

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15-16, 2016

Western Illinois University
Macomb, Illinois

Agenda Topic	Page	Action
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<u>December 15, 2016 – Corbin/Olson E-Classroom, Room 1032</u>		
Motion to Convene to Open Session – 7:00 p.m.		
Roll Call		
Motion to Permit Remote Attendance		
Roll Call		Action
Motion to Convene to Closed Session – 7:00 p.m.		
Roll Call		Action
Closed Session		
Motion to Reconvene in Open Session		
Adjourn		
<u>December 16, 2016 – Capitol Rooms, University Union</u>		
Motion to Convene to Open Session – 8:00 a.m.		
Roll Call		
Review and Approval of October 6-7, 2016 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, Interim Vice President for Student Services
- Mr. Brad Bainter, Vice President for Advancement and Public Services
- Mr. Matthew Bierman, Interim Vice President for Administrative Services
- Dr. Joseph Rives, Vice President for Quad Cities and Planning

Advisory Group Reports and Comments

- Stacy Dorethy – President, Civil Service Employees Council – Macomb
- Christopher Pynes – Chair, Faculty Senate – Macomb
- Dovile Svirupskaite – President, Student Government Association – Macomb
- Dustin Van Sloten – President, Council of Administrative Personnel – Macomb

Board Committees

Finance Committee

Todd Lester, Chair

Report No. 16.12/17
 Report on Contributions
 (Vice President Brad Bainter)

Report No. 16.12/217
 Purchases of \$100,000-\$499,999.99
 (Interim Vice President Matt Bierman)

Academic & Student Services Committee

Steven Nelson, Chair

Report No. 16.12/319
 Enrollment, Retention and Graduation Rate Information
 (Interim Vice President Ron Williams, Associate Provost Nancy Parsons, Director of Institutional Research and Planning Angela Bonifas, and Director of Admissions Seth Miner)

Report No. 16.12/435
 Fiscal Year 2017 Performance Report
 (Vice President Joe Rives)

Resolution No. 16.12/155 **Action**
 FY2018 Tuition Recommendation
 (Interim Vice President Matt Bierman)

Agenda Topic	Page	Action
Audit Committee		
Roger Clawson, Chair		
Resolution No. 16.12/2	57	Action
Annual Review of Internal Audit Charter (Internal Auditor Michael Sartorius)		
General Discussion and Action Items		
Report No. 16.12/5	63	
Facility Assessment Report (Interim Vice President Matt Bierman and Director of Facilities Management Scott Coker)		
Report No. 16.12/6	71	
Fiscal Year 2017 Master Plan Update (Vice President Joe Rives, Interim Vice President Matt Bierman, and Interim Vice President Ron Williams)		
Report No. 16.12/7	79	
Higher Learning Commission Quality Initiative: Fiscal Year 2017 Update (Vice President Joe Rives)		
Report No. 16.12/8	105	
Quarterly Planning Update (Vice President Joe Rives)		
Report No. 16.12/9	107	
Mayors' Summits Results and Principals' Summits Data (President Jack Thomas and Vice President Joe Rives)		
Resolution No. 16.12/3	109	Action
Release of Closed Session Meeting Minutes		
Old Business		
New Business		
Next Meeting – March 30-31, 2017 – WIU, Macomb		
Adjourn		Action

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Review and Approval of the October 6-7, 2016 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 16, 2016

Report No. 16.12/1
Report on Contributions
Vice President Brad Bainter



Interim Campaign Progress Report

July 1, 2016 - June 30, 2017

Pledges Made	Planned Gifts	Total Pledges
\$ 753,748	\$ 25,000	\$ 778,748
Cash Gifts	Gifts-in- Kind	Total Receipts
\$ 929,686	\$ 38,186	\$ 967,872

	Overall Total	Goal	% to Goal
FY2017	\$ 1,746,620	\$ 7,000,000	25%

Outside scholarships not included in report: \$ 829,197

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.

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Interim Campaign Progress Report July 1, 2016 - June 30, 2017

COLLEGE/UNIT	PLEDGES	GIFTS	GIFTS- IN-KIND	PLANNED GIFTS	FISCAL YEAR TOTAL
CAS	34,755	150,384	3,140	0	188,279
CBT	32,253	211,280	175	0	243,708
COEHS	18,743	75,372	0	0	94,115
COFAC	57,685	59,851	940	0	118,476
LIBRARY	12,656	83	5,539	0	18,277
HONORS	39,540	2,800	0	0	42,340
INTL STUDIES	120	1,300	100	0	1,520
STUDENT SERVICES	68,329	30,147	109	25,000	123,585
QC	24,650	15,402	0	0	40,052
WQPT	32,200	59,918	486	0	92,604
ATHLETICS	280,164	74,923	25,014	0	380,102
ALUMNI	1,947	9,545	0	0	11,492
BGS	5,108	4,330	0	0	9,438
TRI-STATES RADIO	78,811	77,116	0	0	155,927
PFA	2,406	100	0	0	2,506
UNIV SCHOLARSHIPS	58,262	93,661	550	0	152,472
OTHER	6,120	63,474	2,133	0	71,727
UNIVERSITY TOTALS:	753,748	929,686	38,186	25,000	1,746,620

Outside scholarships not included in report: \$ 829,197

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 2016-11-16



WESTERN
ILLINOIS
UNIVERSITY

Significant Donors Report

Gifts of \$5,000 or more for Fiscal Year July 1, 2016 - June 30, 2017

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
JENNA ADAIR	0	0	0	0	0	0	7,500	0	0	0	0	0	7,500
MIKE ADAIR	0	0	0	0	0	0	7,500	0	0	0	0	0	7,500
BRAD BANTER	7,780	0	0	0	0	7,780	73	9,810	0	0	0	0	9,883
BAYER CORPORATION	0	0	0	0	0	0	22,500	0	0	0	0	0	22,500
GIL BELLES	2,060	0	0	0	0	2,060	6,360	2,060	0	0	0	0	8,420
MARION BLACKINTON	0	0	0	0	0	0	2,769	6,000	0	0	0	0	8,769
GINNY BOYNTON	7,707	0	0	0	0	7,707	1,450	8,782	0	0	0	0	10,232
PAUL BUSSAN	0	0	0	0	0	0	14,000	0	0	0	0	0	14,000
CHARLIE CAREY	5,200	0	0	0	0	5,200	560	5,200	0	0	0	0	5,760
LINDA CAREY	0	0	0	0	0	0	0	0	0	0	0	0	0
BYRON CARLSON	0	0	0	0	0	0	25,500	0	0	0	0	0	25,500
GAYLE CARPER	2,500	0	0	0	0	2,500	0	2,500	0	0	0	0	2,500
TOM CARPER	2,500	0	0	0	0	2,500	0	2,500	0	0	0	0	2,500
CC SERVICES INC	0	0	0	0	0	0	0	10,000	0	0	0	0	10,000
CHICAGO MERCANTILE EXCHANGE GROUP FOUNDATION	25,000	0	0	0	0	25,000	0	25,000	0	0	0	0	25,000
ROSELYN CHOWN	900	0	0	0	0	900	0	50,900	0	0	0	0	50,900
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
PAT CLAWSON	0	0	0	0	0	0	0	0	0	0	0	0	0
ROGER CLAWSON	1,250	0	0	0	0	1,250	1,600	3,450	0	0	0	0	5,050
COBANK	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
CHERYL COLLIFLOWER	2,500	0	0	0	0	2,500	0	2,500	0	0	0	0	2,500
BILL COLLIFLOWER	2,500	0	0	0	0	2,500	0	2,500	0	0	0	0	2,500
DON DEXTER	50	0	0	0	0	50	0	10,050	0	0	0	0	10,050
VIRGINIA DIEHL	1,100	0	0	0	0	1,100	2,000	1,100	0	0	0	0	3,100
RUSSELL DOHNER	0	0	0	0	0	0	0	0	75,000	0	0	0	75,000
DORIS & VICTOR DAY FOUNDATION	25,000	0	0	0	0	25,000	0	25,000	0	0	0	0	25,000
DOW AGROSCIENCES LLC	0	0	0	0	0	0	19,650	0	0	0	0	0	19,650

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
GINGER DYKSTRA	0	0	0	0	0	0	0	10,000	0	0	0	0	10,000
CATHY EARLY	1,000	0	0	0	0	1,000	1,314	1,000	0	0	0	0	2,314
ELLIOTT AVIATION	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
GEORGE ENGELN	0	0	0	0	0	0	2,500	0	0	0	0	0	2,500
SONDRA EPPERLY	1,250	0	0	0	0	1,250	800	500	0	0	0	0	1,300
BILL EPPERLY	5,100	0	0	0	0	5,100	2,165	4,150	0	0	0	0	6,315
FAITH UNITED PRESBYTERIAN	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
SUE MARTINELLI-FERNANDEZ	6,901	0	0	0	0	6,901	217	6,901	0	0	0	0	7,118
CYNTHIA FORBES	0	0	0	0	0	0	0	0	0	0	0	0	0
JERRY FORBES	5,000	0	0	0	0	5,000	3,861	1,000	0	0	0	0	4,861
CORY FOSDYCK	6,250	0	0	0	0	6,250	0	1,250	0	0	0	0	1,250
HILLARY FOSDYCK	6,250	0	0	0	0	6,250	0	1,250	0	0	0	0	1,250
GENESIS SYSTEMS GROUP	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
CHUCK GILBERT	6,100	0	0	0	0	6,100	500	6,100	0	0	0	0	6,600
KAREN IHRIG-GILBERT	0	0	0	0	0	0	0	0	0	0	0	0	0
GEORGE GRICE	12,000	0	0	0	0	12,000	25,500	12,000	0	0	0	0	37,500
CLIFF HAKA	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
SUE HAKA	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
JIM HANSEN	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
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	6,000	0	0	0	0	6,000
KATHY HOMMOWUN	0	0	0	0	0	0	7,500	0	2,500	0	0	0	10,000
BOB HOMMOWUN	0	0	0	0	0	0	7,500	0	2,500	0	0	0	10,000
HONOR SOCIETY OF PHI KAPPA PHI	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
TIMOTHY HOWE	3,800	0	0	0	0	3,800	250	3,800	0	0	0	0	4,050
MARILYN JOHNSON	7,300	0	0	0	0	7,300	558	7,300	0	0	0	0	7,858
GARRY JOHNSON	7,300	0	0	0	0	7,300	700	7,300	0	0	0	0	8,000
DONALD KELLIS	0	0	0	0	0	0	91,418	0	90,000	0	0	0	181,418
JUDY KERR	2,550	0	0	0	0	2,550	0	2,550	0	0	0	0	2,550
MEL KERR	2,550	0	0	0	0	2,550	0	2,550	0	0	0	0	2,550
CAROLYN TYIRIN-KIRK	0	0	0	0	0	0	0	0	0	0	0	0	0

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
GORDON KIRK	0	0	0	0	0	0	300	10,000	0	0	0	0	10,300
DELANO KRUZAN	0	0	0	0	0	0	7,600	0	0	0	0	0	7,600
RANDALL LINDSEY	0	0	0	0	0	0	11,000	0	0	0	0	0	11,000
DAVE LUMLEY	2,000	0	0	0	0	2,000	3,500	2,000	0	0	0	0	5,500
JULIE LUMLEY	0	0	0	0	0	0	0	0	0	0	0	0	0
MC CARTHY-BUSH FOUNDATION	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
CECIL MC DONOUGH	0	0	0	0	0	0	109,378	0	0	0	0	0	109,378
MC DONOUGH EYE ASSOCIATES, PC	37,500	0	0	0	0	37,500	0	37,500	0	0	0	0	37,500
JIM MINER	2,775	0	0	0	0	2,775	77	3,608	0	0	0	0	3,685
SUZI MINER	200	0	0	0	0	200	5	2,700	0	0	0	0	2,705
MOLINE FOUNDATION	0	0	0	0	0	0	0	50,000	0	0	0	0	50,000
SUZAN NASH	3,800	0	0	0	0	3,800	300	3,800	0	0	0	0	4,100
DEB NELSON	1,500	0	0	0	0	1,500	0	1,500	0	0	0	0	1,500
KATE NELSON	0	0	0	0	0	0	10,582	0	0	0	0	0	10,582
STEVE NELSON	4,500	0	0	0	0	4,500	25,000	4,500	0	0	0	0	29,500
MARIANNE OLIVA	0	0	0	0	0	0	0	0	0	0	0	0	0
SAM OLIVA	0	0	0	0	0	0	40,000	0	0	0	0	0	40,000
CHRIS ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
PAMELA ONTIVEROS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
JOE RIVES	7,200	0	0	0	0	7,200	0	7,200	0	0	0	0	7,200
MATT ROBINS	6,250	0	0	0	0	6,250	0	6,250	0	0	0	0	6,250
NICKI ROBINS	6,250	0	0	0	0	6,250	0	6,250	0	0	0	0	6,250
SHEILA ROEHLK	0	0	0	0	0	0	0	0	47,764	0	0	0	47,764
MONA SAWYER	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM SHIPP	1,000	0	0	0	0	1,000	0	13,500	0	0	0	0	13,500
VERONICA SHIPP	0	0	0	0	0	0	0	12,500	0	0	0	0	12,500
AMY SPELMAN	2,580	0	0	0	0	2,580	1	4,610	0	0	0	0	4,611
DENISE STEWART	0	0	0	0	0	0	2,500	0	0	0	0	0	2,500
FRANK STOUT	1,750	0	0	0	0	1,750	1,500	1,750	0	0	0	0	3,250
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
JACK THOMAS	1,000	0	0	0	0	1,000	3,350	6,040	0	0	0	0	9,390

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
LINDA THOMAS	0	0	0	0	0	0	350	0	0	0	0	0	350
DAVE THOMPSON	1,100	0	0	0	0	1,100	9,413	1,100	0	0	0	0	10,513
JACKIE THOMPSON	1,100	0	0	0	0	1,100	9,313	1,100	0	0	0	0	10,413
TIM TOMLINSON	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
BETH TRIPLETT	0	25,000	0	0	0	25,000	0	0	0	0	0	0	0
DAVID WEHRLY	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ANITA WERLING	1,225	0	0	0	0	1,225	5,850	1,225	0	0	0	0	7,075
DENNIS WERLING	1,225	0	0	0	0	1,225	1,125	1,225	0	0	0	0	2,350
WESLEY UNITED METHODIST CHURCH	0	0	0	0	0	0	22,144	0	0	0	0	0	22,144
WEST CENTRAL FS INC	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
CECILIA WONG	0	0	0	0	0	0	0	12,000	0	0	0	0	12,000
MARGARET WONG	0	0	0	0	0	0	0	22,000	0	0	0	0	22,000
DALE ZIEGLER	0	0	0	0	0	0	2,500	0	0	0	0	0	2,500
MARIE ZIEGLER	0	0	0	0	0	0	2,500	0	0	0	0	0	2,500
3M FOUNDATION	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000

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

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

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

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

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

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

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Annual Fund Report

July 1, 2016 - June 30, 2017

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	192	27,615	144	12,155	27,689	0	0	39,845
CBT	129	24,422	189	7,541	23,766	175	0	31,482
COEHS	69	18,743	272	4,084	36,303	0	0	40,387
COFAC	187	40,685	218	27,299	53,351	940	0	81,590
ALUMNI	8	695	87	230	9,395	0	0	9,625
INTL STUDIES	1	120	120	50	1,300	100	0	1,450
LIBRARY	115	12,656	110	10,184	83	5,539	0	15,805
HONORS	7	2,040	291	840	2,800	0	0	3,640
QC	19	4,350	229	1,860	2,902	0	0	4,762
ATHLETICS	1,153	264,914	230	250,685	47,793	25,014	259	323,752
STUDENT SERVICES	37	31,279	845	20,191	9,377	109	0	29,677
BGS	107	5,108	48	1,713	2,330	0	0	4,043
TRI-STATES RADIO	502	78,811	157	26,129	77,116	0	0	103,245
WQPT	235	32,200	137	12,882	59,918	486	0	73,286
PFA	61	2,406	39	1,005	100	0	0	1,105
SCHOLARSHIPS	319	34,514	108	16,711	44,811	550	0	62,072
OTHER	40	5,120	128	1,800	30,081	2,133	0	34,014
Total	3,181	585,678	184	395,360	429,115	35,046	259	859,780

****Total Annual Fund: \$1,049,839**

Above Pledge totals include:

Leatherneck Club	\$ 261,314
Library Atrium Society	\$ 12,656
Performing Arts Society	\$ 36,172

Above Receipt totals include:

Leatherneck Club	\$ 248,444
Library Atrium Society	\$ 10,199
Performing Arts Society	\$ 25,305

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 2016-11-16



Phonathon Report

July 1, 2016 - June 30, 2017

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	150	10,520	70	5,320	0	0	0	5,320
CBT	90	5,196	58	1,790	0	0	0	1,790
COEHS	41	2,200	54	795	0	0	0	795
COFAC	8	370	46	85	0	0	0	85
ALUMNI	1	25	25	0	0	0	0	0
INTL STUDIES	0	0	0	0	0	0	0	0
LIBRARY	22	920	42	365	0	0	0	365
HONORS	0	0	0	0	0	0	0	0
QC	0	0	0	0	0	0	0	0
ATHLETICS	62	6,030	97	4,235	0	0	0	4,235
STUDENT SERVICES	2	70	35	0	0	0	0	0
BGS	103	4,370	42	1,475	15	0	0	1,490
TRI-STATES RADIO	0	0	0	0	0	0	0	0
WQPT	1	50	50	50	0	0	0	50
PFA	61	2,406	39	1,005	0	0	0	1,005
SCHOLARSHIPS	277	21,940	79	11,390	0	0	0	11,390
OTHER	19	970	51	75	0	0	0	75
Total	837	55,067	66	26,585	15	0	0	26,600

****Total Phonathon: \$55,082**

Above Pledge totals include:

Leatherneck Club \$ 5,930
Library Atrium Society \$ 920

Above Receipt totals include:

Leatherneck Club \$ 4,235
Library Atrium Society \$ 365

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 2016-11-16

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report No. 16.12/2
Purchases of \$100,000-\$499,999.99

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

Vendor	Type of Purchase	Amount	Number of Bids
Marsh USA Inc; Chicago, IL	Insurance premiums (educators legal liability, international package, other casualty, casualty stamping fee)	\$103,996.18	IPHEC
Auditor General Office; Springfield, IL	University income fund audit costs	\$114,091.00	NA
CDW LLC; Vernon Hills, IL	Cisco SMARTnet maintenance/ support/licensing for uTech	\$118,029.16	IPHEC
Clark Baird Smith LLP; Rosemont, IL	Legal services (collective bargaining and negotiations)	\$126,000.00	P&A RFP

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

Vendor	Type of Purchase	Amount	Number of Bids
None to report			

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report 16.12.3 Enrollment, Retention and Graduation Data

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

Executive Summary

- Western Illinois University's total enrollment decreased by 6.5 percent (-721) from 11,094 in 2015 to 10,373 in 2016. The total student credit hour production decreased by 5.2 percent (-15,693) from 299,628 in FY2015 to 283,935 in FY2016.
- The number of new freshmen decreased 0.5 percent (-8), from 1,535 in 2015 to 1,527 in 2016.
- The number of new transfers decreased 12.4 percent (-137), from 1,105 in 2015 to 968 in 2016.
- Total graduate student enrollment decreased 6.3 percent (-123) from 1,953 in 2015 to 1,830 in 2016.
- The 6-year graduation rate increased from 52.8 percent to 53.1 percent.
- The freshmen-to-sophomore retention rate increased from 67.7 percent in 2014 to 69.2 percent of the new 2015 freshmen class returning for their sophomore year.
- The primary strategy for recruiting more new freshmen to the Macomb campus is to promote an affordable option for all accepted students.
- 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.

Total Enrollment

Western Illinois University's total enrollment decreased by 6.5 percent (-721) from 11,094 in 2015 to 10,373 in 2016 (Table 1). The total student credit hour production decreased by 5.2 percent (-15,693) from 299,628 in Fiscal Year 2015 to 283,935 in Fiscal Year 2016. On campus enrollment continues to have the largest negative impact on total enrollment. From Fall 2015 to Fall 2016, the Macomb on campus enrollment decreased by 6.8 percent (-587) and the Quad Cities on campus enrollment decreased by 14.4 percent (-164). Whereas, the Quad Cities extension enrollment increased 16.1% (+63) and Macomb extension enrollment decreased 3.8 percent (-33).

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2015-2016 % Change</u>
Total University	12,205	11,707	11,458	11,094	10,373	-6.5%
Macomb	10,003	9,464	9,220	8,694	8,107	-6.8%
Macomb Extension	825	741	715	869	836	-3.8%
Macomb Total	10,828	10,205	9,935	9,563	8,943	-6.5%
Quad Cities	1,204	1,237	1,198	1,140	976	-14.4%
Quad Cities Extension	173	265	325	391	454	+16.1%
Quad Cities Total	1,377	1,502	1,523	1,531	1,430	-6.6%

Source: Office of Institutional Research and Planning

Western Illinois University’s new student enrollment continued to decline in Fall 2016. The new freshmen class of Fall 2016 was down 8 students from Fall 2015 (-0.5%). The new transfer enrollment decreased by 12.4 percent (-137). The new graduate enrollment decreased by 9.1 percent (-57).

	<u>Freshmen</u>			<u>Transfer</u>			<u>Graduate</u>		
	<u>2015</u>	<u>2016</u>	<u>%Chang</u>	<u>2015</u>	<u>2016</u>	<u>%Chang</u>	<u>2015</u>	<u>2016</u>	<u>%Chang</u>
	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>	<u>e</u>
Macomb	1,50	1,48		790	730	-7.6%	360	367	+1.9%
Mac Extension	4	6	-1.2%	77	61	-20.8%	133	98	-26.3%
Quad Cities	2	4	+100.0%	191	128	-33.0%	62	55	-11.3%
QC Extension	26	37	+42.3%	47	49	+4.3%	73	51	-30.1%
Totals	1,53	1,52		1,10	968	-12.4%	628	571	-9.1%
	5	7	-0.5%	5	968	-12.4%	628	571	-9.1%

Source: Office of Institutional Research and Planning

Over the last five years, Western Illinois University’s total enrollment decreased by 15 percent (table 3). Western Illinois University’s enrollment changes are similar to other downstate “directional” universities in the state of Illinois, such as Northern Illinois University and Southern Illinois University-Carbondale. Whereas, the University of Illinois system schools (Urbana/Champaign, Chicago, & Springfield) have all reported increases over the last five years.

	2012	2013	2014	2015	2016	2012-2016 % Change
University of Illinois-Springfield	5,048	5,137	5,431	5,402	5,428	+7.0%
University of Illinois-Urbana/Champaign	44,520	44,942	45,140	45,842	46,951	+5.5%
University of Illinois-Chicago	27,875	28,016	27,966	29,048	29,120	+4.5%
Governors State University	5,601	5,568	5,776	5,938	5,818	+3.9%
Illinois State University	20,706	20,272	20,615	20,807	21,039	+1.6%
Southern Illinois University-Edwardsville	14,055	13,850	13,972	14,265	14,142	+0.6%
Northern Illinois University	21,869	21,138	20,611	20,130	19,015	-13.1%
Northeastern Illinois University	10,997	10,786	10,275	9,891	9,538	-13.3%
Western Illinois University	12,205	11,707	11,458	11,094	10,373	-15.0%
Southern Illinois University-Carbondale	18,847	17,919	17,946	17,119	15,861	-15.8%
Eastern Illinois University	10,417	9,775	8,913	8,520	7,415	-28.8%
Chicago State University	5,983	5,701	5,211	4,767	3,578	-40.2%
Illinois Public Universities Total	198,123	194,811	193,314	192,823	188,278	-5.0%

Source: OAROSUI, 2016 Enrollment Breakdown Report

New Freshmen Enrollment

The number of new freshmen at Western Illinois University decreased 0.5 percent (-8), from 1,535 in 2015 to 1,527 in 2016. Western Illinois University was successful in stabilizing new freshmen enrollment by decreasing tuition by three percent and through marketing efforts highlighting signature programs.

The new freshmen class had an average ACT of 20.9 in 2016 (a decrease from 21.1 in 2015). The average high school GPA increased from 3.20 in 2015 to 3.21 in 2016. The average high school percentile rank decreased slightly from 60.6% in 2015 to 59.9% in 2016. There were fewer students who graduated high school in the top 30 percent of their class (-90 students). The number of students enrolling in the OAS program as new freshmen slightly decreased from 291 in 2015 to 287 in 2016.

There were also several significant demographic shifts in this year’s freshmen class. The number of students enrolling from Cook County, Illinois increased by 39 students, from 582 in 2015 to 621 in 2016. The number of new freshmen enrolling from the 10-county area surrounding the Macomb campus increased (+13 students) 8.8% from 147 students in 2015 to 160 in 2016. The number of new freshmen who identify as Black increased by 60 students, 469 in 2015 to 529 in 2016. The number of new freshmen who identify as Hispanic remained stable, 228 in 2015 and 225 in 2016. The number of new freshmen who identify as White, non-Hispanic, decreased by 73 students, from 744 in 2015 to 671 in 2016.

Table 4 shows the number of new freshmen who enrolled at the 12 Illinois state universities decreased overall by 6.5% (-1,651 students) from 2015 to 2016. There were two Illinois public universities with significant growth in new freshmen, the University of Illinois – Springfield and Northeastern Illinois University had increases in both percent and actual student headcount. Fall 2016 was the first year that Northeastern Illinois University opened a residential facility to students.

	<u>2012</u>	2013	2014	2015	2016	2015-2016 % Change
University of Illinois- Springfield	283	338	320	268	300	+11.9%
Northeastern Illinois University	1,033	803	765	743	793	+6.7%
Northern Illinois University	2,664	2,679	2,542	2,259	1,802	-20.2%
University of Illinois- Urbana/Champaign	6,921	7,329	6,937	7,562	7,592	+0.4%
Illinois State University	3,088	2,981	3,589	3,630	3,638	+0.2%
Western Illinois University	1,754	1,652	1,605	1,535	1,527	-0.5%
University of Illinois-Chicago	3,123	3,104	3,030	3,485	3,307	-5.1%
Governors State University	na	na	242	233	217	-6.9%
Southern Illinois University- Edwardsville	2,075	1,966	2,125	2,096	1,935	-7.7%
Southern Illinois University-Carbondale	2,286	2,571	2,694	2,177	1,685	-22.6%
Eastern Illinois University	1,234	1,254	1,063	1,085	739	-31.9%
Chicago State University	360	285	306	200	86	-57.0%
Illinois Public Universities Total	24,821	24,962	25,218	25,268	23,617	-6.5%

Source: OAROSUI, 2016 Enrollment Breakdown Report

The public universities in Illinois continue to compete with each other by offering more aggressive scholarship programs. In Fall 2016, Western Illinois University’s top five competitors were: Illinois State University, Northern Illinois University, University of Illinois at Chicago, Southern Illinois University at Carbondale, and the University of Illinois at Urbana-Champaign. 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. For the 2016-2017 academic year, the Student Cost Task Force recommended a three percent decrease in tuition. In Fall 2016, the new freshmen class was surveyed to determine if the tuition decrease influenced their decision to attend. A majority of the respondents indicated

that the top two factors in their decision to attend Western Illinois University was affordability and academic program.

New Transfer Enrollment

The number of new transfers at Western Illinois University decreased 12.4 percent (-137), from 1,105 in 2015 to 968 in 2016. The number of new students transferring to the Macomb campus decreased 8.8 percent (-76). The number of students transferring to the Quad Cities campus decreased 25.6 percent (-61).

The decrease in new transfer students is entirely in domestic new transfer students. The number of domestic new transfers decreased 12.7 percent (-138 students). This decrease in domestic students can be accounted for by decreases in new transfer students from community, including Spoon River College (-22; -31.9%) and Scott Community College (-20; -33.9%).

New transfer enrollment has historically followed changes in enrollment at Illinois community colleges from the previous year. According to the Illinois Community College Board, enrollment at the community colleges in the state decreased 5.9 percent (-19,947) from Fall 2014 to Fall 2015. Whereas, the overall number of new transfer students to the state universities in Illinois decreased by 3.2 percent (-437), from 13,602 in Fall 2015 to 13,165 in Fall 2016. The University of Illinois – Chicago had a large increase in the number of new transfers and Chicago State University had a large decrease in new transfers (see Table 6.).

	2012	2013	2014	2015	2016	2015-2016 % Change
University of Illinois-Chicago	1,452	1,640	1,718	1,569	1,947	+24.1%
University of Illinois- Springfield	435	401	371	547	588	+7.5%
Governors State University	800	819	971	736	772	+4.9%
Southern Illinois University-Edwardsville	1,221	1,252	1,198	1,163	1,216	+4.6%
Northeastern Illinois University	1,193	1,184	1,125	1,085	1,103	+1.7%
Illinois State University	1,876	1,801	1,842	1,932	1,937	+0.3%
University of Illinois- Urbana/Champaign	1,350	1,343	1,331	1,381	1,380	-0.1%
Northern Illinois University	1,913	1,881	1,840	1,755	1,660	-5.4%
Western Illinois University	1,328	1,243	1,213	1,105	968	-12.4%
Southern Illinois University-Carbondale	1,420	1,366	1,397	1,261	1,072	-15.0%
Eastern Illinois University	854	789	755	692	450	-35.0%
Chicago State University	661	579	538	500	183	-63.4%
Illinois Public Universities Total	14,503	14,298	14,299	13,602	13,165	-3.2%

Source: OAROSUI, 2016 Enrollment Breakdown Report

Graduate Enrollment

Total graduate student enrollment at Western Illinois University decreased from 1,953 in 2015 to 1,830 in 2016 (-123; -6.3%). New domestic graduate enrollment decreased from 498 in 2015 to 440 in 2016 (-58; -11.6%), with the largest decrease coming from Western Illinois University undergraduates who did not continue their education into the Graduate School (-30, -16.2%). New international graduate enrollment remained stable from 130 in 2015 to 131 in 2016.

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	2015-2016 <u>% Change</u>
Eastern Illinois University	1,442	1,428	1,273	1,318	1,458	+10.6%
University of Illinois- Urbana/Champaign	11,121	4	11,169	11,482	12,005	+4.6%
Northeastern Illinois University	1,947	1,857	1,863	1,796	1,873	+4.3%
Illinois State University	2,449	2,523	2,460	2,380	2,396	+0.7%
University of Illinois- Springfield	1,994	2,098	2,393	2,465	2,469	+0.2%
Governors State University	2,354	2,261	2,107	2,213	2,157	-2.5%
Southern Illinois University-Edwardsville	2,192	2,091	2,030	1,958	1,897	-3.1%
Northern Illinois University	4,984	5,020	4,900	4,850	4,672	-3.7%
University of Illinois-Chicago	8,475	8,602	8,415	8,540	8,136	-4.7%
Chicago State University	1,094	1,003	950	947	902	-4.8%
Western Illinois University	1,942	1,833	1,813	1,953	1,830	-6.3%
Southern Illinois University-Carbondale	4,070	3,978	3,840	3,614	3,183	-11.9%
		43,98				
Illinois Public Universities Total	44,064	9	43,213	43,516	42,978	-1.2%

Source: OAROSUI, 2016 Enrollment Breakdown Report

Retention and Graduation

Western Illinois University's 6-year graduation rate increased from 52.8 percent to 53.1 percent. The freshmen-to-sophomore retention rate increased from 67.7 percent in 2014 to 69.2 percent of the new 2015 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 4 percent.

	Predicted	Actual	Difference
Illinois State University	61%	73%	+12%
Eastern Illinois University	49%	58%	+9%
Western Illinois University	49%	53%	+4%
University of Illinois- Urbana/Champaign	82%	85%	+3%
Northern Illinois University	53%	50%	-3%
University of Illinois-Chicago	63%	60%	-3%
Southern Illinois University-Carbondale	51%	45%	-6%
Chicago State University	28%	20%	-8%
Southern Illinois University-Edwardsville	58%	49%	-9%
University of Illinois- Springfield	59%	48%	-11%
Northeastern Illinois University	43%	22%	-21%
Governors State University	NA	NA	NA

Source: U.S. News and World Report, 2016

Table 9. Retention and Graduation Rates by Race/Ethnicity

Fall to Fall Retention Rates	First-Time, Full-Time New Freshmen who Returned for Second Fall Term						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
White	74.0%	74.1%	72.4%	71.7%	78.6%	75.6%	75.9%
Black	74.1%	62.4%	59.4%	50.7%	62.7%	61.0%	58.5%
Hispanic	63.7%	74.2%	63.1%	59.7%	69.0%	61.9%	70.9%
Asian	64.7%	64.3%	54.5%	85.7%	63.2%	71.4%	50.0%
Native American	83.3%	100.0%	0.0%	50.0%	60.0%	0.0%	0.0%
Pacific Islander	100.0%	50.0%	100.0%	0.0%	0.0%	100.0%	33.3%
Foreign	40.0%	75.0%	100.0%	80.0%	80.0%	100.0%	87.5%
2 or More	68.2%	63.9%	72.1%	50.0%	64.0%	46.0%	66.0%
Total	72.7%	71.4%	67.7%	63.3%	72.1%	67.7%	69.2%

Four Year Graduation Rates	First-Time, Full-Time New Freshmen who Graduated within Four Years						
	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
White	32.5%	31.8%	32.1%	36.5%	36.5%	37.2%	38.5%
Black	15.0%	18.9%	18.4%	16.7%	12.9%	13.9%	10.3%
Hispanic	25.0%	21.9%	28.6%	21.6%	26.6%	25.0%	28.9%
Asian	21.4%	24.1%	14.3%	11.8%	14.3%	18.2%	42.8%
Native American	28.6%	9.1%	8.3%	16.7%	0.0%	0.0%	50.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Foreign	27.8%	30.0%	66.7%	0.0%	58.3%	33.3%	35.0%
2 or More	0.0%	0.0%	0.0%	22.7%	19.4%	37.2%	17.3%
Total	30.6%	29.4%	29.8%	31.5%	30.6%	29.8%	28.1%

First-Time, Full-Time New Freshmen who Graduated within Six Years

Six Year Graduation Rates	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
White	60.9%	54.7%	55.3%	58.8%	56.2%	56.9%	59.5%
Black	41.2%	44.0%	39.3%	38.3%	47.8%	41.9%	35.2%
Hispanic	46.7%	48.7%	50.0%	53.5%	50.9%	40.2%	49.2%
Asian	51.5%	50.0%	53.6%	44.8%	52.4%	47.1%	50.0%
Native American	0.0%	37.5%	57.1%	36.4%	33.3%	33.3%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%
Foreign	80.0%	63.6%	61.1%	60.0%	66.7%	10.0%	75.0%
2 or More	0.0%	0.0%	0.0%	0.0%	0.0%	36.4%	25.0%
Total	58.1%	53.4%	54.0%	56.1%	54.3%	52.8%	53.1%

Quad Cities Enrollment

The total Quad Cities enrollment at Western Illinois University decreased from 1,531 in 2015 to 1,430 in 2016 (-101; -6.6%). The decrease in enrollment is in the number of on campus students, undergraduate students on campus decreased 10.3 percent (-111) and graduate students on campus decreased 15.6 percent (-53). Whereas, the Quad Cities campus extension enrollment has steadily increased. The undergraduate students enrolled increased 2.8% (+6) and the number of graduate students increased 32.6% (+57).

Quad Cities	Fall 2010	Fal l 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Undergraduate	730	735	799	962	1,022	1,020	915
<i>On Campus</i>	685	663	673	778	794	804	693
<i>Extension</i>	45	72	126	184	228	216	222
Graduate	631	637	578	540	501	511	515
<i>On Campus</i>	592	572	531	459	404	336	283
<i>Extension</i>	39	65	47	81	97	175	232
Total	1,361	1,372	1,377	1,502	1,523	1,531	1,430

Source: Institutional Research and Planning, Fall 10th day enrollment reports

Recently, the Illinois Board of Higher Education approved the Bachelor of Science in Mechanical Engineering in the Western Region degree, which will be delivered primarily at the Quad Cities campus, with freshman and sophomore years also offered in Macomb. The program offers a multidisciplinary program where students can focus in civil, computer-electrical, manufacturing-quality and materials engineering and engineering management. This new programming is expected to yield additional students in on-campus enrollment at Western Illinois University.

2016-2017 Recruitment Plan

The following recruitment plan was developed in accordance with the goals stated in the Western Illinois University's High 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 the achievement of 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 1,700 new domestic freshmen (1,650 Fall and 53 Spring)
- Enroll at least 1,500 new domestic transfer (1,100 Fall and 400 Spring)

Competitive Advantages:

- Most experienced admissions counselors in the Midwest (average tenure is 4 years)
- Clear cut admissions process
- All Cost Guarantee
- Western Commitment Scholarship Program
- First to send out award letters (November 3, 2016)
- Signature Programs
- Outperform predicted graduation rate by 4 percent
- Experiential learning opportunities

The primary focus for Fall 2016 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 3rd. 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 (Linkages)
- 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

- Develop and implement a more robust 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.
- Promote affordable options to students based on family income to reduce financial gap and increase college access for low and middle income students (e.g. highlight Linkages).
- 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.
- Expand outreach efforts in the St. Louis metro area.
- Expand opportunities to promote WIU-QC within the Quad Cities metro area to traditional-aged students and adult learners. This will include targeting feeder community colleges in an effort to maintain and build new relationships between the institutions.
- Increase data collection, tracking, and reporting (i.e. Pentaho) to more consistently evaluate the recruitment program by student target group, including freshmen, transfers, adult students, ethnic minorities, and students from various regions.
- Implement a segmented, systematic, and sequential written communication program designed to coordinate with phone, electronic, and hand written communications.
- Continue to assess the Western Commitment Scholarship program amount after Fall articulation conferences to determine relative net price with competitors.
- Partnering with Chegg to incorporate Geo-Fencing around targeted community colleges as well as high schools. This will raise WIU awareness at these locations with targeted messaging with specific "call to action" statements.
- 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.
- Continue to develop transfer tools such as the Transfer Guide specifically designed for students transferring from a specific college to Western Illinois University.

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.

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 3rd, 2016. This is a competitive advantage that Western Illinois University will utilize 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. We will continue to evaluate the impact an early award letter has on the college decision process of our prospective students.

Large research universities continue to be the only post-secondary institutions in the Midwest who are reporting enrollment increases, while small, private colleges, two-year community colleges, and comprehensive regional universities struggle to maintain enrollments. The University of Illinois Urbana-Champaign is focusing recruitment efforts to recruit more in-state residents, which will impact the dwindling number of in-state prospective students for the other Illinois public institutions to recruit.

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 were: Illinois State University (360), Northern Illinois University (188), University of Illinois at Chicago (156), Southern Illinois University at Carbondale (137), and the University of Illinois at Urbana-Champaign (119).

In Fall 2016, the number of accepted new transfer applications was 1,586. Sixty-one percent (968) of the new transfer students who were accepted enrolled at WIU. Our top feeder transfer institutions included: Black Hawk College (113), Spoon River College (47), Carl Sandburg College (45), John Wood Community College (44), and Illinois Central College (43). Thirty-nine percent (618) of those prospective new transfer students declined enrollment at WIU. Of the prospective new transfer students who declined enrollment at WIU, 70% (430) enrolled at a different institution. Western's top five competitors were: Illinois State University (45), Northern Illinois University (31), Blackhawk College (20), Eastern Illinois University (20), and Southern Illinois University at Edwardsville (10).

According to the Western Interstate Commission for Higher Education, the number of students graduating from Illinois high schools will remain mostly unchanged over the next three years (Table 1). Demographics will continue to shift with fewer white and black students, and more Hispanic students.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
White	75,797	74,578	74,178	74,121	73,491
Black	19,555	19,201	18,603	18,843	18,029
Hispanic	24,621	25,291	25,369	26,607	27,009
Asian/Pacific Islander	6,760	6,822	6,882	7,602	7,710
American Indian	384	389	357	369	404
Total	142,379	142,039	140,458	141,842	140,547

Source: Western Interstate Commission for Higher Education

The competition for Illinois student enrollment has become more intense. More colleges and universities across the country are actively recruiting Illinois high school seniors. 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 108 in 2016. St. Louis is also seeing expansion in regional admissions counselors from 12 in 2007 to 27 in 2016. Illinois is now the largest exporter of college students in the nation.

Additionally, Table 2 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. For example, the state of Iowa enrolls one out-of-state student for every two in-state students.

	Stayed In-state	Percent Staying In-State	Migration into state	Net migration
Illinois	82,455	71.0%	17,073	-16,623
Iowa	24,315	86.5%	16,342	+12,539
Missouri	44,044	83.0%	13,313	+4,285
Wisconsin	40,817	82.0%	11,620	+2,603
Indiana	51,277	86.7%	16,583	+8,727

Source: http://nces.ed.gov/programs/digest/d15/tables/dt15_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 in the past. Western Illinois University listened to the rising concern and lowered tuition for students entering in the fall of 2016. However, it was not that initiative alone that secured a stable freshman class for the fall of 2016. Our admissions staff did an excellent job ensuring that we did not experience a decrease in our incoming freshman class like some of the other Illinois public institutions experienced. Everyone in our office put forth the necessary effort to make sure that we left no stone unturned.

With success there is always a time to assess and identify ways in which we can enhance our processes and the services we offer throughout the recruitment process. There are things that we are good at that we must strive to be great at. The work that admissions offices do changes rapidly and striving to be great through enhancing our procedures and approach to recruitment is a necessity. How students are receptive to communication from colleges changes each year and we must adapt with what works best. Our communication plan will be under review on a yearly basis to meet the changing climate of what is the most effective way to reach students and there are always areas of opportunity that we will be focusing in order to enhance our communication with prospective students and families. We will ensure that our communication takes proactive approach in the recruitment of our incoming freshmen and transfer students.

The use of mobile devices by prospective students are also changing the recruitment landscape. Ninety percent of high school students are using mobile devices to research colleges and we are always exploring new ways in which to reach those students within the media they are utilizing. Marketing tools such as geo-fencing will enable us to have a presence within a high school or community college without the investment or time commitment of university personnel physically being there. This will enable Western Illinois to broaden our reach and deliver target messages with specific calls to action to a larger audience.

With the increased importance of effectively communicating with prospective students we will continue to evaluate our institutional reporting and tracking abilities. Enhancing our reporting and communication tracking abilities within our student record system will ensure that we are able to drill deeper into the data to formulate a more accurate and strategic approach to the recruitment of our incoming freshmen and transfer students. These enhancements will be focused on enabling the admissions counselors to effectively manage their territory by providing immediate and accurate data that will be useful in identifying where strategic focus needs to be given.

What our admissions office staff did for the fall 2016 class was amazing given the outside influences that public institutions in Illinois faced during the year. A new recruitment year has started and we cannot expect to get the same results by doing the same things we did last year. There are too many unknown circumstances when it comes to a prospective student's decision making abilities. That is why there is a high level of importance put on evaluation and enhancement even after a year of overcoming many obstacles to remain stable in our incoming freshmen enrollment.

2016-2017 Graduate Recruiting Plan – Programs

1. Program Goals for 2016-2017 – 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, grad coordinator/committee chair/advisor) to collect info each week.
3. Maintain a database of 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.

ILLINOIS SCHOOLS

Augustana College
Eureka College
Illinois College
Illinois Wesleyan University
Knox College
MacMurray College
McKendree College
Millikin University
Monmouth College
Quincy University
St. Ambrose

IOWA SCHOOLS

Central College
Coe College
Cornell College

Drake University
Grinnell College
Iowa Wesleyan College
Loras College
Luther College
Wartburg College

MISSOURI SCHOOLS

Culver-Stockton College
Hannibal-LaGrange University
Truman State University
Westminster College

WISCONSIN SCHOOLS

Beloit College
Carroll University
Edgewood College
Lawrence University
Ripon College

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.
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
 - Testimonials from alums
 - Map or list of job titles obtained by alums
 - Description of opportunities to work with faculty
9. Use new and current students in recruiting by communicating with prospective students via handwritten notes, emails, social media, or phone calls.
10. Use new and current students in recruiting by connecting with personnel in their undergrad programs, school districts where they're employed, employers, etc. to build relationships.

2016-2017 Graduate Recruiting Plan – School of Graduate Studies

1. Providing a competition for 10 \$500 Graduate Recruiting Grants
 - a. 7 applications submitted and awarded
 - 1) College Student Personnel
 - 2) History
 - 3) Museum Studies
 - 4) Music
 - 5) Psychology – Clinical/Community Mental Health and General Experimental
 - 6) Psychology – School Psychology Specialist
 - 7) Sociology
2. Coordinating a pilot test of Gradschoolmatch.com with 12 programs:
 - a. Business Administration
 - b. Communication
 - c. Community and Economic Development
 - d. Economics
 - e. Engineering Technology Leadership
 - f. Geography
 - g. Instructional Design and Technology
 - h. Museum Studies
 - i. Music
 - j. Physics
 - k. Recreation, Park and Tourism Administration
 - l. Sociology
3. Using the McNair Scholars Directory to access approximately 1200 prospects for numerous WIU graduate programs
4. Attend graduate fairs typically attended and evaluate usefulness of each fair

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

December 16, 2016

Report 16.12/4 Fiscal Year 2017 Performance Report

Executive Summary

The Western Illinois University Board of Trustees approved implementation of *Higher Values in Higher Education 2012-2022*, with the Vision Statement “Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities” in June 2012. *Annual Strategic Plan Supplements* were added beginning in June 2016 to refine initial goals and priorities and to address changing circumstances and items unforeseen at the time of writing the *Strategic Plan*.

The Board and university community evaluate institutional effectiveness with regard to *Strategic Plan* implementation in a three-part annual process:

1. Each spring all academic departments and administrative units articulate accomplishments and plans related to *Higher Values in Higher Education* through consolidated annual reports and presentations made by the vice presidents and areas that report to the president. These reports and presentations are available from the University Planning website at www.wiu.edu/university_planning/annualpresentations.php
2. Consolidated Annual Report presentations provide qualitative data for annual fall *Higher Values in Higher Education Updates*. These *Updates* are available from the University Planning website at www.wiu.edu/university_planning/annualstrategicplanupdates.php.
3. Annual winter *Performance Reports* compare university performance to stated goals and benchmark institutions to determine if Western Illinois University is successfully enacting its vision and achieving its goals. These *Reports* are also available from the University Planning website at www.wiu.edu/university_planning/annualperformancereports.php.

Since implementation of *Higher Values in Higher Education 2012-2022*, 32 (55.2%) of the University’s performance indicators are completed/maintained or progressing in the desired direction, one shows no change (1.7%), and 25 (43.1%) are moving in the opposite direction. Additional data and benchmarking information are provided in the remainder of this *Report*.

FISCAL YEAR 2017 PERFORMANCE REPORT

This *Report* compares institutional performance on *Strategic Plan* goals and priorities over time and to Western Illinois University benchmark institutions. The University's most current performance (fall 2016 or Fiscal Year 2017) is reported on a longitudinal basis.

An cumulative change analysis was used to describe effects of *Strategic Plan* implementation. An asterisk is displayed in each table to signify initial implementation of *Higher Values in Higher Education 2012-2022*.

Western's performance in this *Report* is also compared to a subset of the Illinois public universities requested by the Board of Trustees (i.e., Eastern Illinois University, Illinois State University, Southern Illinois University-Edwardsville, and the University of Illinois-Springfield), all Illinois public universities, and/or Macomb and Quad Cities Campus benchmark institutions.

In most cases, benchmarking data was displayed for the previous year (fall 2015 or Fiscal Year 2016) due to secondary data publishing schedules. For salary comparisons, the agreed upon University Professionals of Illinois-Western Illinois University peer group was used.

Results

Educational Demand and Quality

The first seven tables relate to student recruitment. Western Illinois University's recruitment and enrollment strengths, challenges, and opportunities are discussed in the *Enrollment, Retention and Graduation Rate Information Report* presented at today's Board meeting. Please refer to that *Report* for more specific information on university efforts in these areas.

Western Illinois University remains a *U.S. News and World Report* "Top Midwestern Public Regional University" for the 13th consecutive year. Moreover, the University advanced from 11th place in the fall 2015 rankings to 9th place in the fall 2016 rankings (shown below).

Table 1
Top 15 Fall 2016 Midwestern Public Universities
Ranked by U.S. News and World Report

1. Truman State University	9. University of Wisconsin-Stevens Point
2. University of Northern Iowa	9. University of Wisconsin-Whitewater
3. Grand Valley State University	9. Western Illinois University
4. University of Wisconsin-La Crosse	12. University of Nebraska-Kearney
5. University of Wisconsin-Eau Claire	13. Southern Illinois University-Edwardsville
6. Eastern Illinois University	13. University of Illinois-Springfield
6. University of Michigan-Dearborn	15. University of Wisconsin-Stout
8. University of Minnesota-Duluth	

Tables 2-7 provide trend data in student recruitment. Since implementation of *Higher Values in Higher Education 2012-2022*, the University has a smaller total enrollment, with increased student enrollment in off-campus (online) education, and an enrollment profile that is more racially, internationally, and economically diverse. New freshmen cohorts have improving average ACT scores and high school percentile ranks.

Data from Tables 2-7 also compares individual campus performance to results achieved at Western Illinois University benchmark institutions. The University has lower than average freshmen show-rates (ratio of

enrolled to accepted students), higher transfer show-rates, and a diversity index (the probability the two students from different racial/ethnic designations will interact on a daily basis) approaching the statewide average for Illinois public universities.

Table 2 shows the decline in total university enrollment. Both campuses experienced decreases in on-campus enrollment, offset by increases in off-campus enrollment.

Table 2
Total Enrollment with New Freshmen and Transfer Applications, Acceptances, and Show-Rates
Fall 2012 through Fall 2016

	Fall					Four-Year Change	
	2012*	2013	2014	2015	2016	Number	Percent
Total University Enrollment	<u>12,205</u>	<u>11,707</u>	<u>11,458</u>	<u>11,094</u>	<u>10,373</u>	<u>(1,832)</u>	<u>(15.0%)</u>
On-Campus	11,207	10,701	10,418	9,834	9,083	(2,124)	(19.0%)
Off-Campus	998	1,006	1,040	1,260	1,290	292	29.3%
Macomb Enrollment	<u>10,828</u>	<u>10,205</u>	<u>9,935</u>	<u>9,563</u>	<u>8,943</u>	<u>(1,885)</u>	<u>(17.4%)</u>
On-Campus	10,003	9,464	9,220	8,694	8,107	(1,896)	(19.0%)
Off-Campus	825	741	715	869	836	11	1.3%
Quad Cities Enrollment	<u>1,377</u>	<u>1,502</u>	<u>1,523</u>	<u>1,531</u>	<u>1,430</u>	<u>53</u>	<u>3.8%</u>
On-Campus	1,204	1,237	1,198	1,140	976	(228)	(18.9%)
Off-Campus	173	265	325	391	454	281	162.4%

	Fall					Four-Year Change	
	2012*	2013	2014	2015	2016	Number	Percent
New Freshmen-Macomb							
Applied	10,254	10,425	10,347	10,667	9,650	(604)	(5.9%)
Accepted	6,438	6,199	6,093	6,463	5,839	(599)	(9.3%)
Enrolled	1,729	1,612	1,563	1,506	1,490	(239)	(13.8%)
Show Rate (Enrolled/Accepted)	26.9%	26.0%	25.7%	23.3%	25.5%	--	(1.4%)
New Freshmen-Quad Cities							
Applied	72	129	324	210	543	471	654.2%
Accepted	43	61	94	71	222	189	439.5%
Enrolled	25	40	42	29	37	12	48.0%
Show Rate (Enrolled/Accepted)	58.1%	65.6%	44.7%	40.8%	16.7%	--	(41.4%)
New Transfers-Macomb							
Applied	2,590	2,282	2,190	2,060	1,921	(669)	(25.8%)
Accepted	1,826	1,555	1,541	1,406	1,317	(509)	(27.9%)
Enrolled	1,075	950	985	867	791	(284)	(26.4%)
Show Rate (Enrolled/Accepted)	58.9%	61.1%	63.9%	61.7%	60.1%	--	1.2%
New Transfers-Quad Cities							
Applied	421	492	456	439	404	(17)	(4.0%)
Accepted	360	391	346	330	269	(91)	(25.3%)
Enrolled	253	293	228	238	177	(76)	(30.0%)
Show Rate (Enrolled/Accepted)	70.3%	74.9%	65.9%	72.1%	65.8%	--	(4.5%)

Table 3 shows that the University has low show-rates for new freshmen when compared to Illinois public universities and Macomb Campus peers. With regard to transfer student show-rates, the Macomb campus ranks 10th among 15 peers and the Quad Cities ranks first among ten peer institutions.

Table 3
New Freshmen and Transfer Student Show Rates
Fall 2015

Illinois Public University Subset	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
New Freshmen Show Rate	23.5%	23.5%	28.2%	34.1%
New Transfers Show Rate	63.7%	57.4%	64.9%	69.8%
All Illinois Public Universities				
New Freshmen Show Rate	23.5%	23.5%	28.0%	34.1%
New Transfers Show Rate	63.7%	55.1%	63.5%	69.8%

Governor State University, Northern Illinois, and Chicago State University did not report data

New Freshmen		New Transfers Macomb Benchmarks		New Transfers Quad Cities Benchmarks	
Wisconsin-Stevens Point	48.7%	Wisconsin-Stevens Point	74.2%	Western Illinois-Quad Cities	72.1%
Northern Iowa	44.9%	Nebraska-Kearney	72.4%	University of Illinois-Springfield	69.8%
Wisconsin-Whitewater	44.7%	Northern Iowa	72.0%	Pennsylvania State-Harrisburg	65.6%
Nebraska-Kearney	43.8%	Wisconsin-La Crosse	67.6%	Indiana University-East	64.8%
Central Missouri	43.3%	Central Missouri	66.7%	Montana Tech University	64.5%
Wisconsin-La Crosse	43.1%	Eastern Illinois	65.4%	Indiana University-Kokomo	63.5%
Central Washington	41.1%	Central Washington	64.9%	Saint Ambrose	60.0%
Appalachian State	35.1%	Appalachian State	62.9%	Texas-Permian Basin	55.6%
SIU-Edwardsville	30.5%	Grand Valley State	62.9%	Auburn University-Montgomery	51.4%
Grand Valley State	29.9%	Western Illinois	61.7%	Augustana	48.0%
James Madison	28.3%	SIU-Edwardsville	59.4%	Louisiana State-Shreveport	N/A
Eastern Illinois	25.0%	Wisconsin-Whitewater	59.0%		
Western Illinois	23.5%	James Madison	58.0%		
William Paterson	18.2%	William Patterson	57.0%		
Montclair State	NA	Montclair State	NA		
Truman State	NA	Truman State*	NA		

Table 4 shows increases in minority student enrollment and international student enrollment as a percent of total enrollment on the Macomb Campus, and decreases on the Quad Cities Campus. Pell grant enrollment as a percent of total undergraduate enrollment is down on both campuses. However, these declines have been experienced through the Midwest. Western Illinois University remains in top categories for *U.S. News and World Report* with regard to the most international students, economic diversity, and campus ethnic diversity.

Table 4
Minority and International Student Enrollment as a Percent of Total Enrollment
Pell Grant Recipient Enrollment as a Percent of Total Undergraduate Enrollment
Fall 2012 through Preliminary Fall 2016*

	Fall				
	<u>2012*</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Macomb Total Enrollment</u>	<u>10,828</u>	<u>10,205</u>	<u>9,935</u>	<u>9,563</u>	<u>8943</u>
Percent Minority Students	28.2%	34.3%	31.3%	32.7%	34.1%
Percent International Students	3.1%	3.6%	5.2%	5.3%	5.4%
<u>Macomb Undergraduate Enrollment</u>	<u>9,785</u>	<u>9,464</u>	<u>8,623</u>	<u>8,121</u>	<u>7628</u>
Pell Grant Recipients	39.1%	44.3%	44.0%	46.7%	45.2%

Table 4
-continued-

	<u>2012*</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Quad Cities Total Enrollment</u>	<u>1,377</u>	<u>1,502</u>	<u>1,523</u>	<u>1,531</u>	<u>1,430</u>
Percent Minority Students	13.9%	18.5%	16.5%	18.1%	17.9%
Percent International Students	0.4%	0.1%	0.8%	0.8%	0.6%
<u>Quad Cities Undergraduate Enrollment</u>	<u>735</u>	<u>799</u>	<u>1,002</u>	<u>1,020</u>	<u>915</u>
Pell Grant Recipients	38.0%	31.8%	29.9%	31.1%	30.3%

*Fall 2016 Pell Grant data is finalized at the end of term.

Table 5 shows that the University's Diversity Index is approaching the average for all Illinois public universities. The Macomb campus ranks 3rd and the Quad Cities campus ranks 7th in peer group comparisons for this measure.

Table 5
US News & World Report's Diversity Index
Fall 2015

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	.51	.38	.45	.51
All Illinois Public Universities	.51	.38	.55	.73

Chicago State did not report data

<u>Macomb-Benchmarks</u>		<u>Quad Cities-Benchmarks</u>	
William Patterson University	.68	Texas-Permian Basin	.59
Montclair State	.61	Auburn Montgomery	.54
Western Illinois	.51	Louisiana State-Shreveport	.52
Central Washington	.48	Illinois- Springfield	.49
Eastern Illinois	.46	Penn State Harrisburg	.48
Southern Illinois-Edwardsville	.41	Augustana	.35
Central Missouri	.36	Western Illinois-Quad Cities	.32
James Madison	.33	Saint Ambrose	.26
Wisconsin-Whitewater	.30	Indiana-Kokomo	.24
Grand Valley State	.29	Indiana-East	.20
Nebraska-Kearney	.28	Montana Technological	.12
Appalachian State	.24		
Truman State	.22		
Wisconsin-Stevens Point	.22		
Northern Iowa	.19		
Wisconsin-La Crosse	.17		

Table 6 shows improving average ACT scores and the percent of new freshmen enrolled from the top 25% of their high school graduating class for both campuses.

Table 6
 ACT Score and High School Rank Information
 Western Illinois University New Freshmen
 Fall 2012 through Fall 2016

	<u>2012*</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Macomb Campus					
Average ACT Score—All Freshmen	20.7	21.1	20.9	21.1	20.8
Average ACT Score—Regular Admits	21.7	22.0	21.6	21.8	21.6
ACT Interquartile Range	18-23	18-23	18-23	18-23	18-24
Freshmen from top 25% of HS Class	25.8%	27.7%	27.9%	30.8%	30.1%
Quad Cities Campus					
Average ACT Score—All Freshmen	22.7	23.5	24.2	23.2	23.6
	(N=23)	(N=37)	(N=40)	(N=23)	(N=37)
Average ACT Score— Honors Cohort	26.6	26.9	26.3	25.0	26.2
	(N=5)	(N=10)	(N=23)	(N=23)	(N=20)
ACT Interquartile Range	20-26	21-26	22-26	21-26	21-26
Freshmen from top 25% of HS Class	30.4%	41.2%	48.5%	40.9%	52.9%

Population size for Quad Cities students included, as average values can be effected by outliers.

Table 7 shows average ACT scores, interquartile ranges (middle half of the ACT score distribution for new freshmen), and percent of high school graduates from the top 25% of their high school graduating class below peer group averages. However, these results are not unexpected. Valuing educational opportunity, Western Illinois University admits up to 25% of the freshmen class who do not meet published admissions standards but show promise and a willingness to work toward achieving shared educational goals through the Office of Academic Services.

Table 7
 ACT Score and High School Rank Information
 Fall 2015

	WIU	<i>Low</i>	<i>Average</i>	<i>High</i>
Illinois Public Universities Subset				
Average ACT Score	21	21	22	24
ACT Interquartile Range	18-23	18-23	20-25	21-26
From Top 25% of High School Class	31%	31%	38%	46%
All Illinois Public Universities				
Average ACT Score	21	18	22	29
ACT Interquartile Range	18-23	16-20	20-25	26-31
From Top 25% of High School Class	31%	13%	41%	86%

Illinois State and Chicago State did not report Top 25% of High School Class. Chicago State did not report ACT interquartile range. Governors State did not report average ACT.

Similar ACT and high school percentile rank comparisons for Macomb and Quad Cities campus Benchmark Institutions are provided below. The Quad Cities campus ranks third in the two ACT comparisons and fifth in the high school percentile rank comparison. Western Illinois University does not have OAS admission on the Quad Cities campus. The campus does not have the array of academic and student support services to serve these students.

Macomb Benchmarks

Average ACT Score		ACT Interquartile Range		From Top 25% of High School Class	
Truman State	27	Truman State	25-30	Truman State	79%
Appalachian State	25	Appalachian State	23-28	Appalachian State	61%
Wisconsin-La Crosse	25	James Madison	23-27	Wisconsin-La Crosse	61%
Grand Valley State	24	Wisconsin-La Crosse	23-26	Northern Iowa	48%
SIU-Edwardsville	23	Grand Valley State	21-26	Grand Valley State	46%
Nebraska-Kearney	23	SIU-Edwardsville	20-26	SIU-Edwardsville	43%
Northern Iowa	23	Wisconsin-Whitewater	20-26	James Madison	41%
Wisconsin-Whitewater	23	Nebraska-Kearney	20-25	Nebraska-Kearney	41%
Central Missouri	22	Northern Iowa	20-25	Montclair State	37%
Wisconsin-Stevens Point	22	Wisconsin-Stevens Point	20-25	Wisconsin-Stevens Point	33%
Central Washington	21	Central Missouri	19-24	Central Missouri	33%
Eastern Illinois	21	Eastern Illinois	19-24	Wisconsin-Whitewater	32%
Western Illinois	21	Central Washington	18-24	Eastern Illinois	31%
Montclair State	20	Western Illinois	18-23	Western Illinois	31%
James Madison	NA	Montclair State	17-23	William Paterson	31%
William Patterson	NA	William Paterson	NA	Central Washington	NA

Quad Cities Benchmarks

Average ACT Score		ACT Interquartile Range		From Top 25% of High School Class	
Augustana	26	Augustana	23-28	Augustana	62%
Montana Technological	25	Montana Technological	23-27	Montana Technological	56%
Western Illinois-Quad Cities	24	Western Illinois-Quad Cities	21-26	Texas Permian Basin	54%
Illinois-Springfield	23	Illinois-Springfield	20-26	Illinois-Springfield	46%
Saint Ambrose	23	Penn State-Harrisburg	20-26	Western Illinois-Quad Cities	41%
Auburn-Montgomery	21	Saint Ambrose	20-25	Saint Ambrose	40%
Indiana-East	21	Auburn-Montgomery	19-23	Auburn-Montgomery	40%
Indiana-Kokomo	20	Indiana-East	18-23	Penn State-Harrisburg	33%
Texas-Permian Basin	20	Indiana-Kokomo	18-23	Indiana-East	30%
		Texas-Permian Basin	18-22	Indiana-Kokomo	29%

Data for other benchmark institutions were not available.

Western Illinois University students are served by high-achieving, diverse faculty and staff. *Higher Values in Higher Education* identifies faculty and staff salaries that meet and exceed the mean of peer institutions as the highest institutional priority. The goal has been achieved and is improving for professors and associate professors, while declining for assistant professors and increasing for instructors.

Table 8
Average Western Illinois University Faculty Salaries
Compared to the Mean of Peer Institutions
Fiscal Years 2012 through 2016

Salaries as a Percent of Peer Group Averages	Fiscal Year				
	2012	2013*	2014	2015	2016
Professors	102.9%	101.3%	104.0%	106.3%	106.2%
Associate Professors	100.1%	100.0%	102.2%	105.2%	105.2%
Assistant Professors	96.3%	96.8%	97.1%	96.1%	95.9%
Instructors	95.9%	90.0%	85.9%	91.5%	90.9%

Educational Opportunity

Tables 9 and 10 present data on the student experience. These data show that the number of course sections on both campuses is decreasing and both campuses have a current student-to-faculty ratio of 14:1, which is the lowest for all Illinois public universities. Comparisons to benchmark institutions show that Macomb has the lowest student-to-faculty ratio, and the Quad Cities has the third lowest student-to-faculty ratio.

Table 9
Number of Course Sections, Percent of Classes Less Than 20, and Student-to-Faculty Ratios
Fiscal Year 2012 through Fiscal Year 2016

	Fiscal Year				
	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Macomb Campus					
Number of Sections*	4,977	4,845	4,793	4,678	4,506
Percent of Classes Less Than 20	82.7%	82.6%	84.6%	85.1%	62.6%
Student-to-Faculty Ratio	16:1	15:1	15:1	14:1	14:1
Quad Cities Campus					
Number of Sections*	529	557	520	492	450
Percent of Classes Less Than 30	97.7%	96.4%	94.0%	94.3%	63.7%
Student-to-Faculty Ratio	12:1	12:1	14:1	14:1	14:1

*Excludes corresponding sections for online and compressed video to avoid duplication.

Table 10
Student-to-Faculty Ratios
Fall 2015

	<u>WU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	14:1	14:1	16:1	20:1
All Illinois Public Universities	14:1	14:1	16:1	20:1

Chicago State and Governors State did not report data

Macomb-Benchmarks		Quad Cities Benchmarks	
Nebraska-Kearney	14:1	Saint Ambrose	10:1
Western Illinois	14:1	Augustana	12:1
William Paterson	14:1	Illinois-Springfield	14:1
Eastern Illinois	15:1	Western Illinois-Quad Cities	14:1
James Madison	16:1	Indiana University-East	15:1
Truman State	16:1	Montana Tech University	15:1
Appalachian State	16:1	Pennsylvania State-Harrisburg	15:1
Northern Iowa	17:1	Auburn University-Montgomery	16:1
Grans Valley State	17:1	Indiana University-Kokomo	16:1
Montclair State	17:1	Louisiana State-Shreveport	21:1
Wisconsin-La Crosse	18:1	Texas-Permian Basin	24:1
Central Washington	20:1		
Central Missouri	20:1		
SIU-Edwardsville	20:1		
Wisconsin-Stevens Point	21:1		
Wisconsin-Whitewater	22:1		

Tables 11-14 present first-year retention rates and six-year graduation rates for first-time, full-time, degree seeking students.. Since implementation of the current *Strategic Plan*, the Macomb campus retention rate improved for all students, minority students, and Pell Grant recipients. The Quad Cities campus retention rate decreased.

The Macomb campus graduation rate increased 0.3% from last year, is approaching the average of Illinois public universities, and improved from last among benchmark institutions in last year's comparison. Six-year graduation rates are not available for the Quad Cities campus. The University did not begin admitting first-time, full-time freshmen to that campus until fall 2013.

Table 11
Western Illinois University First Year Retention and Six-Year Graduation Rates

	Cohort				
	<u>2011</u>	<u>2012*</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Freshmen Retention Rates-Macomb					
All Students	67.7%	63.3%	72.1%	67.7%	69.2%
Minority Students	60.8%	53.4%	64.5%	60.0%	62.4%
Pell Grant Recipients	65.9%	56.8%	67.5%	66.4%	65.9%
Freshmen Retention Rates-Quad Cities					
All Students	--	--	76.9%	82.6%	64.7%
Minority Students	--	--	N/A	N/A	N/A
Pell Grant Recipients	--	--	N/A	N/A	N/A
Six-Year Graduation Rates-Macomb	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
All Students	54.0%	56.0%	54.3%	52.8%	53.1%
Minority Students	45.0%	44.0%	48.5%	41.5%	38.4%
Pell Grant Recipients	56.6%	56.7%	56.5%	50.7%	49.8%

Cells marked NA are based on counts of five or fewer students in the cohort.

Table 12
First-Year Retention Rate and Graduation Rates¹

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset				
First-Year Retention	68%	68%	74%	82%
6-Year Graduation Rates	54%	47%	57%	72%
All Illinois Public Universities				
First-Year Retention	68%	53%	71%	93%
6-Year Graduation Rates	54%	20%	51%	84%

Governors State University did not report data

First-Year Retention Rates Macomb Benchmarks		Six-Year Graduation Rates Macomb Benchmarks		First-Year Retention Rates Quad Cities Benchmarks	
James Madison	92%	James Madison	82%	Augustana College	85%
Truman State	88%	Truman State	73%	Penn State-Harrisburg	83%
Appalachian State	88%	Wisconsin-La Crosse	70%	Northern Iowa	82%
Wisconsin-La Crosse	86%	Appalachian State	69%	Saint Ambrose	78%
Montclair State	83%	Grand Valley State	67%	Montana Technological	69%
Grand Valley State	83%	Northern Iowa	66%	Texas-Permian Basin	68%
Northern Iowa	82%	Montclair State	61%	Louisiana State-Shreveport	66%
Wisconsin-Whitewater	80%	Wisconsin-Stevens Point	61%	Indiana University-East	66%
Wisconsin-Stevens Point	79%	Eastern Illinois	59%	Western Illinois-Quad Cities	65%
Nebraska-Kearney	78%	Wisconsin-Whitewater	58%	Indiana University-Kokomo	63%
Central Washington	76%	Nebraska-Kearney	56%	Auburn-Montgomery	63%
William Paterson	76%	Western Illinois	54%		
Eastern Illinois	75%	Central Washington	53%		
SIU-Edwardsville	72%	Central Missouri	52%		
Central Missouri	70%	SIU-Edwardsville	51%		
Western Illinois	68%	William Paterson	49%		

¹ The graduation rate indicates the average proportion of fall 2006 through fall 2009 freshmen graduating within six years; and freshman retention is based on the average of the 2011 through fall 2014 cohorts.

Table 13 presents the difference between the University’s actual graduation rate and predicted graduation rate. The latter is calculated from ACT scores and high school percentile ranks of new freshmen. A positive difference indicates that the educational experience is contributing to student success, because more students are graduating than are projected. Western Illinois University’s 4% difference is third highest among 11 Illinois public universities and ranks 10th among 16 benchmark institutions.

Table 13
Difference between Predicted and Actual Six-Year Graduation Rates
At Illinois Public Universities and Western Illinois University Benchmark Institutions

Illinois Public Universities			
	Actual Graduation Rate	Predicted Graduation Rate	Difference
Illinois State	73%	61%	12%
Eastern Illinois	58%	49%	9%
Western Illinois	53%	49%	4%
Illinois-Urbana/Champaign	85%	82%	3%
Illinois-Chicago	60%	63%	(3%)
Northern Illinois	50%	53%	(3%)
Southern Illinois-Carbondale	45%	51%	(6%)
Chicago State	20%	28%	(8%)
Southern Illinois-Edwardsville	49%	58%	(9%)
Illinois-Springfield	48%	59%	(11%)
Northeastern Illinois	22%	43%	(21%)

Macomb Benchmark Institutions			
	Actual Graduation <u>Rate</u>	Predicted Graduation <u>Rate</u>	<u>Difference</u>
Montclair State	66%	47%	19%
James Madison	81%	70%	11%
Wisconsin-Whitewater	60%	50%	10%
Wisconsin-Stevens Point	65%	56%	9%
Eastern Illinois	58%	49%	9%
Northern Iowa	68%	60%	8%
Grand Valley State	67%	61%	6%
Appalachian State	71%	66%	5%
Nebraska-Kearney	57%	52%	5%
Western Illinois	53%	49%	4%
Central Washington	52%	49%	3%
Central Missouri	52%	49%	3%
Wisconsin-La Crosse	69%	68%	1%
William Patterson	49%	50%	(1%)
Truman State	73%	79%	(6%)
Southern Illinois-Edwardsville	49%	58%	(9%)

Table 14 presents four-year transfer graduation rates since six-year graduation rates cannot be compared on the Quad Cities campus. The 64.4% rate for the Macomb campus is up 3.4% percent from last year. The 68.2% rate for the Quad Cities campus is down 14.6% from last year.

Table 14
Four-Year New Transfer Student Graduation Rates
Fall 2007-Fall 2011 Cohorts

	2007		2008		2009		2010		2011	
	<u>N</u>	<u>Pct</u>	<u>N</u>	<u>Pct</u>	<u>N</u>	<u>Pct</u>	<u>N</u>	<u>Pct</u>	<u>N</u>	<u>Pct</u>
Macomb										
All Students	632	61.5%	644	64.0%	678	63.9%	722	67.8%	670	64.4%
Minority Students	60	47.2%	78	48.4%	88	52.1%	113	55.9%	100	51.0%
Pell Grant Recipients	228	58.3%	277	63.1%	294	60.0%	364	63.1%	331	60.5%
Quad Cities										
All Students	127	69.0%	75	80.6%	92	80.4%	82	82.8%	60	68.2%
Minority Students	21	67.7%	NA	NA	17	82.2%	14	77.8%	8	61.5%
Pell Grant Recipients	62	68.9%	44	81.5%	37	75.5%	37	82.2%	38	69.0%

Table 15 presents information on alumni donation rates. *U.S. News and World Report* publishes this data as a proxy for student satisfaction². The University’s rate of 4.4% is approaching the statewide average of Illinois public universities. It also ranks 18th among 24 benchmark institutions

Table 15
Percent of Alumni Donations
Fall 2015

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	4.4%	3.6%	4.8%	6.8%
All Illinois Public Universities	4.4%	1.8%	4.8%	9.5%

Governors State University and Chicago State University did not report data

Augustana	19.4%
Montana Technological	14.4%
Texas-Permian Basin	10.6%
Northern Iowa	8.6%
Wisconsin-Whitewater	8.6%
Truman State	8.2%
Appalachian State	7.5%
Nebraska-Kearney	7.1%
Indiana-Kokomo	6.9%
James Madison	6.7%
Indiana-East	6.5%
Saint Ambrose	6.1%
Wisconsin-Stevens Point	5.0%
Grand Valley State	4.9%
Illinois-Springfield	4.8%
Eastern Illinois	4.5%
William Paterson	4.5%
Western Illinois	4.4%
Wisconsin-La Crosse	3.9%
Montclair State	3.7%
SIU-Edwardsville	3.6%
Auburn-Montgomery	2.7%
Central Washington	2.5%
Central Missouri	2.1%

Louisiana State-Shreveport and Penn State-Harrisburg did not report data

² *US News and World Report* defined the Alumni Giving Rate as “The average percentage of living alumni with bachelor's degrees who gave to their school during 2013-2014 and 2014-2015.”

Affordability and Financial Strength

Western Illinois University maintains affordable tuition and fee rates. Macomb’s annual student rates shown in Table 16 are below the median of the Illinois public university subset. Quad Cities rates (\$9,287) are significantly lower than locally based Saint Ambrose University (\$28,870) and Augustana College (\$39,621).

Table 16
New Freshmen In-State Tuition and Fee Rates at Selected Illinois Public Universities
Academic Year 2016-2017³

	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
Southern Illinois-Edwardsville	\$11,008	\$9,180	\$20,188
Western Illinois	\$11,245	\$9,580	\$20,825
Illinois-Springfield	\$11,413	\$9,700	\$21,113
Eastern Illinois	\$11,580	\$9,546	\$21,126
Illinois State	\$14,062	\$9,850	\$23,912

Maintaining affordability is important to a student-base that is price sensitive. Compared to the Illinois public university subset, Western has the highest percentage of students receiving need-based financial aid and the highest percentage of students engaged in self help (using employment and loans) to finance their education. The University also has the fourth lowest average student loan amount for academic year 2015-2016.

Table 17
Percentage of student receiving need-based aid and loans
Academic Year 2015-2016

<u>Need Based Aid</u>	
Western Illinois	73%
Eastern Illinois	68%
Illinois-Springfield	65%
Southern Illinois-Edwardsville	63%
Illinois State	61%
<u>Self Help</u>	
Western Illinois	68%
Illinois-Springfield	54%
Easter Illinois	54%
Southern Illinois-Edwardsville	53%
Illinois State	51%
<u>Loans</u>	
Southern Illinois-Edwardsville	\$4,460
Illinois-Springfield	\$4,363
Illinois State	\$4,345
Western Illinois	\$4,328
Eastern Illinois	\$4,207

Western understands and respects its population base, as evidenced by inclusion of a need-based component to Western Commitment Scholarship, setting of one tuition rate for all domestic students, and lowering new

³ U.S. News & World Report defines Tuition as tuition and mandatory fees. Fees refers to room and board costs for a double room.

student tuition by 3% for academic year 2016-2017. However, Western's need awards as a percent of total financial aid awards ranks last for the five benchmark institutions.

Table 18
Need as Percent of Total Average Financial Aid Awards

Illinois-Springfield	80%
Illinois State	72%
Southern Illinois-Edwardsville	64%
Eastern Illinois	64%
Western Illinois	61%

Data for Table 19 cannot be updated until the State of Illinois passes an appropriation for Illinois public universities. Current stopgap spending authority for the 12 Illinois public universities expires December 31, 2016.

Table 19
Western Illinois University-Macomb All-Cost Increases, Changes in the Higher Education Price Index
And Annual State Appropriations
Fiscal Year 2011 through Fiscal Year 2015

	Fiscal Year				
	2011	2012	2013*	2014	2015
Average Four-Year All-Costs Increase	1.5%	1.2%	1.2%	1.1%	0.8%
Average Four-Year Increase in the Higher Education Price Index	0.9%	2.6%	1.7%	1.9%	2.2%
One-Year Change in State Appropriations (operating)	(6.2%)	(1.2%)	(6.1%)	1.3%	(0.3%)

The percent of graduates with loans and the average debt load for these students increased. Compared to 16 Macomb campus peers, Western Illinois University has the highest percentage of graduates with loans and the third highest average debt load for these students.

Table 20
Percent of Western Illinois University Graduates with Loans
And the Average Debt Load of Graduating Students with Loans
Fiscal Years 2012 through 2016

	Fiscal Year				
	2012	2013*	2014	2015	2016
Percent of students with loans	73%	82%	77%	80%	81%
Average debt load of graduates with loans	\$24,993	\$25,187	\$28,948	\$28,785	\$30,103

Table 21
Percent of Graduates with Loans and the Average Debt Load of Graduating Students with Loans
Fiscal Year 2016

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset				
Percent of Graduates with Loans	81%	58%	71%	81%
Average Debt Load	\$30,103	\$20,817	\$27,306	\$30,743
All Illinois Public Universities*				
Percent of Graduates with Loans	81%	48%	66%	81%
Average Debt Load	\$30,103	\$15,713	\$27,040	\$34,816

* Governors State University and Chicago State did not report full data

Percent of Graduates with Loans		Average Debt Load	
Nebraska-Kearney	56%	Nebraska-Kearney	\$20,412
Southern Illinois-Edwardsville	58%	Southern Illinois-Edwardsville	\$20,817
Central Washington	69%	Northern Iowa	\$23,391
Wisconsin-La Crosse	69%	Wisconsin-Stevens Point	\$25,042
Northern Iowa	72%	Wisconsin-La Crosse	\$25,805
Grand Valley State	74%	Central Washington	\$26,286
Central Missouri	75%	Central Missouri	\$26,369
Wisconsin-Stevens Point	75%	Wisconsin-Whitewater	\$27,455
William Paterson	76%	Grand Valley State	\$29,656
Eastern Illinois	77%	Western Illinois	\$30,103
Wisconsin-Whitewater	81%	Eastern Illinois	\$30,743
Western Illinois	81%	William Paterson	\$33,068

Data for other benchmark institutions was not available

Data for Table 22 cannot be updated until the State of Illinois passes an appropriated budget for Illinois public universities. However it can be noted that the Western's commitment to conservative fiscal management is important to containing costs for students. The institution is experiencing decreasing state funding and increasing reliance on the University Income Fund revenue.

Table 22
Western Illinois University Appropriation History
Fiscal Year 2011 through Fiscal Year 2015

(\$ Reported in Millions)	2011	2012	2013*	2014	2015
Total Appropriation	\$123.9	\$127.0	\$127.0	\$125.6	\$132.5
Percent Change	0.0%	2.5%	0.0%	(1.1%)	3.8%
General Revenue Fund	\$56.1	\$55.5	\$52.1	\$52.8	\$52.6
Percent Change	(6.2%)	(1.2%)	(6.1%)	1.3%	(0.2%)
University Income Fund	\$67.7	\$71.4	\$74.8	\$72.8	\$79.7
Percent Change	5.8%	5.5%	4.7%	(2.7%)	9.6%
Income Fund Percent Total	54.7%	56.3%	58.9%	58.0%	60.3%

Through conservative fiscal management and mission-driven spending, the University maintains financial strength. Table 23 presents federally required financial ratios that are reported to the Higher Learning Commission annually.

The University's Composite Financial Indicator (CFI) score is a measure of the institution's overall financial strength. If an institution is below 1.0 for two consecutive years, it is considered to have financial challenges and Commission follow-up is required. Despite appropriated fund reductions and state cash flow issues, Western Illinois University has improved its financial strength since Fiscal Year 2009.

Table 23
 Western Illinois University Financial Ratios
 Reported to the Higher Learning Commission-North Central Association of Colleges and Schools
 Fiscal Year 2009 through Fiscal Year 2015

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Composite Financial Indicator	1.30	3.00	3.60	2.90	1.70	2.75	1.47
Primary Reserve Ratio	0.06	0.21	0.25	0.27	0.26	0.25	0.26
Net Operating Revenue Ratio	0.01	0.04	0.06	0.04	0.00	0.01	(0.01)
Return on Net Assets Ratio	0.03	0.13	0.18	0.12	0.04	0.13	0.02
Viability Ratio	0.80	0.10	0.76	0.70	0.75	0.77	0.47

In addition a growing Composite Financial Indicator score:

- The primary reserve ratio demonstrates institutional fiscal stability. A negative or decreasing trend over time would indicate a weakening financial condition.
- The net operating ratio shows institutional operations with a surplus in six of the last seven years, therefore enabling the University to carry forward funds in conjunction with limitations established in Illinois statutes for public institutions.
- The net assets ratio shows availability of additional expendable net assets to satisfy debt obligations.
- The change to the viability ratio is an effect of the volatile economy.

Western Illinois University remains below the statewide average on instructional and administrative costs per credit hour⁴. Western's values on are third and second lowest of the 12 Illinois public universities on these measures, respectively. Instructional costs are 11.7% below the statewide average, and administrative costs 20.5% below the statewide average. Western's conservative fiscal management enables the University to advance *Strategic Plan* goals and priorities during a period of decreased and delayed state funding.

⁴ A future *Strategic Plan Update* will provide the data for Fiscal Year 2016 when it is published by the Illinois Board of Higher Education. The data were not available at the time of writing this Report.

Table 24
Instructional Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2011 through Fiscal Year 2015

	<u>2011</u>	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>
Southern Illinois-Edwardsville	\$240.55	\$249.57	\$257.94	\$269.52	\$261.01
Illinois State	\$267.13	\$286.37	\$297.85	\$300.43	\$311.13
Western Illinois	\$272.68	\$284.01	\$294.30	\$307.32	\$316.86
Southern Illinois-Carbondale	\$302.19	\$309.84	\$314.13	\$329.27	\$331.53
Northeastern Illinois	\$259.39	\$284.40	\$298.35	\$343.49	\$346.07
Northern Illinois	\$282.36	\$306.19	\$331.84	\$339.47	\$348.49
Eastern Illinois	\$270.13	\$289.67	\$331.88	\$352.67	\$358.40
State Average	\$303.41	\$317.81	\$335.60	\$355.00	\$358.73
Illinois-Springfield	\$318.74	\$338.65	\$372.28	\$384.41	\$361.23
Governors State	\$328.00	\$364.12	\$364.31	\$392.48	\$373.04
Illinois-Urbana/Champaign	\$348.71	\$350.07	\$362.97	\$400.24	\$398.54
Illinois-Chicago	\$342.14	\$359.77	\$374.94	\$382.35	\$399.84
Chicago State	\$287.08	\$312.29	\$417.04	\$419.86	\$429.72
% WIU Is Under the State Average	(10.1%)	(10.6%)	(12.3%)	(13.4%)	(11.7%)

Source: IBHE Academic Discipline Cost Study, Section VI, All Disciplines Instruction less Physical Plant

Table 25
Administrative Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2008 through Fiscal Year 2015

	<u>2011</u>	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>
Southern Illinois-Edwardsville	\$61.59	\$64.51	\$58.22	\$63.26	\$60.99
Western Illinois	\$67.76	\$70.94	\$63.48	\$68.85	\$72.06
Illinois-Chicago	\$75.00	\$78.40	\$78.41	\$74.00	\$76.55
Illinois-Urbana/Champaign	\$84.38	\$82.99	\$88.94	\$96.76	\$90.24
State Average	\$83.18	\$87.92	\$86.86	\$90.65	\$90.60
Northeastern Illinois	\$71.80	\$78.60	\$75.16	\$87.76	\$91.63
Eastern Illinois	\$74.80	\$84.37	\$89.03	\$96.55	\$94.78
Southern Illinois-Carbondale	\$81.76	\$81.80	\$80.28	\$90.77	\$96.09
Illinois-Springfield	\$105.00	\$104.18	\$92.60	\$110.23	\$103.26
Illinois State	\$88.86	\$104.83	\$102.01	\$95.81	\$104.54
Governors State	\$125.05	\$142.88	\$118.26	\$120.78	\$106.07
Northern Illinois	\$97.75	\$102.11	\$101.63	\$106.82	\$109.29
Chicago State	\$106.40	\$137.24	\$124.54	\$106.03	\$112.65
% WIU Is Under the State Average	(18.5%)	(19.3%)	(26.9%)	(20.0%)	(20.5%)

Next Steps

The campus community will continue to implement priorities and goals in *Higher Values in Higher Education*. The vice presidents and areas that report to the president will present annual accomplishments and plans to the University on May 4-5, 2017. The Fiscal Year 2017 Higher Values in Higher Education Update will be presented at the October 2017 Western Illinois University Board of Trustees meeting, followed by the *Fiscal Year 2018 Performance Report* in December 2017.

Appendix A
 Status of University Performance Indicators
 Change Since Implementation of Higher Values in Higher Education 2012-2022

	<u>Completed/ Maintained</u>	<u>Moving in Desired Direction</u>	<u>Showing No Change</u>	<u>Moving in Opposite Direction</u>
All Performance Indicators	<u>9</u>	<u>23</u>	<u>1</u>	<u>25</u>
Macomb Campus Performance Indicators	0	10	1	14
Educational Demand	<u>0</u>	<u>6</u>	<u>0</u>	<u>7</u>
Total Enrollment	--	--	--	X
New Freshmen Applications	--	--	--	X
New Freshmen Acceptances	--	--	--	X
New Freshmen Enrollments	--	--	--	X
New Transfer Applications	--	--	--	X
New Transfer Acceptances	--	--	--	X
New Transfer Enrollments	--	--	--	X
Minority Enrollment	--	X	--	--
International Enrollment	--	X	--	--
Enrollment of Pell Grant Recipients	--	X	--	--
Average ACT Scores of New Freshmen	--	X	--	--
ACT Interquartile Range	--	X	--	--
New Freshmen from Top 25% of Their High School Graduating Class	--	X	--	--
Educational Opportunity	<u>0</u>	<u>4</u>	<u>1</u>	<u>7</u>
First-Year Retention-All Freshmen	--	X	--	--
First-Year Retention-Minority Freshmen	--	X	--	--
First-Year Retention-Pell Grant Freshmen	--	--	X	--
Six-Year Graduation Rate-All Freshmen	--	--	--	X
Six-Year Graduation Rate-Minority Freshmen	--	--	--	X
Six-Year Graduation Rate-Pell Grant Freshmen	--	--	--	X
Four-Year Graduation Rate-All Transfers	--	X	--	--
Four-Year Graduation Rate-Minority Transfers	--	--	--	X
Four-Year Graduation Rate-Pell Grant Transfers	--	X	--	--
Number of Class Sections	--	--	--	X
Percent of Classes Under 20	--	--	--	X
Student-to-Faculty Ratio	--	--	--	X
Quad Cities Campus Performance Indicators	0	13	0	6
Educational Demand	<u>0</u>	<u>9</u>	<u>0</u>	<u>4</u>
Total Enrollment	--	X	--	--
New Freshmen Applications	--	X	--	--
New Freshmen Acceptances	--	X	--	--
New Freshmen Enrollments	--	X	--	--
New Transfer Applications	--	--	--	X
New Transfer Acceptances	--	--	--	X
New Transfer Enrollments	--	--	--	X
Minority Enrollment	--	X	--	--
International Enrollment	--	X	--	--
Enrollment of Pell Grant Recipients	--	--	--	X

Appendix A
Change Since Implementation of Higher Values in Higher Education 2012-2022
-continued-

	<u>Completed/ Maintained</u>	<u>Moving in Desired Direction</u>	<u>Showing No Change</u>	<u>Moving in Opposite Direction</u>
Average ACT Scores of New Freshmen	--	X	--	--
ACT Interquartile Range	--	X	--	--
New Freshmen from Top 25% of Their High School Graduating Class	--	X	--	--
Educational Opportunity	<u>0</u>	<u>4</u>	<u>0</u>	<u>2</u>
Four-Year Graduation Rate-All Transfers	--	X	--	--
Four-Year Graduation Rate-Minority Transfers	--	X	--	--
Four-Year Graduation Rate-Pell Grant Transfers	--	X	--	--
Number of Class Sections	--	--	--	X
Percent of Classes Under 20	--	--	--	X
Student-to-Faculty Ratio	--	X	--	--
University Performance Indicators	9	0	0	5
Educational Demand	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
Average Professor Salaries	X	--	--	--
Average Associate Professor Salaries	X	--	--	--
Average Assistant Professor Salaries	--	--	--	X
Average Instructor Salaries	--	--	--	X
Educational Opportunity	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Percent of Alumni Donating to the University	--	--	--	X
Affordability and Financial Strength	<u>7</u>	<u>0</u>	<u>0</u>	<u>2</u>
Percent of Graduates with Loans	--	--	--	X
Average Debt Load of Graduates	--	--	--	X
Institutional Cost Increases Compared to Inflation (N/A)	--	--	--	--
Composite Finance Indicator Score	X	--	--	--
Primary Reserve Ratio	X	--	--	--
Net Operating Revenue Ratio	X	--	--	--
Return on Net Assets Ratio	X	--	--	--
Viability Ratio	X	--	--	--
Instructional Costs per Credit Hour	X	--	--	--
Administrative Costs per Credit Hour	X	--	--	--

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Resolution No. 16.12.1 FY2018 Tuition Recommendation

WHEREAS *Higher Values in Higher Education* expresses Western Illinois University's commitment to national leadership in quality, opportunity, and affordability; and,

WHEREAS The Student Cost Task Force continues to evaluate the cost of attendance and price sensitivity on our student population; 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 were followed; and,

WHEREAS the rate would remain unchanged at \$284.70 per credit hour for new undergraduate students; and,

WHEREAS the rate would remain unchanged at \$323.64 per credit hour for new graduate students only; and,

WHEREAS recruitment of high-achieving out of state domestic students continue:

THEREFORE be it resolved in accordance with the priorities and goals of Higher Values in Higher Education that the Board of Trustees approves tuition rates for FY2018 (effective fall semester 2017) as enumerated in the FY2018 Tuition Recommendation document which follows.

FY2018 Tuition Recommendation

	FY2015	FY2016	FY2017	Proposed FY2018		
				Amount	\$ Change	% Change
<u>I. Undergraduate Students</u>						
Academic Year (Based on 30 SCH)	\$8,632.20	\$8,805.00	\$8,541.00	\$8,541.00	\$ -	0.00%
Per Credit Hour	\$287.74	\$293.50	\$284.70	\$284.70	\$ -	0.00%
<u>II. Graduate Students</u>						
Academic Year (Based on 24 SCH)	\$7,615.44	\$7,767.36	\$7,767.36	\$7,767.36	\$ -	0.00%
Per Credit Hour	\$317.31	\$323.64	\$323.64	\$323.64	\$ -	0.00%

III. Out-of-State Students - Domestic Students

New students beginning fall semester 2016 at Western Illinois University who have a permanent legal domicile within the United States of America will be assessed in-state tuition.

IV. Out-of-State Students - International Students

International students tuition will be assessed at one and one-half times the in-state rate.

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

December 16, 2016

Resolution 16.12/2

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*

Western Illinois University Internal Auditing Department Charter

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

Independence/Objectivity:

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

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

Auditing Objectives:

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

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

Western Illinois University

Internal Auditing Department Charter

Audit Services:

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

1. **Assurance Services:** an objective examination of evidence for the purpose of providing an independent assessment on governance, risk management, and control processes for the organization. These types of audits include financial, operational, compliance, system security, 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 should include risks and control concerns identified by management 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 budget authority of the University and the Foundation.
4. Adjust the plan and address special request audits, reviews or investigations as requested by management or deemed necessary as a result of potential fraudulent activity,

Western Illinois University Internal Auditing Department Charter

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

5. Ensure major information systems of internal and accounting administrative controls are reviewed at least once every two years. This includes review of the design of major new information systems and major modifications of those systems before their installation.
6. Report all material results of audits, reviews, or investigations to the appropriate levels of management and the Audit Committee.
7. Prepare an annual report by September 30th, summarizing the scope, results and status of implemented action plans; and the results and activities of the WIU Office of Internal Auditing throughout the previous fiscal year.
8. Report annually to the President and Audit Committee regarding the accomplishments of the Department, the audit plan, operational activities, budget, and staffing of the WIU Office of Internal Auditing.
9. Establish an audit finding follow-up process to monitor and identify if management actions have been effectively implemented, or if senior management has accepted the risk of not taking any action. This includes proper disclosure to the Audit Committee when risks have been accepted.
10. Coordinate with external auditors and regulatory agencies concerning the scope of work to be performed to reduce duplication and optimize audit coverage.
11. Assist management in the coordination of the 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

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

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

December 16, 2016

Report No. 16.12/5 Macomb Campus Facility Assessment Report

Because of the challenging financial situation in Fiscal Year 2016, Facilities Management (FM) was faced with difficult decisions that may have a long lasting impact on our facilities. FM continues to prioritize spending, look for innovative solutions and plan for the future. Overall deferred maintenance of the University totals \$440 Million. Of this \$292 is considered critical, with \$144 million in Auxiliary Facilities System (AFS) buildings and \$148 million estimated in Appropriated buildings. Energy and water costs continue to decline from a high in FY2008 of \$9.05 million, \$5.97 million last year and \$5.5 million in FY2016. Cost for utilities has decreased again for both cost per square foot basis and cost per total campus population.

In FY2016, FM saved approximately 17% in Appropriated buildings and 7% in AFS on labor and materials for routine work orders as compared to the average for the previous five fiscal years. Since FY2013, FM has reduced its work force from a high of 291 personnel, to 225 in FY2016. This equates to a 23% reduction in the number of employees that operate and maintain the Macomb campus facilities.

Deferred Maintenance

The true understanding of deferred maintenance in our facilities continues to be a mystery to much of the population. To help understand how Facilities Management uses the terminology and describe how deferred maintenance is calculated, a simple analogy can be used.

Comparing the maintenance needs for a person's automobile to the campus maintenance needs helps to describe deferred maintenance. With this analogy, the maintenance needs for a car can be compared to WIU's buildings and infrastructure. During the last several years, it has been necessary to defer maintenance on the buildings by not replacing systems or items still functioning but that are past their prime. These include items such as building chillers, piping systems, aged floor tile, paint, windows, etc. The equivalent for the automobile would be the engine that has 250,000 miles, knocks pretty loudly, but keeps running. Another example would be a vehicle with a slightly cracked windshield that is an annoyance and looks bad, but does not have to be replaced for the car to function.

In the recent past, FM has continued to complete maintenance items like filter changes, system water treatment and the like, which equate to oil changes and adding washer fluid in the car. Unfortunately, during this recent budget crisis, it has been necessary to cut back on even these basic maintenance needs at the University. Just as a car owner may extend the miles between oil

changes or drive longer on balding tires, FM has cut back on expenditures such as fertilizer/herbicide for campus and going longer between changing filters.

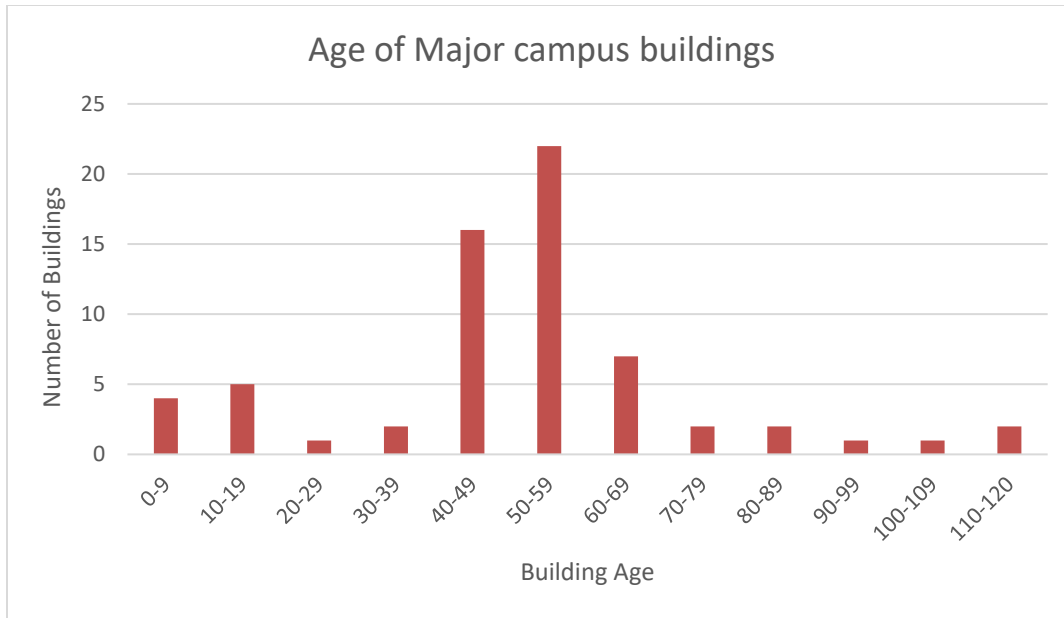
There are several tactics that Facilities Management uses to reduce the effects of this deferred maintenance to campus. One process is to evaluate the campus at a high level and categorize the needs based on criticality. This was done several years ago with the Facility Condition Assessments (FCAs), which gave us a value for critical deferred maintenance, revitalization & renewal and supercritical deferred maintenance. Using the automobile analogy, critical deferred maintenance is compared to delaying the purchase of tires or ignoring the pinging noise from the engine. The car still runs and is relatively reliable, but there is a growing concern and further damage may happen without repairs. Supercritical deferred maintenance on campus is that singular item, that when it fails, would impact the entire campus or a large portion of the campus. For the vehicle, it would be the transmission that will barely shift and is imminently going to fail and when it does, the car is useless. Revitalization and renewal is when the building is taken off line and completely remodeled up to new standards and codes. This would equate taking the car in, installing a new motor, new transmission, new paint job, etc.

At a more detailed level, FM has generated a deferred maintenance list of individual items. Specific chillers, exterior repairs, and roofs are examples. This list is based on the expertise in the department of what is most likely to fail and is prioritized by condition and what other systems or work flow will be effected.

These processes by Facilities Management have been used to advocate for funding and to help prioritize when funding is released. This was clearly evident 6 years ago when super critical projects were identified (Heating Plant boiler, steam line, building roofs, electrical switchyard) and the University funded those projects through using Certificates of Participation bonds.

Another consideration in the discussion about the condition of the buildings is their age. Typically, University campus buildings are designed and constructed with a planned total life over 100 years with a major renovation expected at 50 years. The following graph shows the age of major Macomb campus buildings and it is easy to see the large spike of construction that happened in the mid-sixties to the early seventies.

Over 70% of the Macomb campus' buildings were constructed between forty and sixty years ago. This implies that a major portion of the building stock is in need of major renewal and revitalization. A major building renovation would replace all of the finishes, windows, infrastructure (pipes, equipment, electrical, etc) and would get the building up to modern codes and standards. Teaching practices have changed significantly in 50 years and buildings need to be updated.



Energy usage summary

The total utilities at the Macomb campus continue to show downward trends for the last several years. Practices implemented by WIU to reduce energy consumption and prevent wasteful spending on energy:

- Occupancy and CO2 sensors
- Low flow shower heads, low flow faucet aerators, and low flow kitchen pre-rinse spray nozzles
- LED exit signs
- CFLs (compact fluorescent bulbs)
- LED interior and exterior lighting fixtures and bulbs
- VFDs (variable frequency drives) on HVAC equipment
- Premium efficiency motors
- ENERGY STAR rated kitchen equipment
- Steam trap replacements
- New pipe insulation
- BAS (building automation system) HVAC controls
- Enthalpy wheels for energy recovery ventilation
- High efficiency HVAC equipment

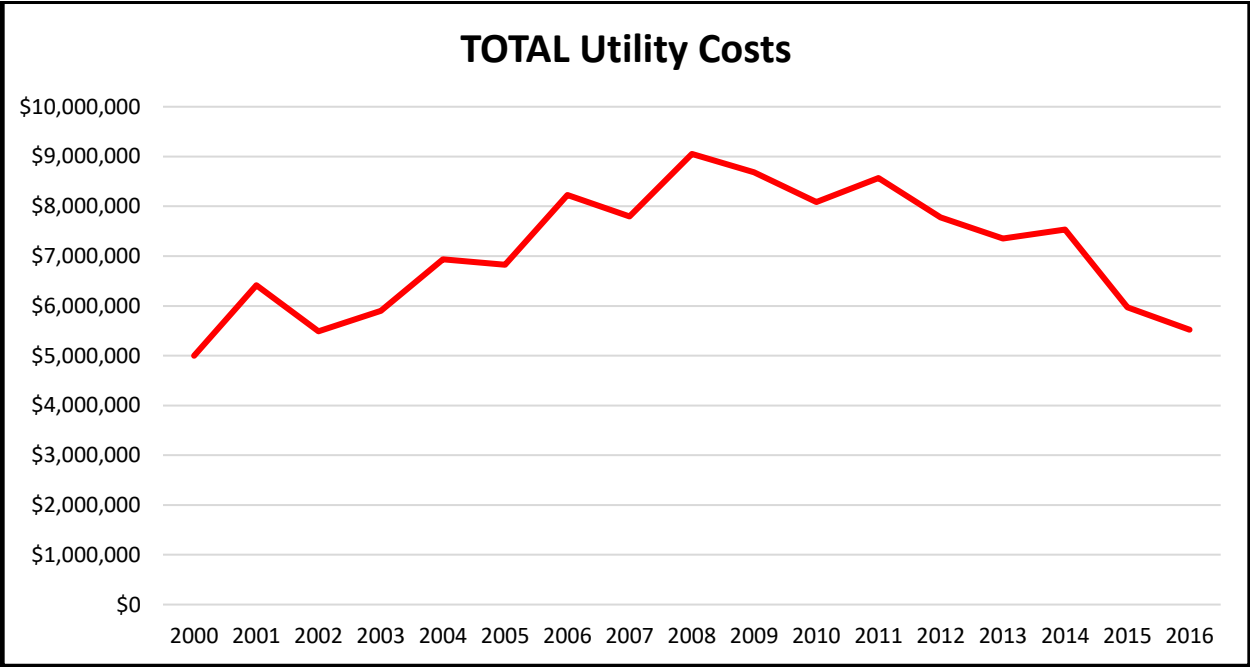
Through diligent energy management and utility infrastructure planning since 2008, WIU has reduced its water consumption by 51%, its gas and coal consumption by 25%, and its electrical consumption by 19%.

Most of our energy conservation initiatives have focused on upgrades to lighting, HVAC systems, and steam distribution. Many of these were funded from Department of Commerce & Economic Opportunity (DCEO) grants. Since 2010 WIU has received \$2,400,000 from DCEO to assist in funding these energy conservation initiatives. DCEO grants were put on hold for the last year, but those funds have been released and FM continues to apply for and receive grants.

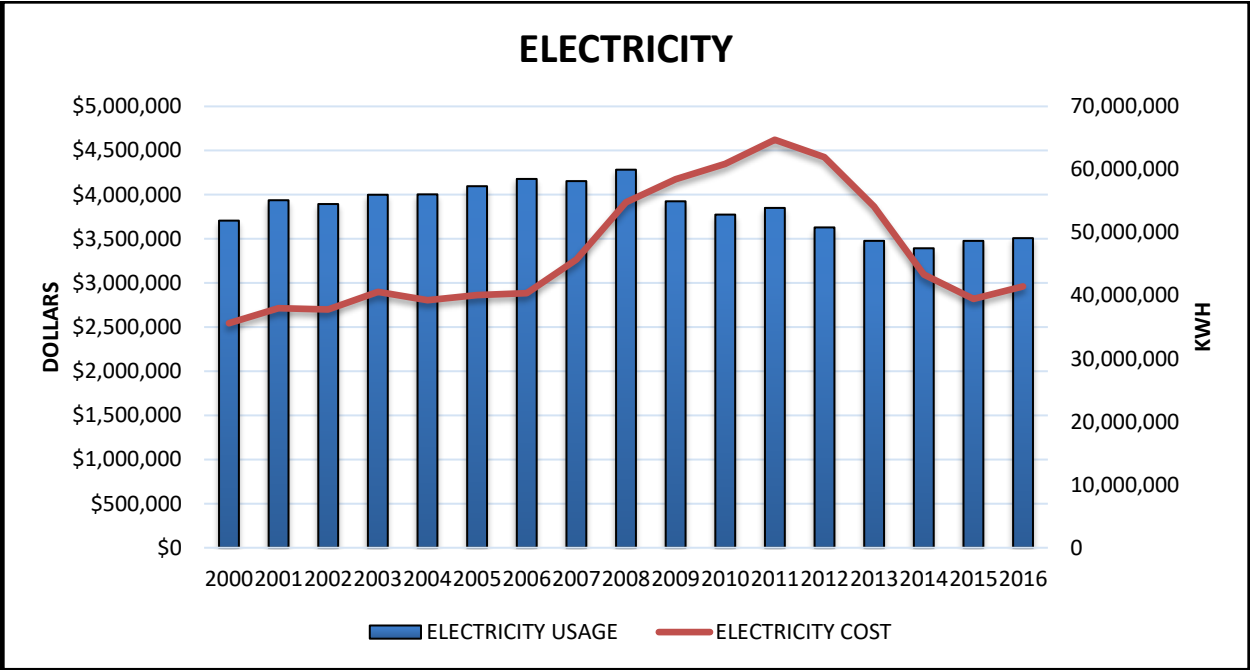
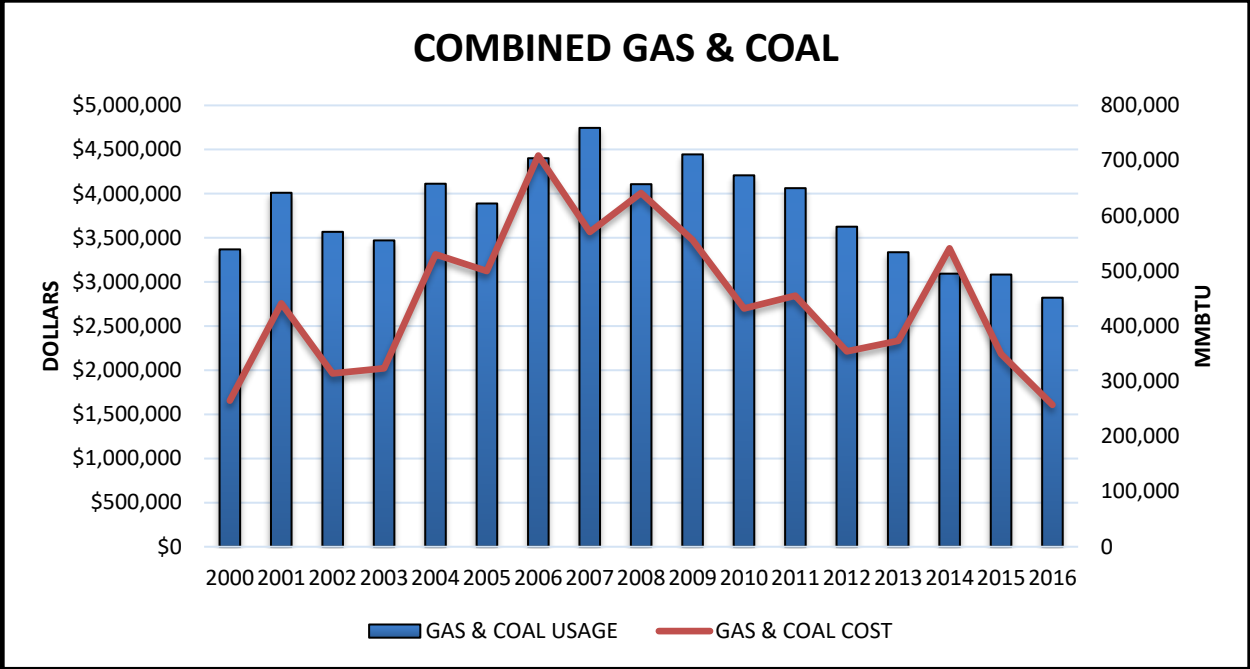
One innovative project that FM is researching is the use of “smart” parking lot lights. These new lights will be LED, networked together, have individual light sensors, and proximity sensors. The additional sensors will allow the light levels to be reduced when there is no one in the lot and will utilize efficient LED lights. Six test lights will be installed in Brophy parking lot with the intention of expanding to additional lots.

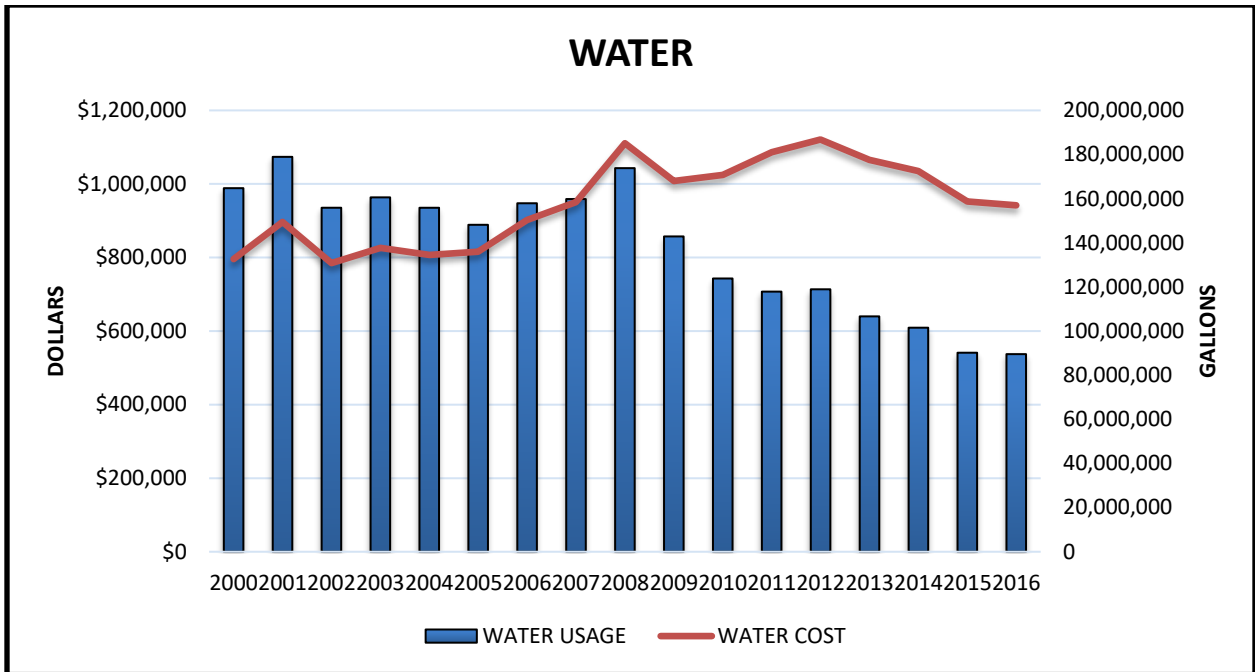
Below are a few graphs showing utility trends:

This graph shows the total cost of utilities for the Macomb campus over the last sixteen years, with the positive trend down for the last eight years.

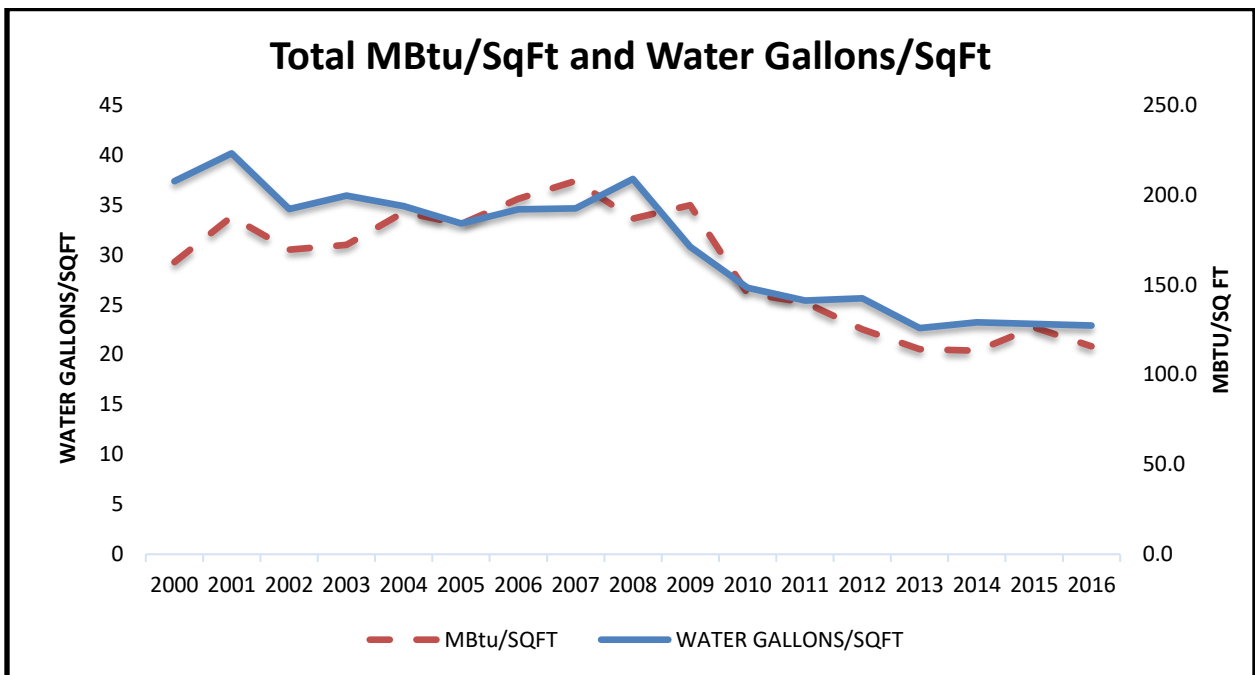


These total utility costs can be broken down by the three major utilities of natural gas/coal, electricity, and water. The combined gas and coal graph shows a cost spike in 2014 that was due to a large natural gas price spike in the winter.

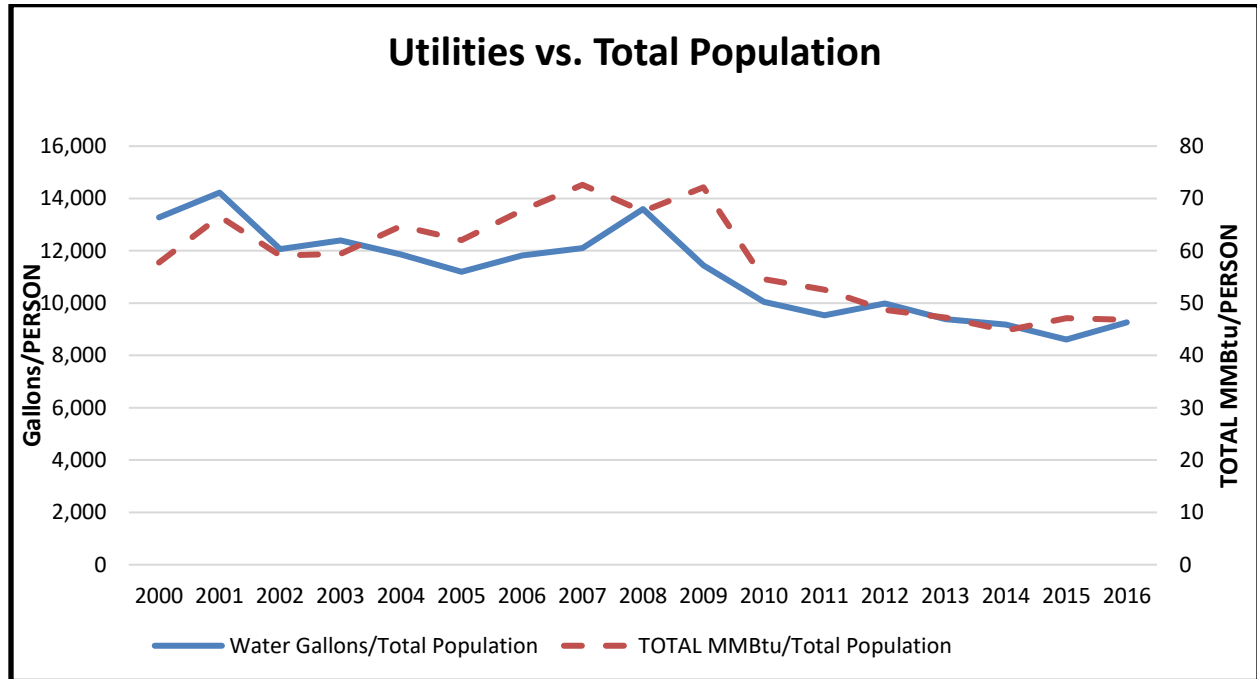




It is common to analyze utility costs based on building square footage. The following graph shows total energy usage and total water consumed versus the campus area. This shows a positive downward trend even though there are fewer buildings in use.



The total population of students and staff has declined on campus the last few years, so the following graph shows the comparison of total population on campus to the total utility cost. This shows a downward trend even though there are fewer total people on campus.



To keep the downward trends in utility usage, FM plans to continue the energy audit and applying for DECO energy grants.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report 16.12/6 Fiscal Year 2017 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 twelfth 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. Completing Phase II expansion for the School of Agriculture's Greenhouse. Opened in fall 2016, the additional greenhouse bay supports faculty and student research in plant and light interactions.
2. Enhancing instructional technology by completing e-classroom updates in Stipes 331.
3. Joining the National Council for State Authorization Reciprocity Agreements. Institutional membership required evidence of the University 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*.
4. Earning "Best Online Program" status by *U.S. News and World Report*, and "Best Online RN to BSN Degree Program" recognition by *College Choice*.
5. Receiving ten-year reaffirmation of accreditation for the School of Nursing from the Commission on Collegiate Nursing Education (CCNE). CCNE's *Standards for Accreditation* include demonstration that "institutional physical resources (facilities) are sufficient to enable the program to fulfill its mission, goals, and expected outcomes."
6. 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.

7. Leasing land on the south side of Q-Lot to SBA Communications Corporation for construction of a 150 ft. monopole tower to improve cellular coverage on campus and throughout the region.

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. Replacing lower level and refurbishing upper north seating in Western Hall.
2. Installing two new video boards at Western Hall for live feed and advertising during basketball games.
3. Completing construction on a new Track & Field/Cross Country Team room in Western Hall.
4. Updating track lines and markers at Hanson field to meet NCAA regulations.
5. Establishing new Living-Learning Communities in Henninger (Community of Liberal Arts and Sciences, Bio Life, and Women in Science), Bayliss (Fine Arts), Tanner (Fine Arts), and Thompson (Honors and Transfer floor) Halls.
6. Replacing three existing kitchen exhaust fans original to the University Union.
7. Fundraising for a new clubhouse twice the size of the current facility built in 1972 at the Harry Mussatto Golf Course. The fundraising campaign has raised over \$450,000 towards its \$630,000 goal.

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. Installing new Historical Markers at Lake Ruth, Sherman Hall, and Wetzel Plaza. Additional plaques are being planned for the former Grote Hall, Alumni House, and Simpkins Hall.
2. Continuing the tradition of painting the paws in advance of Homecoming.
3. Adding six new Rocky on Parade statues.
4. Initiating 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.
5. Repairing North Quad Drive in areas between University Drive and Charles Street.

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. Involving 2,042 participants in 30 educational opportunities provided by the Office of Public Safety during Campus Safety Awareness Month in September.
2. Installing new fencing at the Infant and Preschool, resulting from a donation from the Sigma Pi fraternity.
3. Meeting accessibility standards with new replacement seating in Western Hall.
4. Adding ADA door operators in Currens, Lincoln, Mowbray, and Thompson, Halls.
5. Encouraging community engagement by creating a Pokeman Go map for campus, and hosting the 11th annual Welcome Back Community University Partnership Program Party on the front lawn of Sherman Hall. The Party included a table fair featuring local businesses.
6. Supporting Macomb as an arts community with a family creating a Rocky on Parade Scavenger Hunt. This was a precursor to Rocky Quest—a photo contest for all 35 Rockys located in Macomb to support the Rocky on Parade Scholarship Fund.
7. Collaborating with the city of Macomb to install 10 large-scale public art sculptures in downtown.
8. 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 14 new trees and removing 24. Trees removed were due disease, storm damage, and for proactive Emerald Ash Borer readiness.
 - d. Ranking 4th out of 84 institutions nationally in Recycle Mania’s “Most Improved” category. Western’s recycling rate rose 51.0%, from 13.9 in 2015 to 21.0 in 2016.
 - e. Earning Tree Campus USA designation by the Arbor Day Foundation for the fourth 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.

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. Leading tree plantings with elementary schools in western Illinois. Agriculture Instructor Paul Blome and urban forestry management students participate in this institutional tradition annually. WIU Forestry Professor Tom Green started it in 1993.
3. Continuing to plant two trees in the Memorial Tree Grove to honor WIU employees and students who have passed away.
4. Attending the ribbon cutting for Campus Students for Christ 6,000-square-foot expansion. The new space adds classroom and conference space, an auditorium, offices and additional restrooms to the organization's Riverview Drive facility. The existing building, a former sorority house, includes apartments for 40 students.

Master Plan Actions in Process

A sampling of *Master Plan* actions currently in progress that will continue in to the next fiscal year 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. Planning for the summer 2017 decommissioning of Higgins Hall and East Village.
3. Advocating for new state capital funding. The Western Illinois University Board of Trustees *Fiscal Year 2018 Appropriated Capital Recommendations* to the Illinois Board of Higher Education include requested funding for a new Science Building, renovation of Tillman Hall, a new Education Building, and Stipes Hall renovation.
4. Requesting \$14.4 million in capital renewal funds for critical maintenance needs.

Summary

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

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 has placed 60th Street on the Market, and it recently had a price reduction.

Annual *Master Plan* accomplishments for 2016 include:

1. Restriping the Complex C south parking lot, and re-surfacing the Riverfront Hall parking lot.
2. Unveiling a Rocky on Parade statute on the campus Quad.
3. Expanding the CAD classroom and creating an Innovation Laboratory as a result of a \$161,000 donation from the Roy J. Carver Charitable Foundation.
4. Receiving State of Iowa renewal for the Museum Studies Program to be housed at the Figge Art Museum in Davenport. This internationally renowned museum offers world-class collections and museum facilitates that cannot be cost effectively replicated on a college campus.
5. Providing the instructional and research space to support the University's first Ph.D. program (Environmental Science).
6. Earning recognition as a "Healthy Quad Cities Workplace." The program was developed in recognition of worksites in the Rock Island and Scott County area. Worksites that are recognized have chosen to implement evidenced-based best practices promoting physical activity, nutrition, tobacco cessation, and overall employee health.
7. Installing projection equipment, lighting, and display railings for the presentation of visual art due to a \$25,000 gift from the Harris Family Foundation.
8. Participating in Fall We Care planting, mulching, and campus cleanup activities, and hosting United Way Day of Caring volunteers who were engaged in similar activities.

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.

Current Master Plan and Other Related Riverfront Projects

The Western Illinois University Board of Trustees *Fiscal Year 2018 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 and supports community economic development.

For example, Western’s River Drive location is part of the Edgewater Neighborhood in Moline. The University’s growth and expansion continues to spur additional economic development in this neighborhood and in the downtown. Within the last year:

1. A second restaurant opened at the Mills.
2. Metrolink constructed a new ADA accessible River Drive Channel Cat port.
3. The Illinois Department of Transportation continues with track improvements for the restoration of train service between Moline and Chicago, with two round trips scheduled daily when service begins.
4. Private development initiated construction on a new hotel that is part of the new train station.

Summary and Next Steps

The *2006 Campus Master Plan* successfully guides Western Illinois University in the physical development of the Quad Cities Campus, as evidenced by the following accomplishments.

Table 2 Master Plan Accomplishments
<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
<u>2015</u>
<ul style="list-style-type: none">• 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
<u>2014</u>
<ul style="list-style-type: none">• Opening Phase II of the Western Illinois University-Quad Cities Riverfront Campus• Completing the Phase III Programming Study• Receiving design funding for Phase III• Additionally, Phase I of The Mills (privately owned student apartments) opened

Table 2

Master Plan Accomplishments

-continued-

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 2018 Master Plan Update that will be presented to the Western Illinois University Board of Trustees in December 2017.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report 16.12/7 Higher Learning Commission Quality Initiative: Fiscal Year 2017 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 six 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 the first year of QI implementation, the University created a *Strategic Plan Supplement*, enhanced institutional planning processes, stabilized new freshmen enrollment, 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.

Higher Learning Commission Quality Initiative:
Fiscal Year 2017 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 University adopted a new *2016 Strategic Plan Supplement*, and made modifications to existing institutional planning processes that will continue to benefit Western in the years during and after QI participation.

The original intent of the QI was to update the University's *Strategic Plan*. Western Illinois University has an established history of updating ten-year strategic plans every five years. However, the Board of Trustees, as described below, decided to retain the current *Strategic Plan* and add annual Strategic Plan Supplements.

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 is 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*.

There were two specific changes made to Strategic Plan processes. First, student, faculty, and staff focus groups were added to iterative drafting processes. Second, annual reporting templates for all academic departments and administrative units were revised to include plans and accomplishments related to the Strategic Plan and its current *Supplement*.

3. Explain any tools, data, or other information that resulted from the work of this initiative.
New data resulting from preparation for and implementation of economic development and educational summits (detailed in Goal 2) enhanced empirically based planning processes. This included expanded analyses of population migration, market share analyses, and an increased regional recruitment and retention activities between education, civic, business and industry leaders.
4. Describe the biggest challenges and opportunities encountered in implementing this initiative.
The biggest challenge that University faced was the State of Illinois' historic and unprecedented budget FY16 budget impasse that continued into FY17. 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 represents 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, been given funding at two points in time (termed stop-gap funding by the General Assembly), or received only 30% of anticipated appropriated funding for two fiscal years. The Western Illinois University Board of Trustees 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 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 (currently in progress) started in fall 2016, and reverted to the University's traditional iterative drafting model. This model with focus group enhancements is summarized below.

- October 2016:
 - The Vice President for Quad Cities and Planning (VPQCP) presented the *Fiscal Year 2016 Strategic Plan Update* to the Board of Trustees. This *Update* included new and continuing initiatives and results from implementation of *Higher Values in Higher Education 2012-2022* and the *2016 Strategic Plan Supplement*.
 - The VPQCP, at the request of the Executive Committee of the Faculty Senate, initiated focus group meetings with a faculty committee to augment faculty opportunities into strategic planning activities. This addition complements faculty membership on the Social Responsibility Task Force, feedback solicited in

monthly Strategic Planning Updates, and presentations/discussions at the Faculty Senate. The faculty focus group includes faculty members from both campuses, and there have been five meetings to date (10/25, 11/1, 11/17, 12/1, and 12/15).

- November 2017:
 - The Social Responsibility Task Force was reconvened to conduct environmental scans and develop the 2017 Strategic Plan Supplement in collaboration and consultation with the university community. Because the Task Force has over 40 members, each topic has two identical meetings to accommodate members' availabilities. There have been four topical meetings to date (11/7, 11/18, 12/5 and 12/6, and 12/10).
 - The VPQCP is, at the request of the Student Trustee, conducting focus group meetings with a student committee to augment student opportunities into university planning. The student focus group includes students from both campuses, and there have been two meetings to date (11/11 and 12/9).
 - The VPQCP is currently developing staff focus groups at the time of writing this *Update*.

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.

Current development of the 2017 Strategic Plan Supplement engaged:

- Forty-three members of the academic year 2016-2017 Social Responsibility Task Force (see Appendix D).
- Ten members of the faculty focus group (see Appendix E).
- Eight members of the student focus group (see Appendix F).

Plans for the Future

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

The VPQCP will continue to coordinate institutional planning processes for preparing the 2017 Strategic Plan Supplement. This includes:

- Engaging the Social Responsibility Task Force and university community in iterative drafting processes that will culminate with consensus on the 2017 Strategic Plan Supplement's goals and priorities.
- Achieving endorsement of the 2017 Strategic Plan Supplement 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 2016 Strategic Plan Supplement's accomplishments and actions that continue into 2017.
- Presenting the 2017 Strategic Plan Supplement to the Western Illinois University Board of Trustees for implementation approval by June 2017.

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.

Data for fall 2016 shows that the University stabilized new freshmen enrollment, and improved first-year retention and six-year graduation rates.

While total enrollment decreased by 721 students (6.5%) from 11,094 in fall 2015 to 10,373 in fall 2016, the University stabilized new freshmen enrollment after four consecutive years of enrollment decline. New freshmen enrollment peaked at 1,955 in fall 2011, was 1,535 in fall 2015, and leveled at 1,527 in fall 2016.

The University also saw an increase in the quality of the freshmen class. The percent of full-time new freshmen with a minimum 20 ACT composite score and 3.0 high school grade point average increased from 28.8% of the fall 2014 cohort to 42.0% of the fall 2016 cohort.

Data from the last two fall-to-fall retention rates of new freshmen increased from 67.7% to 69.2%. Likewise, the six-year graduation rate increased from 52.8% to 53.1%.

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.
- 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.
- 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

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.
- 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.

President Thomas also established:

- Mayor’s Summits for four cities (Macomb, Moline, Peoria, and Quincy) 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 have been eight Summits to date.

- High School Principal and Superintendent Summits for the same for four 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 have been four Summits to date.
 - The Presidents Executive Corporate Cluster (PECC). The PECC 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.
 - 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.
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 for the PECC 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, Mayor's and Education Summit Planning Teams, the President's Executive Corporate Cluster Team, 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 2015-2016 Student Cost Task Force.
- The eight member academic year 2016-2017 Student Cost Task Force (see Appendix G).
- Macomb Student Government Association.
- Quad Cities Student Government Association.
- President's Leadership Team.
- The ten member Summit Planning Team (see Appendix H).
- The nine member President's Executive Corporate Cluster Planning Team (see Appendix I).
- The 22 member General Education Review Committee (see Appendix J).
- The nine member Teacher Education Task Force (see Appendix K).

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.

Plans for the Future

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

Actions to continue during the spring 2017 semester include:

- The Educational Opportunity (Student Cost) Task Force will:
 - Evaluate the effectiveness the three percent tuition reduction.
 - Consider suggested modifications to the Western Commitment Scholarship program.
- The Summit Planning Team will continue to provide economic development and educational summits in Macomb, Moline, Peoria, and Quincy.
- The President's Executive Corporate Cluster Team will continue to cultivate expand Western Illinois University's corporate relationships.
- The Vice President for Quad Cities and Planning will continue community college meetings in Illinois, Iowa, Missouri, and Wisconsin, and submit a report on reported strengths and opportunities for improvement.

- The General Education Review Committee and the Teacher Education Task Force will complete their reviews.

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.

- 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 proposal for these courses, and the Team just completed a webinar on modular math software successfully deployed for engineering students at the University of Wisconsin-Green Bay. The engineering pilot test 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.

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 model for identifying courses with the highest D/F/W rates that can be applied across disciplines, campuses, and instructional modalities.
- Respondus Lockdown Browser and Monitor software that prevents online students from having to travel to a physical testing center.

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 increase 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:

- Thirteen member Steering Team (see Appendix L)
- Seventeen member Macomb Team and eleven member Student Success Center Planning Team (see Appendix M)
- Twenty-one member Quad Cities Team (see Appendix N)
- Twenty-eight member Distance Learning Team (see Appendix O)

- Three member Data Facilitation Team (see Appendix P)

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.

Plans for the Future

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

The PCA Teams during spring 2017 will continue to implement and evaluate the Student Success Center model, academic support for engineering students, and conduct a faculty survey related to student success in distance learning. The final attributes to the Student Data Warehouse (e.g., income and first generation status) will be added and the system will be transferred from development to maintenance.

GOALS 4A-4B: DOCUMENT REDUCTION AND REINVESTMENT OF \$20 MILLION IN ANNUAL INSTITUTIONAL FUNDS 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 \$3.0 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 Corporate Cluster, 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.

FY2016 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.

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 statewide budget impasse. The largest opportunity was to position 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 Corporate Cluster (PECC) involved 10 staff members.
 - Signing new dual enrollment agreements requires President and Vice President approvals.
 - Implementing hybrid programs involved faculty from the Colleges of Business and Technology and Education and Human Services, and all other curricular approval processes.

- 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 reduced the size of the workforce.
- 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.
- Disestablishing four academic majors impacted 24 majors in these programs.
- Implementing a hiring freeze had effects across the University.

6. 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.

Second, even through the Illinois public universities continued to endure the statewide budget impasse, Western Illinois University continued to advance in national ranking systems for quality, opportunity, and affordability.

Western:

- Advanced from 11th place to 9th place in U.S. News and World Report’s rankings of “Top Midwestern Public Regional Universities.”
- 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.
 - Ten Year reaffirmation of accreditation by the Commission on Collegiate Nursing Education.
 - Charter member status into SALUTE (Service – Academics – Leadership – Unity – Tribute - Excellence) Veterans National Honor Society.
 - Designation as:
 - 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.
 - A “2016 Best Midwestern Regional University” from College Choice.

- Maintained:
 - “Best Midwestern University” status from *U.S. News and World Report* for the 12th consecutive year.
 - “Best Midwestern College” status from The Princeton Review for the 13th consecutive year.
 - “Best Online Programs: Bachelor’s” category” from *U.S. News and World Report* for the fifth consecutive year.
 - “Best for Vets College” status from *Military Times EDGE Magazine* for the seventh consecutive year. Western was the only Illinois public university placing in the top 50 institutions in these rankings.

Resource Provision

7. 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

8. Describe plans for ongoing work related to or as a result of the initiative.
FY17 plans with preliminary results to increase revenue include:
- Engaging in aggressive recruitment. The University stabilized fall 2016 new freshmen enrollment after four years of enrollment decline.
 - Continuing to establish and support high demand programs. The University launched new master’s degree programs in Business Analytics and Community and Economic Development (in hybrid format) in fall 2016 and will launch a new undergraduate degree in mechanical engineering in spring 2017.
 - Supporting student persistence. Gains in the University’s retention and graduation rate were reported in Goals 2A-2C.
 - Increasing the value of external funding. The value of external grants and contracts increased from \$9.9 million in FY14 to \$11.6 million in FY16.
 - Furthering the outreach provided by the President’s Executive Corporate Cluster.
 - Positioning the University for the next comprehensive fundraising campaign; and,
 - Advocating with business, industry, education, and civic leader for fair and predictable higher education funding.

FY17 plans with preliminary results to decrease expenditures include:

- Evaluating needs for replacement hiring.
- Continuing to pool attrition savings.
- Closing the Quad Cities Executive Studies Center.
- Adjusting 12 month administrative contracts to 11 or 10 months where feasible.
- Canceling salary increases for non-negotiated personnel.

- Negotiating with the University Professionals of Illinois for a 1% FY16 salary give back and temporary FY 17-18 3% salary reductions that will be paid back if enrollment and appropriations triggers are met.
- Implementing a furlough program for non-negotiated administrative/professional staff members earning more than \$40,000 annually.
- Reducing and conserving operating funds.
- Merging Instructional Design and Technology with Engineering Technology; and,
- Discontinuing offering the B.A. in Music in Macomb, as well as the Bachelor's in Early Childhood Education and the Master's in Liberal Arts and Sciences at the Quad Cities.

Appendix A
Academic Year 2015-2016
Academic Excellence Task Force

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

Appendix B
Academic Year 2015-2016
Student Cost Task Force

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

Appendix C
Academic year 2015-2016
Social Responsibility Task Force

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

Appendix D
Academic year 2016-2017
Social Responsibility Task Force

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

Appendix E
Strategic Planning Faculty Focus Group

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

Appendix F
Student Focus Group

- Austin Frank, Accountancy
- Will Gradle, Economics
- Patrick Quinlan, Economics
- Dovile Svirupskaite, Law Enforcement and Justice Administration; Political Science
- Aaron Terrile, Political Science

Appendix G
Academic Year 2016-2017
Student Cost Task Force

- Dr. Ron Williams, Interim Vice President, Student Services, Chairperson
- Mr. Matt Bierman, Interim Vice President, Administrative Services
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Terri Hare, Director, Financial Aid
- Mr. Seth Minter, Director, Admissions
- Dr. Kathy Neumann, Interim Provost and Academic Vice President
- Dr. Bill Polley, Associate Dean, College of Business and Technology
- Dr. Joe Rives, Vice President, Quad Cities and Planning

Appendix H
Summit Planning Team

- Dr. Joe Rives, Vice President, Quad Cities and Planning
- Ms. Nichole Friedrichsen, Office Support Specialist, Quad Cities and Planning
- Ms. Margaritta Fultz, Administrative Aide, Office of the Vice President, Quad Cities and Planning
- Ms. Giselle Hamm, Faculty Assistant, Illinois Institute for Rural Affairs
- Ms. Debbie Kepple-Mamros, Assistant to the Vice President, Quad Cities and Planning
- Ms. Teresa Koltzenburg, Assistant Director, University Relations
- Ms. Linda Lee Blaine, Faculty Assistant, Illinois Institute for Rural Affairs
- Dr. Chris Merrett, Director, Illinois Institute for Rural Affairs
- Ms. Becky Paulsen, Director of Development, College of Business and Technology

Appendix I
President's Executive Corporate Cluster Planning Team

- Dr. Joe Rives, Vice President, Quad Cities and Planning
- Ms. Julie Baker, Director of Development, College of Fine Arts and Communication
- Ms. Mahrya Carncross, Assistant Professor, Libraries
- Dr. Sean Cordes, Professor, Libraries
- Dr. Katrina Daytner, Associate Dean, College of Education and Human Services
- Ms. Margaritta Fultz, Administrative Aide, Office of the Vice President, Quad Cities and Planning
- Dr. Jeff Hancks, Director, Distance Learning, International Studies and Outreach
- Dr. Chris Merrett, Director, Illinois Institute for Rural Affairs
- Dr. Mark Mossman, Chairperson, English
- Ms. Becky Paulsen, Director of Development, College of Business and Technology
- Mr. Paul Plagenz, Director of Development, Western Illinois University-Quad Cities

Appendix J
General Education Review Committee

- Dr. Darcy Plymire, Assistant Professor, Kinesiology, Chairperson
- Dr. P.K. Babu, Associate Professor, Physics
- Dr. Steve Bennett, Associate Professor, Geology
- Ms. Krista Bowers Sharpe, Assistant Professor, University Libraries
- Dr. Ute Chamberlin, Associate Professor, History
- Dr. Jongnam Choi, Professor, Geography
- Dr. Jonathan Day, Associate Professor, Political Science
- Dr. Gary Daytner, Associate Professor, Educational Studies
- Dr. Keith Holz, Professor, Art
- Dr. Kyle Mayborn, Associate Dean, College of Arts and Sciences
- Ms. Kathleen O'Donnell-Brown, Instructor, English
- Dr. Nancy Parsons, Associate Provost
- Ms. Joi Wells, Student Government Association Representative
- Dr. Michelle Yager, Director, University Advising and Academic Services
- Ms. Cheryl Bailey, Instructor, Communication
- Dr. Diane Sandage, Associate Professor, Sociology and Anthropology
- Marjorie Allison, Professor, English
- Dr. Gordon Pettit, Professor, Philosophy
- Dr. Marty Maskarinec, Professor, Computer Sciences
- Dr. Emily Shupe, Assistant Professor, Dietetics, Fashion Merchandising, and Hospitality
- Ms. Julie Dalmasso, Instructor, Communication Sciences and Disorders
- Dr. Ken Clontz, Professor, Law Enforcement and Justice Administration

Appendix K
Teacher Education Task Force

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

Appendix L
Persistence and Completion Academy (PCA) Steering Team

- Ms. Debbie Kepple-Mamros, Assistant to the Vice President for Quad Cities and Planning, Chairperson
- Ms. Audrey Adamson, Assistant Director, Quad Cities Student Services
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Jessica Butcher, Assistant to the Vice President for Student Services
- Dr. Georg Gunzenhauser, Professor, Educational Studies
- Ms. Stacie Hunt, Manager, Administrative Information Management Systems
- Dr. Angela Lynn, University Registrar
- Dr. Kristi Mindrup, Assistant Vice President of Academic Affairs for Quad Cities Campus
- Dr. Nancy Parsons, Associate Provost
- Dr. Christopher Pynes, Professor of Philosophy, Faculty Senate Chair
- Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
- Ms. Christine Staley, Office Manager, Kinesiology
- Dr. Ron Williams, Assistant Vice President, Academic Affairs

Appendix M
Macomb PCA Team and Student Success Center Planning Team

- Dr. Lori Baker-Sperry, Professor, Women's Studies
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Jessica Butcher, Assistant to the Vice President, Student Services
- Dr. Katrina Daytner, Associate Dean, College of Education and Human Services
- Ms. Jennie Hemingway, Instructor, Recreation, Park and Tourism Administration
- Dr. Hoyet Hemphill, Professor, Instructional Design and Technology
- Ms. Sarah Jewell, Assistant Director, Admissions
- Dr. David Lane, Professor, Psychology
- Ms. Dana Moon, Assistant to the Dean, College of Education
- Ms. Michelle Oaks, Director, Residence Life
- Dr. Nancy Parsons, Associate Provost
- Dr. Christopher Pynes, Professor, Philosophy and Religious Studies/Chairperson, Faculty Senate
- Mr. Joe Roselieb, Director, Residential Facilities/Alumni Council Member
- Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
- Dr. Aimee Shouse, Chairperson, Women's Studies
- Ms. Michelle Terry, Academic Advisor, College of Business and Technology
- Dr. Michelle Yager, Director, University Advising and Academic Services Center

Student Success Center Planning Team

- Dr. Susan Martinelli-Fernandez, Dean, College of Arts and Sciences, Chairperson
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Jessica Butcher, Assistant to the Vice President, Student Services
- Mr. Tim Johnson, Advisor, Office of Academic Services
- Dr. David Lane, Professor, Department of Psychology
- Dr. Mark Mossman, Chairperson, English
- Dr. Nancy Parsons, Associate Provost
- Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research

- Dr. Tracy Scott Director, Student Development Office
- Dr. Ronald Williams, Assistant Vice President of Academic Affairs
- Dr. Michelle Yager, Director, University Advising and Academic Services

Appendix N
Quad Cities PCA Team

- Ms. Audrey Adamson, Assistant Director, Quad Cities Student Services, Chairperson
- Dr. Susan Brooks, Assistant Professor, Mathematics
- Mr. Scott Brouette, Assistant Director, Quad Cities Student Services
- Dr. Katherine Broughton, Assistant Professor, Recreation, Park and Tourism Administration
- Ms. Heather Calvert, Financial Aid Advisor, Quad Cities
- Dr. Keva Hibbert, Assistant Professor, Economics and Decision Sciences
- Ms. Debbie Kepple-Mamros, Assistant to the Vice President for Quad Cities and Planning
- Dr. Blair McDonald, Associate Professor, Engineering
- Dr. Kristi Mindrup, Assistant Vice President of Academic Affairs for Quad Cities Campus
- Dr. James Patterson, Assistant Dean, College of Business and Technology-Quad Cities
- Dr. Jim Rabchuk, Assistant Dean, College of Arts and Sciences, Quad Cities
- Mr. Kenny Wheeler, Academic Advisor
- Mr. Curtis Williams, Associate Director, Quad Cities Student Services

Appendix O
Distance Learning PCA Team

- Dr. Roger Runquist, Director of Center for Innovation, Teaching and Research, Co-Chair
- Ms. Jennifer Tibbitts, Assistant Director General Studies Degree Program, Co-Chair
- Ms. Angela Bonifas, Director, Institutional Research and Planning
- Ms. Jessica Butcher, Assistant to the Vice President, Student Services
- Dr. Christine Anderson, Assistant Professor, Curriculum and Instruction
- Dr. Hoyet Hemphill, Professor, Instructional Design and Technology
- Dr. Leanda Hemphill, Professor, Instructional Design and Technology
- Dr. Lloyd Kilmer, Professor, Educational Studies
- Ms. Theresa Koltzenburg, Assistant Director, University Relations
- Dr. In Lee, Professor, Computer Science
- Dr. Angela Lynn, Registrar
- Dr. Susan Martinelli-Fernandez, Dean, College of Arts and Sciences
- Dr. Jill Meyers, Director, School of Law Enforcement and Justice Administration
- Dr. Kristi Mindrup, Assistant Vice President, Academic Affairs Quad Cities
- Dr. Lea Monahan, Director, School of Nursing
- Ms. Julie O'Brien, Academic Advisor
- Dr. Nancy Parsons, Associate Provost
- Dr. William J Polley, Associate Dean, College of Business and Technology
- Dr. Emeric Solymossy, Professor, Management and Marketing
- Mr. David N Towers, Faculty Assistant, Center for Innovation in Teaching and Research

Appendix P
PCA Data Facilitation Team

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

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report 16.12/8 Quarterly Planning Update

The *October 2016 Quarterly Planning Update* presented a University Planning calendar for the remainder of Fiscal Year 2017. This *Update* provides the Board and university with a status report on these activities. Specific Fiscal Year 2017 university planning activities include:

- Reconvening the Social Responsibility Task Force to prepare the 2017 Strategic Plan Supplement.
Status: There have been five Task Force meetings and seven focus groups with students and faculty.
- Maintaining currency and presenting to all governance groups on both campuses *The Statewide Budget Context and Western Illinois University's Mission-Driven Planning and Results*, as shown in the Power Point presentation for *Western Illinois University Board of Trustees Report 16.10/5*.
Status: Complete. The power point has been shown to all governance groups on both campuses.
- Continuing growth and expansion of the President's Executive Corporate Cluster (PECC), as discussed in *Western Illinois University Board of Trustees Report Number 16.10/7*.
Status: Ongoing. A matrix of outcomes associated with the PECC is being developed for the Board and University community.
- Expanding Mayors Summits to the Quincy, and introducing High School Summits in Macomb, the Quad Cities, and Quincy.
Status: Ongoing. Both Summits were expanded to include Quincy and Peoria. To date there have been eight Mayors Summits and four High School Summits.
- Preparing monthly Strategic Plan Updates, and annual Master Plan, Performance Report, and Quad Cities Graduate Study Center Updates.
Status: In progress. *October-December 2016 Strategic Plan Updates* have been submitted to the Board and university community. The *Fiscal Year 2017 Master Plan Update* and *Performance Report* will be presented at today's Western Illinois University Board of Trustees meeting; and the Quad Cities Graduate Study Center Update will be presented in June.
- Maintaining the University's ongoing relationship with the Higher Learning Commission by:
 - Responding to requested reporting.
 - Leading the Persistence and Completion Academy.
 - Preparing a FY17 Status Report on Western Illinois University's Quality Initiative.

Status: Ongoing. There were no Commission requested reports this quarter. Institutional Progress on the Persistence and Completion Academy is part of the *Fiscal Year 2017*

Update on Western Illinois University's Quality Initiative that is presented at today's Board meeting (*Report No. 16.12/7*).

- Retaining capacity to respond to new and unforeseen challenges and opportunities at the time of writing this *Update*.
 - Status: Ongoing. Expansion of Summits to Peoria is a new opportunity since preparing the University Planning agenda for the remainder of academic year 2016-2017.

As the materials in *Update* show, University Planning activities are committed to engaging in inclusive and transparent processes. The Board and university community will continue to receive updates on all of these activities.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Report 16.12/9

Mayors' Summits Results and Principals' Summits Data

Agenda for the first four Mayors' Summits focused on shared challenges and opportunities related to Western Illinois University and our host 16-county service region. These Summits also provided occasion to collect continuous improvement data for the University and to evaluate external stakeholder interest in forming/enhancing partnerships related to regional recruitment, retention, and economic development. Results of this data will be shared in an information booklet and power point presentation made at today's Western Illinois University Board of Trustees meeting.

Agenda for the first four Principals' Summits similarly focused on shared challenges and opportunities related to student recruitment and retention in our host 16-county service region and at Western Illinois University. Because enrollment stabilization is high priority in the *2016 Strategic Plan Supplement*, the information presented at the Principals' Summits will be presented at today's Board meeting. Further follow-up with our secondary partners will also be discussed.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 16, 2016

Resolution No. 16.12/3 Release of Closed Session Meeting Minutes

Resolution:

WHEREAS pursuant to Section 5 ILCS 120/c of the Open Meetings Act, the Board of Trustees of Western Illinois University will eliminate the recordings of the minutes of October 1-2, 2015; and,

WHEREAS pursuant to Section 2.06(c) 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; and October 6, 2016, to determine whether the need for confidentiality still exists with respect to all or part of the minutes:

THEREFORE be it resolved the Board of Trustees of Western Illinois University has determined that the need for confidentiality still exists and it will review the minutes listed above again at the March 31, 2017, Board Meeting to make a final determination with regard to their release.