Responding to Commission questions regarding the Fiscal Year 2016 State of Illinois budget impasse.
 - iii. Achieving Commission approval for Western Illinois University's Quality Initiative.
 - iv. Serving as a Teach Out partner for Ashford University.
 - v. Reporting to the Commission on University Teach Out plans for baccalaureate degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies.
 - vi. Completing year two participation in the Persistence and Completion Academy
- e. Academic Year 2016-2017 actions:
- i. Maintaining:
 - a. National Council for State Authorization and Reciprocity Agreement approval for membership.
 - b. State of Iowa approval to house Museum Studies in Davenport and offer distance education to Iowa residents.
 - ii. Responding to Commission questions regarding:
 - a. Year two of the historic and unrepresented State of Illinois budget impasse.
 - b. Year three institutional participation in the Persistence and Completion Academy.
 - iii. Implementing year two of Western Illinois University's Quality Initiative, with priorities on:
 - a. Creating annual Strategic Plan Supplements.
 - b. Increasing enrollment, retention, and graduation rates.
 - c. Continuing participation in the Persistence and Completion Academy.
 - d. Engaging in fiscal reduction and reinvestment.

5) Implementing changes to the First Year Experience

- a. Academic Year 2013-2014 actions:
- i. Clarifying program goals.
 - ii. Requiring a university transition course (University 100) and small section of a general education or pre-professional course.
 - iii. Providing residents assistants with additional resource and referral training.
 - iv. Branding the FYE.
 - v. Enhancing educational components to FYE web and social media sites.
- b. Academic Year 2014-2015 actions:

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

c. Academic Years 2014-2015 through 2016-2017 actions: None.

6) Supporting scholarly activity:

Context

Western Illinois University faculty authored 108 books and 1,581 chapter/monograph/refereed articles, made 4,693 conference presentations, and generated 4,979 creative activities between calendar years 2012 and 2016.

| Western Illinois University Faculty Scholarly Activity Calendar Years 2012-2016 | | | | | | |
|--|-------------|-------------|--------------|-------------|-------------|-------|
| | <u>2012</u> | <u>2013</u> | <u>2014-</u> | <u>2015</u> | <u>2016</u> | Total |
| Books | 29 | 19 | 18 | 21 | 21 | 108 |
| Chapter/Monograph/Refereed | 337 | 372 | 313 | 305 | 254 | 1,581 |
| Articles | | | | | | |
| Conference Presentations | 937 | 1,026 | 964 | 886 | 880 | 4,693 |
| Creative Activities | 1,260 | 1,115 | 819 | 932 | 853 | 4,979 |

Faculty and staff have earned \$53.0 million in external awards between Fiscal Years 2013 and 2017, with the value annual value of awards increasing by \$1.0 million (10.3%) during this time.

- i. Fiscal Year 2013: \$9.7 million.
- ii. Fiscal Year 2014: \$9.9 million.
- iii. Fiscal Year 2015: \$11.1 million.
- iv. Fiscal Year 2016: \$11.6 million.
- v. Fiscal Year 2017: \$10.7 million.

Supporting Actions

a. Granting 105 faculty sabbaticals between academic years 2012-2013 and 2016-2017.

- i. Academic Year 2013-2014: 26 sabbaticals.
- ii. Academic Year 2014-2015: 25 sabbaticals.
- iii. Academic Year 2015-2016: 28 sabbaticals.
- iv. Academic Year 2016-2017: 26 sabbaticals.

b. Investing over \$7.7 million in faculty and staff travel between Fiscal Years 2012-2017.

- i. Fiscal Year 2012: \$1.6 million.
- ii. Fiscal Year 2013: \$1.6 million.
- iii. Fiscal Year 2014: \$1.3 million.
- iv. Fiscal Year 2015: \$1.4 million.
- v. Fiscal Year 2016: \$0.9 million
- vi. Fiscal Year 2017: \$0.9 million**

- c. Engaging 1,339 participants in annual Undergraduate Research Days between spring 2013 and spring 2017.
 - i. Spring 2013: 197 student participants.
 - ii. Spring 2014: 214 student participants.
 - iii. Spring 2015: 265 student participants.
 - iv. Spring 2016: 305 student participants.
 - v. Spring 2017: 358 student participants.
 - d. Establishing the annual Graduate Research Conference in spring 2014, with 317 students participating since that time; and the annual Quad Cities Student Research Conference in spring 2015, with 183 students participating since that time.
 - vi. The Graduate Research Conference
 - Spring 2014: 65 student participants.
 - Spring 2015: 69 student participants.
 - Spring 2016: 94 student participants.
 - Spring 2017: 89 student participants.
 - vii. Quad Cities Student Research Conference
 - Spring 2015: 46 student participants.
 - Spring 2016: 55 student participants.
 - Spring 2017: 82 student participants.
- 7) Receiving \$119.2 million in state capital funding to support new instructional facilities.
- a. \$59.2 million was received to construct and furnish the Western Illinois University-Quad Cities Riverfront Campus.
 - i. Phase I opened January 2012.
 - ii. Phase II opened August 2014.
 - b. \$60 million (currently frozen by the State) was received to construct and furnish the Center for Performing Arts in April 2014.
- 8) Supporting technology.
- a. Purchasing 2,444 new faculty and staff computers valued at \$2.5 million since Fiscal Year 2013.
 - i. Fiscal Year 2013: 864, valued at \$830,561
 - ii. Fiscal Year 2014: 925, valued at \$920,591
 - iii. Fiscal Year 2015: 451, valued at \$536,908
 - iv. Fiscal Year 2016: 116, valued at \$126,528
 - v. Fiscal Year 2017: 88, valued at \$ 88,433
 - b. Maintaining four-year technology rotations at Western Illinois University-Quad Cities by purchasing 392 new computers valued at \$451,757 since Fiscal Year 2013.
 - i. Fiscal Year 2013: 77 new computers, valued at \$77,875
 - ii. Fiscal Year 2014: 294 new computers for labs and staff, valued at \$353,580
 - iii. Fiscal Year 2015: 20 new computers, valued at \$18,733
 - iv. Fiscal Year 2016: 1 new computer, valued at \$1,569
 - v. Fiscal Year 2017: 0

- c. Upgrading 58 electronic classrooms and laboratories on the Macomb Campus since academic year 2013-2014.
 - i. Academic Year 2013-2014: 27
 - ii. Academic Year 2014-2015: 24
 - iii. Academic Year 2015-2016: 7
 - iv. Academic Year 2016-2017: 2
- d. Investing in the Macomb Campus technology by purchasing the following items between Fiscal Years 2013-2016.
 - i. 369 computers for Instructional laboratories and electronic classrooms valued at \$354,671
 - ii. 397 computers for University Technology Computer Labs annual valued at \$354,264
 - iii. 178 iPads for classroom instruction valued at \$95,788 since Fiscal Year 2016 to support instruction on the Macomb Campus

| Computing Purchases Supporting Electronic Classrooms and Laboratories Macomb Campus Fiscal Years 2013-2017 | | | | | | |
|--|--|------------------|---|------------------|------------|-----------------|
| | Instructional Laboratory and Electronic Classroom Computers | | University Technology Laboratory Computers | | iPads | |
| | Number | Value | Number | Value | Number | Value |
| 2013 | 148 | \$115,566 | 95 | \$79,237 | 128 | \$74,438 |
| 2014 | 81 | 47,834 | 133 | 142,073 | 50 | 21,350 |
| 2015 | 111 | 140,271 | 169 | 132,954 | 0 | 0 |
| 2016 | 29 | 51,000 | 0 | 0 | 0 | 0 |
| 2017 | 33 | 25,130 | 0 | 0 | 0 | 0 |
| Total | <u>402</u> | <u>\$379,801</u> | <u>397</u> | <u>\$354,264</u> | <u>178</u> | <u>\$95,788</u> |

- e. Launching the 2013-2018 Information Technology Strategic Plan (October 2013) and resulting in:
 - i. 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).
 - ii. Enhancing wireless connectivity, bandwidth, electronic classrooms, and video conference units; improving technology security; and updating the Macomb core infrastructure (Academic Year 2014-2015).
 - iii. Improving technology security, transitioning from Zimbra to Google collaborative software, and completing the University Technology reorganization (Academic Year 2015-2016).
 - iv. 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).
- f. Launching the 2017-2022 Information Technology Strategic Plan. Annual accomplishments will be included in the next edition of the annual Strategic Plan Update.

Goal 3: Provide Educational Opportunity

The University extends educational opportunity by:

- 1) Offering weekend and irregularly scheduled courses (those less than the regular semester length)
 - a. Fall 2014: 112, 3.5% of all scheduled classes.
 - b. Fall 2015: 82, 2.7% of all scheduled classes.
 - c. Fall 2016: 102, 3.5% of all scheduled classes.
- 2) Establishing new hybrid programs
 - a. Fall 2015: Masters degree programs in Business Administration (MBA) and College Student Personnel (CSP).
 - i. Initial course enrollments:
 - MBA: Five hybrid course sections, with 74 course enrollments out of a maximum of 85 for a fill rate of 87.1%.
 - CSP: Two hybrid course sections, with 48 course enrollments out of a maximum of 52 for a fill rate of 92.3%.
 - Combined: Seven, hybrid course sections, with 126 course enrollments out of a maximum of 137 for a fill rate of 92.0%.
 - a. Fall 2016: Masters degree in Community and Economic Development
 - i. Initial course enrollments: Three hybrid course sections, with 27 course enrollments out of a maximum of 60 for a fill rate of 45.0%.
- 3) Signing:
 - a. Dual Enrollment Agreements with Moline High School and Rivermont Collegiate Academy (academic year 2013-2014).
 - b. Five Linkages (dual enrollment) and four Honors Articulation Agreements with new community college partners (See Goal 1, Actions 7 and 8).
 - c. Compact (general education articulation) agreement with Saint Louis Community College (spring 2017).
 - d. Four Accelerated Degree Agreements:
 - i. Bachelors in General Studies/Doctorate in Chiropractic with Palmer College of Chiropractic (spring 2014).
 - ii. Three-year accelerated baccalaureate degree in Recreation, Park and Tourism Administration (spring 2015).
 - iii. Integrated baccalaureate/master's degree in Museum Studies with Wartburg College (spring 2016).
 - iv. 3+3 Articulation Agreement with John Marshall School of Law (spring 2017).
 - e. An agreement with Moline Public that allows reciprocal use of library resources (August 2014). In September 2016, the Library extended opportunities for patrons to enjoy cultural benefits of the Quad Cities by checking out admission passes for up to seven days for admission to the Quad City Botanical Center, Niabi Zoo, Family Museum, Figue Art Museum, Putnam Museum, and German American Heritage Center.

4) Serving 2,966 students with disabilities between Fiscal Years 2013 and 2017.

a. Macomb Campus:

- Fiscal Year 2013: 533 students served.
- Fiscal Year 2014: 608 students served.
- Fiscal Year 2015: 603 students served.
- Fiscal Year 2016: 549 students served.
- Fiscal Year 2017: 495 students served.

• Quad Cities Campus:

- Fiscal Year 2013: 15 students served.
- Fiscal Year 2014: 29 students served.
- Fiscal Year 2015: 39 students served.
- Fiscal Year 2016: 50 students served.
- Fiscal Year 2017: 45 students served.

Goal 4: Support Personal Growth

The University Supports Personal Growth by:

1) Becoming a smoke-free University (July 2015).

2) Providing:

a. Student health services at Beu Health Center.

- i. Academic Year 2013-2014: 13,106 patient visits, 3,659 immunizations, 7,688 laboratory tests, and filled 7,738 prescriptions.
- ii. Academic Year 2014-2015: 13,106 patient visits, 3,659 immunizations, 7,688 laboratory tests, and filled 7,738 prescriptions.
- iii. Academic Year 2015-2016: 14,200 patient visits, 2,355 immunizations, 11,573 laboratory tests, and filled 8,671 prescriptions.
- iv. Academic Year 2016-2017: 12,272 patient visits, 3,458 immunizations, 11,266 laboratory tests, and filled 7,126 prescriptions.

b. In demand Campus Recreation services, measured by card swipes at the entrance of the Spencer Student Recreation Center.

- i. Academic Year 2012-2013: 273,520.
- ii. Academic Year 2013-2014: 259,775.
- iii. Academic Year 2014-2015: 259,775.
- iv. Academic Year 2015-2016: 254,739.
- v. Academic Year 2016-2017: 223,254.

c. Sport Clubs.

- i. Academic Year 2012-2013: 29.
- ii. Academic Year 2013-2014: 38.
- iii. Academic Year 2014-2015: 35.
- iv. Academic Year 2015-2016: 31.
- v. Academic Year 2016-2017: 25.
- vi. Academic Year 2017-2018: 27.

- 3) Supporting University Theme year programming (listed below) with key note speakers, integration into the First Year Experience, and related curricular and co-curricular programs and events.
 - a. Academic Year 2012-2013: War and Peace: From Personal Conflict to Global Resolution
 - b. Academic Year 2013-2014: Food and Drink: Mind, Body and Soul
 - c. Academic Year 2014-2015: Ethics: A Foundation for Personal Growth and Social Responsibility
 - d. Academic Year 2015-2016: Environment: A Foundation for Social Responsibility
 - e. Academic Year 2016-2017: Economy: Moral Challenges and Opportunities
 - f. Academic Year 2017-2018: Cultivating Peace at Home and Abroad: Our Social Responsibility

- 4) Promoting a comprehensive Division I athletic program with students successful in the classroom and in competition.
 - a. Academic Year 2012-2013 highlights:
 - i. The cumulative grade point average of student athletes was 3.03.
 - ii. Sixty-four student athletes earned Academic All-Conference Honors (Summit League and Missouri Valley Football Conference).
 - iii. Twenty-three student-athletes earned All-Conference honors.
 - iv. 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.

 - b. Academic Year 2013-2014 highlights:
 - i. Awarded \$3.6 million in athletics scholarships.
 - i. The cumulative grade point average of student athletes was 3.07.
 - ii. Fifty-six student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
 - iii. Men's Soccer advanced to the Summit League Tournament championship game for the third consecutive year.
 - iv. Volleyball qualified for the Summit League postseason tournament for the first time since 2007.
 - v. Student-athletes performed 1,143 hours of community service, and collected \$6,639 for local and regional charities.

 - c. Academic Year 2014-2015 highlights:
 - i. The University awarded \$3.8 million in athletics scholarships.
 - ii. The cumulative grade point average of student athletes was 3.0.
 - iii. Forty-eight student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
 - iv. The men's soccer team shared the Summit League regular season championship.

 - d. Academic Year 2015-2016 highlights:
 - i. Awarded nearly \$3.9 million in athletics scholarships.
 - ii. Student athletes cumulative grade point average achieved the highest mark in nearly twenty years, reaching 3.12 in spring 2016.
 - iii. 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.
 - iv. 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.

- v. The football team participated in the NCAA FCS playoffs for the first time in five years and advanced to the second round, defeating the University of Dayton in the first round.
 - vi. The men's basketball program earned its first-ever win over a nationally ranked opponent, defeating the University of Wisconsin in November 2015.
 - vii. 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.
 - viii. 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.
 - ix. 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.
- e. Academic Year 2016-2017 highlights
- i. Student athletes had higher retention rates than all other students for the 19th consecutive semester.
 - ii. Thirteen teams finished with a mean grade point average of 3.0 in fall 2016.
 - iii. Men's baseball finished with the highest mean grade point average in program history at 3.16.
 - iv. 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.
 - v. Women's basketball (26-7) won the Summit League Championship and played in the NCAA tournament.
 - vi. Women's tennis snapped a 36-match conference losing streak dating back to 2011, and finished 3-3 in the Summit League.
 - vii. Locker Room/Team Space enhancements were made for Football, Volleyball, Basketball, and Track and Field/Cross Country.

5) Continuing placements in the University's Affirmative Action Internship Program.

- a. Academic Year 2013-2014: Centennial Honors College; Facilities Management; Government Relations; President's Office; Provost's Office; and the School of Distance Learning, International Studies, and Outreach.
- b. Academic Year 2014-2015: College of Education and Human Services Advising Office.
- c. Academic Year 2015-2016: Student Judicial Programs and Facilities Management.
- d. Academic Year 2016-2017: Art.

6) Offering on-campus professional development opportunities.

- a. Academic Year 2013-2014 highlights:
 - i. The Center for Innovation in Teaching and Research provided 186 programs in Macomb and 25 in the Quad Cities.

- ii. Ninety-eight employees completed Human Resources' Professional Supervisor Certificate Program, and 122 employees have taken sessions toward certificate completion.
 - iii. The LIFE (Learning is Forever) program had 685 enrollments in special-interest, non-credit courses.
- b. Academic Year 2014-2015 highlights:
- i. The Center for Innovation in Teaching and Research provided 178 programs in Macomb and 30 in the Quad Cities.
 - ii. One hundred and seven employees completed Human Resources' Professional Supervisor Certificate Program.
 - iii. The LIFE (Learning is Forever) program in Macomb had 1,615 enrollments in special-interest, non-credit courses.
 - iv. The LIFE program was established in the Quad Cities, and offered four courses.
- c. Academic Year 2015-2016 highlights:
- i. The Center for Innovation in Teaching and Research provided 185 programs in Macomb and 30 in the Quad Cities.
 - ii. Forty-five employees completed Human Resources' Professional Supervisor Certificate Program.
 - iii. The LIFE (Learning is Forever) had 2,385 non-credit course enrollments in Macomb, and another 489 enrollments in the Quad Cities.
- d. Academic Year 2016-2017 highlights:
- i. The Center for Innovation provided:
 - a. Three sections of Best Practices in Teaching Online, with 47 faculty members participating in this program.
 - b. 53 workshops related to the University's distance learning platform, Desire2Learn.
 - c. 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 .
 - ii. Human Resources:
 - a. Served 66 employees in a Talent Management (employee development) program with 12 offerings.
 - b. Continued active shooter training with the Office of Public Safety, offered campus tours, and engaged all new employees in orientation and onboarding.
 - c. 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.

Goal 5: Promote Social Responsibility

The University supported social responsibility by:

- 1) The University has receiving grants totaling \$1.6 million to support experiential learning between Fiscal Years 2014 and 2017. This includes a \$137,325 (40.6%) increase in annual funds received during this time.
 - a. Fiscal Year 2014: \$338,553 received.
 - b. Fiscal Year 2015: \$423,704 received.
 - c. Fiscal Year 2016: \$337,181 received.
 - d. Fiscal Year 2017: \$475,878 received.
- 2) Hosting federally mandated U.S. Constitution Day observances on the Macomb Campus (fall 2012 to current).
- 3) Maintaining Carnegie Foundation Community Engagement Classification (academic year 2011-2012 to current). The University will apply for re-certification beginning in calendar year 2018.
- 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 (December 2013).
- 5) Building a culture of alumni giving, measured by annual alumni giving rates.
 - a. Fiscal Year 2013: 5.1%.
 - b. Fiscal Year 2014: 4.8%.
 - c. Fiscal Year 2015: 4.3%.
 - d. Fiscal Year 2016: 3.9%.
 - e. Fiscal Year 2017: 4.4%.
- 6) Completing programming studies.
 - a. Macomb Campus Space Study, Currens Hall/Science Complex Study, Western Illinois University-Quad Cities Riverfront Campus Phase III (academic year 2013-2014).
- 7) Updating the *Macomb Campus Master Plan*: Completed academic year 2012-2013.
- 8) Achieving Master Plan goals and priorities (See Annual Master Plan Updates presented to the Board of Trustees annually in December)
- 9) Demonstrating sustainability:
 - a. Receiving Silver Leadership in Energy and Environmental Design certification for Phase I of the Riverfront Campus (January 2013).
 - b. Achieving and maintaining Tree Campus USA designation by the Arbor Day Foundation (academic years 2013-2014 to current).

Goal 6: Demonstrate Accountability

Western Illinois University continues to demonstrate strategic planning transparency and accountability by:

- 1) Including the University's Performance Indicator Dashboard on the University Planning Website.
- 2) Providing and placing monthly, quarterly, and annual Strategic Plan Updates, and annual Performance Reports on the University Planning Website.

WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES

December 15, 2017

Report 17.12/12
President's Executive Institute
Quarterly Update

A power point presentation on the status of the President's Executive Institute will be made at today's Western Illinois University Board of Trustees meeting. This presentation will include Fiscal Year 2018 accomplishments and plans through December 2017. Members of the Board of Trustees and the University community are encouraged to contact the Vice President for Quad Cities and Planning if they wish to learn more about or volunteer for the PEI. Information is also available on the PEI website at www.wiu/pei.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 29, 2017

Report 17.12/13

The Statewide Budget Context and Western Illinois University's Mission-Driven Planning and Results Fiscal Year 2018 Update

A Power Point presentation made at today's Western Illinois University Board of Trustees meeting represents the fourth in a series. The Board received its first presentation on the historic and unprecedented statewide budget impasse in Fiscal Year 2016 (March 2016). This and subsequent presentations are available from the University Planning website. The materials can be accessed at www.wiu.edu/university_planning/presentations.php. Today's materials will be placed on that website after the Board meeting.

Illinois public universities entered Fiscal Year 2018 with a state appropriation at the beginning of the fiscal year for the first time in two years. The materials presented at today's meeting will include historic information on institutional and state funding. It will also include a summary of mission-driven plans and results to increase revenue, decrease expenditures, and reduce reliance on state appropriations, while continuing to deliver a high-quality educational experience grounded in the core values of the University. Actions to increase enrollment and remove enrollment barriers will also be discussed.

The presentation will show that despite fiscally challenging times for Illinois public higher education, Western Illinois University continues to move ahead. Together, we continue to build an even stronger and better University for the future. We have done so by making necessary but difficult decisions and continuing to advocate for the restoration of fair and predictable funding for Illinois public higher education.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Resolution No. 17.12/3 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 14-15, 2016;

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; and September 28, 2017, to determine whether the need for confidentiality still exists with respect to all or part of the minutes; and

THEREFORE be it resolved the Board of Trustees of Western Illinois University approves the elimination of the verbatim records of July 14-15, 2016, and 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 23, 2018, Board Meeting to make a determination regarding release.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

Resolution No. 17.12/4 Illinois Fraternal Order of Police Labor Council

Resolution:

WHEREAS the Board of Trustees must approve collective bargaining agreements prior to implementation;
and,

WHEREAS an award was given on October 17, 2017 through binding arbitration:

THEREFORE be it resolved that the Board of Trustees approves the agreement as presented.

Illinois Fraternal Order of Police Labor Council

An award was given through binding arbitration for the period of July 1, 2015 through June 30, 2019, with the Illinois Fraternal Order of Police Labor Council representing approximately 21 employees. The award contains language governing increases each year of the agreement.

Contract Language

The contract contains all the provisions required by law. In addition, it contains specific articles reflecting the unique circumstances of Western Illinois University. The parties agreed to update the non-discrimination language to include: genetic information and any other classes protected by state and federal law.

Wage Settlement

The binding arbitration award was to adopt the Union's final wage offer which is an across-the-board percentage increase per fiscal year: FY 2016 – 2%, FY 2017 – 2%, FY 2018 – 2%, and FY 2019 – 2%. The increases will be effective July 1 of the respective fiscal year and are to be paid retroactively for all current and former members for all hours in paid status.

