

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Western Illinois University
Macomb, Illinois

Agenda Topic	Page	Action
<u>March 29, 2019 – Capitol Rooms, University Union</u>		
Motion to Convene to Open Session – 8:00 a.m.		
Roll Call		
Review and Approval of December 13-14, 2018 Board Meeting Minutes	5	Action
Points of Pride		
Senior Vice President Joe Rives		
Public Comments		
Chairperson’s Remarks		
President’s Remarks		
Jack Thomas		
Assistant to the President for Governmental Relations Report		
Jeanette Malafa		
General Comments by Vice Presidents		
Mr. Billy Clow, Interim Provost and Academic Vice President		
Dr. Joe Rives, Senior Vice President for Strategic Planning and Initiatives		
Dr. Ron Williams, Vice President for Student Services		
Mr. Brad Bainter, Vice President for Advancement and Public Services		
Dr. Bill Polley, Interim Vice President for Administrative Services		
Advisory Group Reports and Comments		
Christopher Pynes – Chair, Faculty Senate – Macomb		
Rob Porter – Chair, Faculty Council – Quad Cities		
Grant Reed – President, Student Government Association – Macomb		
Jesse Ramos – President, Student Government Association – Quad Cities		
Joe Roselieb – President, Council of Administrative Personnel – Macomb & Quad Cities		
Steve Whan – Vice President, Civil Service Employees Council – Macomb & Quad Cities		

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Old Business

New Business

Next Meeting: June 13-14, 2019 – WIU-QC

Adjourn

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Review and Approval of the Meeting Minutes of:
December 14, 2018

Minutes are available for review at:

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

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/1

Election of Officers of the Board for March 29, 2019-June 30, 2019

Resolution:

WHEREAS Section 35-25 of Senate Bill 241 states:

“Members of the Board shall elect annually by secret ballot from their own number a chairman who shall preside over meetings of the Board and a secretary”; and,

WHEREAS the Board of Trustees Bylaws, Section VII.A.1., stipulates:

“The Chair, Vice Chair, and Secretary shall be elected annually by secret ballot by a majority of the voting members of the Board then serving and shall hold office until their successors are elected. Trustees who are elected to serve as the Chair, Vice Chair and Secretary may be elected to those positions for one successive term, after which an intervening term must occur before re-election to the same officer position”; and,

(History of Officers of the Board Attached)

WHEREAS the Board of Trustees at its July 25, 1997, meeting, agreed to elect officers in conjunction with the fiscal year; and the Western Illinois University fiscal year is July 1-June 30:

THEREFORE be it resolved that the persons elected at the March 29, 2019 meeting of the Board of Trustees shall serve as Officers of the Western Illinois University Board of Trustees for March 29, 2019-June 30, 2019.

**WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
HISTORY - OFFICERS OF THE BOARD**

January 1 - June 30, 1996

Chair	Gretchen Winter
Vice Chair	Lorraine Epperson
Secretary	Dexter Yarbrough

July 1, 1996 - June 30, 1997

Chair	Gretchen Winter
Vice Chair	Lorraine Epperson
Secretary	Dexter Yarbrough

July 1, 1997 - June 30, 1998

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

July 1, 1998 - June 30, 1999

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

July 1, 1999 - June 30, 2000

Chair	Lorraine Epperson
Vice Chair	C. Robert Leininger
Secretary	Dexter Yarbrough
Member At Large	Maureen Schuering

July 1, 2000 - June 30, 2001

Chair	Carolyn J. Ehlert
Vice Chair	Dexter Yarbrough (until 1/15/01; no Vice Chair 1/15/01-6/30/01)
Secretary	J. Michael Houston
Member At Large	George J. Guzzardo

July 1, 2001 - June 30, 2002

Chair	Carolyn J. Ehlert
Vice Chair	Zack Stamp
Secretary	J. Michael Houston

July 1, 2002 - June 30, 2003

Chair	Zack Stamp
Vice Chair	J. Michael Houston
Secretary	Dace Richardson

July 1, 2003 - June 30, 2004

Chair	Zack Stamp (until 1/16/04) J. Michael Houston (1/16/04-6/30/04)
Vice Chair	J. Michael Houston (until 1/16/04/04; then became Chair) Dace E. Richardson (3/5/04-6/30/04)
Secretary	Dace E. Richardson (until 3/5/04; then became Vice Chair) Trish K. Hammond (3/5/04-6/30/04)

July 1, 2004 - June 30, 2005

Chair	J. Michael Houston
Vice Chair	Dace E. Richardson
Secretary	William L. Epperly

July 1, 2005 - June 30, 2006

Chair	J. Michael Houston
Vice Chair	Dace E. Richardson (until 11/3/05; no Vice Chair 11/4/05-6/30/06)
Secretary	William L. Epperly

July 1, 2006 - June 30, 2007

Chair	William L. Epperly
Vice Chair	Steven L. Nelson
Secretary	Robert J. Cook

July 1, 2007 - June 30, 2008

Chair	William L. Epperly
Vice Chair	Steven L. Nelson
Secretary	Robert J. Cook (until 5/22/08)

July 1, 2008 - June 30, 2009

Chair	Steven L. Nelson
Vice Chair	J. Michael Houston
Secretary	Donald W. "Bill" Griffin

July 1, 2009 - June 30, 2010

Chair	Steven L. Nelson
Vice Chair	J. Michael Houston
Secretary	Donald W. "Bill" Griffin

July 1, 2010 – September 30, 2011

Chair	J. Michael Houston
Vice Chair	Carolyn Ehlert Fuller
Secretary	William L. Epperly

October 1, 2011 – October 24, 2011

Chair	Carolyn Ehlert Fuller
Vice Chair	William L. Epperly
Secretary	Steven L. Nelson

October 25, 2011 – December 16, 2011

Interim Chair	William L. Epperly
Vice Chair	Vacant
Interim Secretary	Donald W. “Bill” Griffin

December 17, 2011 – June 30, 2012

Chair	William L. Epperly
Vice Chair	J. Michael Houston
Secretary	Donald W. “Bill” Griffin

July 1, 2012 – February 24, 2013

Chair	William L. Epperly
Vice Chair	Carolyn Ehlert Fuller
Secretary	Donald W. “Bill” Griffin

February 25, 2013 – June 30, 2013

Chair	William L. Epperly
Vice Chair	Carolyn Ehlert Fuller
Acting Secretary	Cathy Early

July 1, 2013 – June 30, 2014

Chair	Cathy Early
Vice Chair	Carolyn Ehlert Fuller
Secretary	Lyneir Cole

July 1, 2014 – June 30, 2015

Chair	Cathy Early
Vice Chair	Roger Clawson
Secretary	Phil Hare

July 1, 2015 – February 20, 2016

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Secretary	Phil Hare

February 21, 2016 – March 11, 2016

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Acting Secretary	Michael Quigley

March 12, 2016 – June 30, 2016

Chair	Roger Clawson
Vice Chair	Yvonne Savala
Secretary	Michael Quigley

July 1, 2016 – June 30, 2017

Chair	Cathy Early
Vice Chair	Yvonne Savala
Secretary	Roger Clawson

July 1, 2017 – June 30, 2018

Chair	Cathy Early
Vice Chair	Steven Nelson
Secretary	Roger Clawson

July 1, 2018 – March 29, 2019

Chair	Carolyn Ehlert Fuller
Vice Chair	Yvonne Savala
Secretary	Todd Lester

WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES

March 29, 2019

Report No. 19.3/1
Report on Contributions
Vice President Brad Bainter



Interim Campaign Progress Report

July 1, 2018 - June 30, 2019

Pledges Made	Planned Gifts (FV)*	Total Pledges
\$ 1,174,058	\$ 517,400	\$ 1,691,458
Cash Gifts	Gifts-in- Kind	Total Receipts
\$ 3,557,572	\$ 46,973	\$ 3,604,545

	Overall Total	Goal	% to Goal
FY2019	\$ 5,296,003	\$ 8,000,000	66.2%

*Discounted Present Value for
the 4 planned gift pledge(s): \$ 253,060

Deferred gift pledges not included in totals: \$ 300,000

Outside scholarships not included in report: \$ 1,060,212

PURPOSE: Record of fiscal year goals and progress

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

NOTES: Cash Gifts do not include pledge payments.

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

Printed on 2019-03-06



Interim Campaign Progress Report

July 1, 2018 - June 30, 2019

COLLEGE/UNIT	PLEDGES	GIFTS	GIFTS- IN-KIND	PLANNED GIFTS	FISCAL YEAR TOTAL
CAS	44,706	490,413	75	517,400	1,052,594
CBT	59,666	268,511	693	0	328,870
COEHS	95,238	196,808	150	0	292,196
COFAC	40,775	145,970	4,071	0	190,816
LIBRARY	5,379	9,584	2,006	0	16,969
HONORS	2,880	58,030	219	0	61,129
INTL STUDIES	145	225	0	0	370
STUDENT SERVICES	14,128	363,641	927	0	378,696
QC	18,366	572,117	0	0	590,483
WQPT	230,950	651,443	8,292	0	890,685
ATHLETICS	489,720	82,545	29,289	0	601,554
ALUMNI	4,231	11,269	0	0	15,499
BGS	3,672	17,624	0	0	21,296
TRI-STATES RADIO	125,411	262,764	0	0	388,175
PFA	5,555	1,210	0	0	6,765
UNIV SCHOLARSHIPS	21,364	252,924	1,008	0	275,296
OTHER	11,872	172,494	244	0	184,610
UNIVERSITY TOTALS:	1,174,058	3,557,572	46,973	517,400	5,296,003

Outside scholarships not included in report: \$ 1,060,212

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 2019-03-06



WESTERN
ILLINOIS
UNIVERSITY

Significant Donors Report

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

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
ADLER THEATRE	0	0	0	0	0	0	4,000	0	0	0	0	5,789	9,789
CARMEN J AGOYO SILVA	25	0	0	0	0	25	0	50	0	0	0	0	50
AMERICAN ONLINE GIVING FOUNDATION	840	0	0	0	0	840	5,580	840	0	0	0	0	6,420
PAUL ANAST	0	0	0	0	0	0	5,500	0	0	0	0	0	5,500
ANONYMOUS	961	0	0	0	0	961	8,150	961	0	0	0	0	9,111
ANONYMOUS	0	0	0	0	0	0	0	10,000	0	0	0	0	10,000
ANONYMOUS	750	0	0	0	0	750	0	750	0	0	0	0	750
BRAD BANTER	10,290	0	0	0	0	10,290	153	10,290	0	0	0	0	10,443
ANN BAISE	0	0	0	0	0	0	0	0	0	0	0	0	0
GARY BAISE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
LARRY BALSAMO	0	0	0	0	0	0	3,250	0	0	0	0	0	3,250
BASF CORPORATION	0	0	0	0	0	0	14,350	0	0	0	0	0	14,350
BOB BAUMANN	800	0	0	0	0	800	4,000	800	0	0	0	688	5,488
PEGGY BECKMAN	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
DENNIS BOWMAN	0	0	0	0	0	0	850	5,000	0	0	0	0	5,850
GINNY BOYNTON	9,130	0	0	0	0	9,130	740	9,528	0	0	0	0	10,268
SCOTT BROUETTE	10,500	0	0	0	0	10,500	0	10,500	0	0	0	0	10,500
CHARLENE CALLISON	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
GAYLE CARPER	0	0	0	0	0	0	500	0	0	0	0	0	500
TOM CARPER	0	0	0	0	0	0	1,695	0	0	0	0	3,900	5,595
GREG CHAPMAN	28,000	0	0	0	0	28,000	0	11,000	0	0	0	0	11,000
CHERIE CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
ERIC CLARK	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
COBANK	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERNIE CODILIS	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
PAMELA CODILIS	0	0	0	0	0	0	0	0	0	0	0	0	0
COMPEER FINANCIAL	0	0	0	0	0	0	9,600	0	0	0	0	0	9,600
DON DEXTER	0	0	0	0	0	0	0	1,000	0	0	0	10,900	11,900

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
MARIAH DI GRINO	0	0	0	0	0	0	0	7,000	0	0	0	0	7,000
DORIS & VICTOR DAY FOUNDATION	45,000	0	0	0	0	45,000	500	45,000	0	0	0	0	45,500
DOW AGROSCIENCES LLC	0	0	0	0	0	0	11,250	0	0	0	0	0	11,250
GINGER DYKSTRA	0	0	0	0	0	0	4,075	8,000	0	0	0	0	12,075
EDWARD JONES	6,020	0	0	0	0	6,020	589	9,080	0	0	0	0	9,669
GAY ELFLINE	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
ERIC GLEACHER FOUNDATION	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
ANN ERNST	0	0	0	0	0	0	0	0	0	0	0	0	0
JERRY ERNST	0	300,000	0	0	0	300,000	15,000	0	0	0	0	0	15,000
SUE MARTINELLI-FERNANDEZ	8,636	0	0	0	0	8,636	540	8,636	0	0	0	0	9,176
FIDELITY CHARITABLE GIFT FUND	5,250	0	0	0	0	5,250	69,161	5,250	0	0	0	0	74,411
FIGGE ART MUSEUM	0	0	0	0	0	0	0	0	0	0	0	7,028	7,028
FMC CORPORATION-AGRICULTURAL PRODUCTS GROUP	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
FRATERNAL ORDER OF POLICE	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
JOHN GARVEY	0	0	0	0	0	0	0	6,250	0	0	0	0	6,250
SARAH GARVEY	0	0	0	0	0	0	0	6,250	0	0	0	0	6,250
CHUCK GILBERT	8,080	0	0	0	0	8,080	400	8,080	0	0	0	0	8,480
KAREN IHRIG-GILBERT	0	0	0	0	0	0	200	0	0	0	0	0	200
GOLDSTEIN FAMILY FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
RICHARD GORDON	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
GRANT W. AND VIRGINIA M. BRISSMAN FOUNDATION	0	0	0	0	0	0	25,000	0	0	0	0	0	25,000
GEORGE GRICE	39,000	0	0	0	0	39,000	0	39,000	0	0	0	0	39,000
RICH GUERINE	0	0	0	0	0	0	12,500	0	0	0	0	0	12,500
CLIFF HAKA	0	258,700	0	0	0	258,700	0	0	0	0	0	0	0
SUE HAKA	0	258,700	0	0	0	258,700	0	0	0	0	0	0	0
KAREN HAMMOND	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM HANSEN	3,000	0	0	0	0	3,000	0	8,000	0	0	0	0	8,000
RACHEL HANSEN	0	0	0	0	0	0	0	0	0	0	0	0	0
ARLENE HARHEN	0	0	0	0	0	0	0	0	0	10,000	0	0	10,000
YASSMINDA HARTS	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
KEN HAWKINSON	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000

Name	Pledges Made	Planned Gifts Made	Planned Gifts PV	GIK Pledge	Non-Deductible GIK Pledge	Total Pledges	Cash Gifts	Pledges Paid	Planned Gifts Paid	Planned Gifts Cash	GIK Pledge Paid	Non-Deductible GIK Paid	Total Receipts
MOLLY HOLMES	0	0	0	0	0	0	28,000	0	0	0	0	0	28,000
ED HOLZWARTH	0	0	0	0	0	0	50	0	0	0	0	0	50
SUE HOLZWARTH	6,050	0	0	0	0	6,050	270	6,050	0	0	0	0	6,320
MOLLY HOMER	0	0	0	0	0	0	6,700	0	0	0	0	0	6,700
HUBBELL-WATERMAN FOUNDATION	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
HUNT AND DIANE HARRIS FOUNDATION	0	0	0	0	0	0	50,000	0	0	0	0	0	50,000
IH MISSISSIPPI VALLEY CREDIT UNION	15,000	0	0	0	0	15,000	7,500	5,000	0	0	0	0	12,500
ILLINOIS CORN MARKETING BOARD	0	0	0	0	0	0	17,000	0	0	0	0	0	17,000
MONICA IVERSON	0	0	0	0	0	0	0	0	0	0	0	0	0
RICK IVERSON	1,100	0	0	0	0	1,100	11,600	1,100	0	0	0	0	12,700
JOHN DEERE CLASSIC	0	0	0	0	0	0	64,483	0	0	0	0	120	64,603
JOHN F BLAUVELT GEOGRAPHY FUND	0	0	0	0	0	0	232,000	0	0	0	0	0	232,000
GARRY JOHNSON	7,275	0	0	0	0	7,275	3,863	7,275	0	0	0	0	11,138
JOYCE JUHL	0	0	0	0	0	0	0	0	10,585	13,260	0	0	23,845
STEPHEN JULSTROM	0	0	0	0	0	0	21,000	0	0	0	0	0	21,000
SARAH KARLOWICZ	0	0	0	0	0	0	5,100	0	0	0	0	0	5,100
KAY KENNEDY	0	0	0	0	0	0	0	0	0	35,441	0	0	35,441
JUDY KERR	0	0	0	0	0	0	100	0	0	0	0	0	100
MEL KERR	5,000	0	0	0	0	5,000	0	5,000	0	0	0	0	5,000
DELANO KRUZAN	0	0	0	0	0	0	5,180	0	0	0	0	0	5,180
LAND O'LAKES, INC.	0	0	0	0	0	0	6,400	0	0	0	0	0	6,400
JACK LAVERDIERE	0	0	0	0	0	0	0	0	0	0	0	11,000	11,000
NANCY LAVERDIERE	435	0	0	0	0	435	1,430	435	0	0	0	0	1,865
DAN LIEHR	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
MIKE LITWIN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JEFF LORBER	4,500	0	0	0	0	4,500	110	1,700	0	0	0	0	1,810
SANDY LORBER	3,500	0	0	0	0	3,500	0	700	0	0	0	0	700
LOWELL N JOHNSON CHARITABLE FOUNDATION	0	0	0	0	0	0	67,500	0	0	0	0	0	67,500
BILL MAAKESTAD	0	0	0	0	0	0	1,450	2,500	0	0	0	0	3,950
MARGUERITE CASEY FOUNDATION	0	0	0	0	0	0	20,000	0	0	0	0	0	20,000
MARY OLIVE WOODS TRUST	0	0	0	0	0	0	29,426	0	0	0	0	0	29,426

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
JAN MATHERS	0	0	0	0	0	0	0	0	0	0	0	0	0
RICH MATHERS	100	0	0	0	0	100	5,200	100	0	0	0	0	5,300
GEORGE MAVIGLIANO	0	0	0	0	0	0	1,000	5,000	0	0	0	0	6,000
RENEE MAVIGLIANO	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
CLAUDIA MC CAIN	0	0	0	0	0	0	1,000	0	0	0	0	0	1,000
JIM MC CAIN	0	0	0	0	0	0	5,615	0	0	0	0	0	5,615
JODY MC CAMEY	0	0	0	0	0	0	0	33,000	0	0	0	0	33,000
VELMA MC CAMEY	0	0	0	0	0	0	0	26,000	0	0	0	0	26,000
JOHN MEIXNER	8,712	0	0	0	0	8,712	11	2,904	0	0	0	138	3,053
TOM NARDI	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
CRAIG NEADER	6,000	0	0	0	0	6,000	0	6,000	0	0	0	0	6,000
KATE NELSON	0	0	0	0	0	0	9,826	0	0	0	0	0	9,826
JOYCE NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
JIM NIELSEN	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
SHEILA NOLLEN	0	0	0	0	0	0	5,810	0	0	0	0	0	5,810
DEBRA OHLIN	0	0	0	0	0	0	0	0	0	0	0	0	0
ED OHLIN	2,000	0	0	0	0	2,000	4,000	2,000	0	0	0	0	6,000
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
NICHOLAS PANO	1,000	0	0	0	0	1,000	5,000	1,000	0	0	0	0	6,000
PARR INSTRUMENT CO	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
RON PETERSON	2,335	0	0	0	0	2,335	2,199	3,135	0	0	0	0	5,334
QUAD CITIES COMMUNITY FOUNDATION	0	0	0	0	0	0	256,750	0	0	0	0	0	256,750
PHYLLIS QUENSEL	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
RADISH MAGAZINE	0	0	0	0	0	0	0	0	0	0	0	7,740	7,740
REFRESHMENT SERVICES PEPSI	0	0	0	0	0	0	0	5,000	0	0	282	0	5,282
REGIONAL DEVELOPMENT AUTHORITY	0	0	0	0	0	0	0	50,000	0	0	0	0	50,000
REGIONAL OFFICE OF EDUCATION # 26	0	0	0	0	0	0	6,500	0	0	0	0	0	6,500
ALENE REUSCHEL	1,000	0	0	0	0	1,000	1,100	4,000	0	0	0	0	5,100
PAUL REUSCHEL	0	0	0	0	0	0	0	3,000	0	0	0	0	3,000
RUTH RICHERT	0	0	0	0	0	0	25,300	0	0	0	0	0	25,300
JOE RIVES	20,580	0	0	0	0	20,580	25,225	20,580	0	0	0	0	45,805

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
ROY J CARVER CHARITABLE TRUST	0	0	0	0	0	0	494,917	0	0	0	0	0	494,917
SARAH KNIGHT MEMORIAL	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
DEBORAH SCHWIEBERT	5,250	0	0	0	0	5,250	0	2,750	0	0	0	0	2,750
MARK SCHWIEBERT	5,250	0	0	0	0	5,250	500	2,750	0	0	0	0	3,250
SHIVE-HATTERY ARCHITECTURE + ENGINEERING	6,000	0	0	0	0	6,000	0	2,000	0	0	0	0	2,000
SHOEMATE FOUNDATION	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
SIPCAM AGRO USA INC	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
SODEXO INC & AFFILIATES	0	0	0	0	0	0	339,686	0	0	0	0	0	339,686
AMY SPELMAN	5,090	0	0	0	0	5,090	30	5,090	0	0	0	0	5,120
MIKE STAHL	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
PAT STAHL	0	0	0	0	0	0	0	0	0	0	0	0	0
STC INVESTMENTS	0	0	0	0	0	0	100	0	0	0	0	15,630	15,730
FRANK STOUT	7,000	0	0	0	0	7,000	0	7,000	0	0	0	0	7,000
PENNY STOUT	0	0	0	0	0	0	0	0	0	0	0	0	0
STRONGHURST LLC	0	0	0	0	0	0	0	25,000	0	0	0	0	25,000
SUMMIT LEAGUE	250,000	0	0	0	0	250,000	0	250,000	0	0	0	0	250,000
SYNGENTA CROP PROTECTION LLC	0	0	0	0	0	0	6,000	0	0	0	0	0	6,000
JOHN TANNEY	5,000	0	0	0	0	5,000	500	5,000	0	0	0	0	5,500
CARMELITA TEETER	0	0	0	0	0	0	3,000	0	0	0	0	0	3,000
NORM TEETER	0	0	0	0	0	0	15,000	0	0	0	0	0	15,000
THE LAW CENTRE	0	0	0	0	0	0	5,000	0	0	0	0	0	5,000
THE MOLINE FOUNDATION	100,000	0	0	0	0	100,000	0	100,000	0	0	0	0	100,000
JACK THOMAS	6,040	0	0	0	0	6,040	0	6,040	0	0	0	0	6,040
LINDA THOMAS	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDREY THOMPSON	0	0	0	0	0	0	0	0	0	0	0	0	0
RONALD THOMPSON	8,786	0	0	0	0	8,786	0	6,286	0	0	0	0	6,286
DIANE TICHENOR	3,300	0	0	0	0	3,300	3,100	3,300	0	0	0	0	6,400
LEE TICHENOR	0	0	0	0	0	0	70	0	0	0	0	0	70
TRACY FAMILY FOUNDATION	0	0	0	0	0	0	76,000	0	0	0	0	0	76,000
BETH TRIPLETT	0	0	0	0	0	0	0	5,000	0	0	0	0	5,000
UNIVERSITY OF ILLINOIS	0	0	0	0	0	0	8,187	0	0	0	0	0	8,187

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
US BANK FOUNDATION	0	0	0	0	0	0	8,000	0	0	0	0	0	8,000
RON WALKER	15,235	0	0	0	0	15,235	125	3,235	0	0	0	0	3,360
ANITA WERLING	0	0	0	0	0	0	0	0	0	0	0	0	0
DENNIS WERLING	3,600	0	0	0	0	3,600	3,700	3,600	0	0	0	0	7,300
WESLEY UNITED METHODIST CHURCH	0	0	0	0	0	0	45,313	0	0	0	0	0	45,313
WEST CENTRAL DISTRIBUTION	0	0	0	0	0	0	10,875	0	0	0	0	0	10,875
WEST CENTRAL FS INC	0	0	0	0	0	0	6,700	0	0	0	0	0	6,700
WESTEN INVESTMENTS INC	0	0	0	0	0	0	2,200	0	0	0	0	8,100	10,300
WETA	0	0	0	0	0	0	10,000	0	0	0	0	0	10,000
WAYNE WHIPPS	6,750	0	0	0	0	6,750	500	6,750	0	0	0	0	7,250
WILLIAM H NOBLE ESTATE	0	0	0	0	0	0	119,696	0	0	0	0	0	119,696
JULIA WINKLEPLECK	0	0	0	0	0	0	11,000	0	0	0	0	0	11,000
MARGARET WONG	0	0	0	0	0	0	0	34,000	0	0	0	0	34,000
GREGG WOODRUFF	5,502	0	0	0	0	5,502	200	5,502	0	0	153	0	5,854
DAN YODER	0	0	0	0	0	0	0	17,900	0	0	0	0	17,900
SHERYL YODER	0	0	0	0	0	0	0	0	0	0	0	0	0
LANCE YOUNG	8,000	0	0	0	0	8,000	0	2,000	0	0	0	0	2,000
YOURCAUSE	600	0	0	0	0	600	8,829	600	0	0	0	0	9,429
JAMES ZWIENER	10,080	0	0	0	0	10,080	100	2,520	0	0	0	0	2,620

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

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

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

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

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

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

Printed on 2019-03-06



Annual Fund Report July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	227	25,326	112	15,502	71,141	75	0	86,718
CBT	324	38,616	119	24,250	84,387	693	0	109,330
COEHS	188	22,430	119	14,195	101,531	150	0	115,876
COFAC	116	22,650	195	11,884	70,802	4,071	0	86,757
ALUMNI	6	653	109	537	8,529	0	0	9,066
INTL STUDIES	2	145	73	90	225	0	0	315
LIBRARY	12	5,379	448	4,271	9,584	2,006	0	15,861
HONORS	5	1,350	270	1,020	8,030	219	0	9,269
QC	13	3,366	259	2,482	10,200	0	0	12,682
ATHLETICS	816	238,320	292	235,632	60,895	29,289	0	325,816
STUDENT SERVICES	25	4,778	191	3,007	11,280	827	0	15,113
BGS	86	3,672	43	2,062	5,524	0	0	7,586
TRI-STATES RADIO	531	125,411	236	76,968	260,764	0	0	337,732
WQPT	370	230,950	624	82,834	656,383	8,292	0	747,509
PFA	144	5,555	39	2,280	1,210	0	0	3,490
SCHOLARSHIPS	238	20,721	87	17,480	66,892	1,008	0	85,380
OTHER	69	7,059	102	4,245	108,153	244	0	112,642
Total	3,172	756,382	238	498,738	1,535,531	46,873	0	2,081,141

****Total Annual Fund: \$2,338,786**

Above Pledge totals include:

Leatherneck Club	\$ 236,291
Library Atrium Society	\$ 5,379
Performing Arts Society	\$ 8,798

Above Receipt totals include:

Leatherneck Club	\$ 252,511
Library Atrium Society	\$ 10,725
Performing Arts Society	\$ 30,138

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 2019-03-06



Phonathon Report

July 1, 2018 - June 30, 2019

COLLEGE/UNIT	# OF PLEDGES	TOTAL PLEDGES	AVERAGE PLEDGE	PLEDGES PAID	CASH	GIK	GIK PAID	*TOTAL GIFTS
CAS	206	14,733	72	8,460	0	0	0	8,460
CBT	274	18,040	66	9,915	50	0	0	9,965
COEHS	169	7,185	43	3,710	0	0	0	3,710
COFAC	77	3,660	48	1,540	0	0	0	1,540
ALUMNI	2	300	150	300	0	0	0	300
INTL STUDIES	1	25	25	0	0	0	0	0
LIBRARY	4	100	25	75	0	0	0	75
HONORS	0	0	0	0	0	0	0	0
QC	0	0	0	0	0	0	0	0
ATHLETICS	56	5,900	105	4,640	0	0	0	4,640
STUDENT SERVICES	13	925	71	300	0	0	0	300
BGS	85	3,570	42	1,985	0	0	0	1,985
TRI-STATES RADIO	2	50	25	25	0	0	0	25
WQPT	1	100	100	0	0	0	0	0
PFA	144	5,555	39	2,280	0	0	0	2,280
SCHOLARSHIPS	211	15,687	74	13,007	695	0	0	13,702
OTHER	45	1,930	43	435	0	0	0	435
Total	1,290	77,760	60	46,672	745	0	0	47,417

****Total Phonathon: \$78,505**

Above Pledge totals include:

Leatherneck Club \$ 5,875
 Library Atrium Society \$ 100

Above Receipt totals include:

Leatherneck Club \$ 4,640
 Library Atrium Society \$ 75

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 2019-03-06

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report No. 19.3/2

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

Vendor	Type of Purchase	Annual Amount <small>(unless otherwise noted)</small>	Number of Bids
Nick Dickau: Thomson, IL	Assist in tagging and removal of Asian Carp from the Mississippi River (maximum 29 weeks @ \$3700/week)	\$107,300	Exempt (Grant)
Tinius Olsen TMC; Horsham, PA	Materials testing machine and torsion testing machine for QC School of Engineering per Roy J Carver Charitable Trust grant.	\$124,495.06	Exempt (Foundation)
Shawn R. Price (dba Price Fisheries) Fulton, IL	Assist in tagging and removal of Asian Carp from the Mississippi River (maximum 28 weeks @ \$5100/week)	\$142,800	Exempt (Grant)
Rice Electronics LP; Houston, TX	Doppler radar for Earth, Atmospheric, and Geographic Information Sciences	\$232,000	Exempt (Foundation)

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

Vendor	Type of Purchase	Annual Amount (unless otherwise noted)	Number of Bids
Davis & Campbell LLC; Peoria, IL	Legal services and guidance in regards to labor and employment issues, and other legal services as needed for the period of March 2019 through March 2024. (five one-year renewal options available)	\$475,000/5-yr (estimated \$95,000/yr)	P&A RFP (5 responsive proposals)

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

Vendor	Type of Purchase	Annual Amount (unless otherwise noted)	Number of Bids
None			

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report No. 19. 3/3 Annual Debt Compliance and Management Report

Pursuant to its responsibilities as set forth in the Debt Compliance and Management Policy (the “*Policy*”) adopted by Western Illinois University (“*WIU*”), on June 12, 2015, the Compliance Committee has conducted the annual review required by the Policy and has prepared this report to determine whether Debt (as defined in the Policy) complies with covenants and other ongoing requirements applicable to each issue of Debt. The following sets forth a summary demonstrating WIU’s compliance with such covenants and requirements.

RECORDS

The Compliance Committee has all of the records required under the Policy.

TAX COMPLIANCE

(a) *Arbitrage Rebate Liability*. At this time, the Board does not have any rebate liability to the U.S. Treasury.

(b) *Contract Review*. The Compliance Committee has reviewed copies of all contracts and agreements of the Board, including any leases, with respect to the use of any property owned by WIU and acquired, constructed or otherwise financed or refinanced with the proceeds of the Debt and other records. At this time, each issue of the Debt complies with the Federal tax requirements applicable to such issue, including restrictions on private business use and private loans.

(c) *IRS Examinations or Inquiries*. The Internal Revenue Service (the “*IRS*”) has not commenced an examination of any issue of the Debt. The IRS has not requested a response to a compliance check, questionnaire or other inquiry.

CONTINUING DISCLOSURE

(a) The Compliance Committee has reviewed the agreements of the Board with respect to each issue of Debt to determine whether the Annual Financial Information and Audited Financial Statements were filed in a timely manner. All such information was filed within the times required by all Undertakings.

(b) The Compliance Committee has conducted a review of all Reportable Event Disclosures made this year. There were no reportable events in the last year.

OTHER COVENANTS AND REQUIREMENTS

All issues of Debt are in compliance with all other covenants and other ongoing requirements applicable to each such issue under the related Debt documents. Based upon the foregoing, the Compliance Committee believes that no further action is necessary at this time.

RECOMMENDATIONS RE: EFFECTIVENESS OF THE POLICY; OTHER MATTERS

The Compliance Committee has consulted with other WIU staff, counsel, the Municipal Advisor and other professionals in order to evaluate the effectiveness of the Policy and compliance. The Compliance Committee has no recommendations for change in the Policy.

Members of the Compliance Committee:

William Polley: Interim Vice President for Administrative Services & Compliance Officer

Cheryl Webster: Assistant Comptroller, Business Services

Ketra Russell: Assistant Director of Residential Facilities

Jessica Dunn: Assistant Comptroller, Business Services

Letisha Trepac: Budget Director

James McNulty: Financial Advisor, Blue Rose Capital Advisors

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/2 Authorization to Use Auxiliary Facilities System Repair & Replacement Reserve for Debt Service

Resolution:

WHEREAS the Board of Trustees has several outstanding issues of System Revenue Bonds (the “Bonds”) issued under the authority of the Western Illinois University Revenue Bond Law, 110 ILCS 691/36- 1 et seq.; and,

WHEREAS the Board of Governors created the Auxiliary Facilities System (the “System”) by adopting the Bond Resolution on December 5, 1985, as supplemented and amended (the “Bond Resolution”); and,

WHEREAS the Revenue Fund is used for operating expenditures of the System and for transfers to the Bond and Interest Sinking Fund Account to pay debt service; and,

WHEREAS funds in the Revenue Fund are projected to be insufficient to pay all debt service and operating expenditures through the end of the current fiscal year; and,

WHEREAS the Bond Resolution, Section 13(d) allows the funds so credited to the Repair and Replacement Reserve Account to be transferred to the Bond and Interest Sinking Fund Account; and,

WHEREAS funds in the Repair and Replacement Reserve Account are sufficient to make such transfer,

THEREFORE be it resolved that the Board of Trustees of Western Illinois University authorizes the System to make transfers from the Repair and Replacement Reserve Account to the Bond and Interest Sinking Fund Account necessary to prevent deficiencies in the Revenue Fund through June 30, 2020.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/4 Fiscal Year 2019 Performance Report

Executive Summary

The Western Illinois University Board of Trustees approved implementation of *Higher Values in Higher Education 2017-2027*, with the Vision Statement “Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities” in June 2018. *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. The Spring 2019 presentations to the University community are scheduled for April 15-16, 2019. Reports and presentations made to in previous years are available for review 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 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.

FISCAL YEAR 2019 PERFORMANCE REPORT

This *Report* compares institutional performance on *Strategic Plan* goals and priorities over time and to Western Illinois University benchmark institutions, available at www.wiu.edu/IRP/resources.php. The University’s most current performance (fall 2018 or Fiscal Year (FY) 2019) is reported on a longitudinal basis.

A 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 2017-2027*.

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 2017 or FY18) 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

Table 1 shows that Western Illinois University remains a *U.S. News and World Report* “Top Midwestern Public Regional University” for the 15th consecutive year. Western fell from 9th place in the fall 2017 rankings to 10th place in the fall 2018 rankings. This decline in rankings may be due to the State’s historic and unprecedented statewide budget impasse and the resultant “crisis of confidence” that occurred during FYs 16-17.

Table 1
Top 15 Fall 2018 Midwestern Public Universities
Ranked by U.S. News and World Report

1. Truman State University	9. University of Illinois-Springfield
2. University of Northern Iowa	10. University of Nebraska-Kearney
3. Grand Valley State University	10. Western Illinois University
4. University of Wisconsin-La Crosse	12. University of Wisconsin-Stevens Point
5. Eastern Illinois University	12. University of Wisconsin-Whitewater
5. University of Michigan-Dearborn	14. Southern Illinois University-Edwardsville
5. University of Wisconsin-Eau Claire	14. Winona State University
8. University of Minnesota-Duluth	16. University of Wisconsin-Stout

Tables 2-7 provide trend data in student recruitment. Since implementation of *Higher Values in Higher Education 2017-2027*, the University has a smaller total enrollment, with an enrollment profile that has more distance learners, and is more economically diverse. New freshmen cohorts have improving average ACT scores and high school percentile ranks.

Data from Tables 2-7 also compare 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) at the statewide average for Illinois public universities.

Table 2 shows a decline in total university enrollment. Both campuses experienced decreases in on-campus enrollment, partially offset by increases in off-campus enrollment. The Higher Learning Commission, Western Illinois University’s regional accrediting agency, defines distance education or what the University terms as off-campus enrollment as enrollment in online, hybrid, streaming sections, or at a WIU off-campus location (e.g., Farmington, Illinois).

The table below displayed unduplicated student headcount enrollment. Students are placed in the category by majority of their registered semester credit hours. The University experienced increases between fall 2017-2018 in total off-campus enrollment (occurring at both campuses), new freshmen and transfer student enrollments and show-rates at the Quad Cities campus.

Table 2
Total Enrollment with New Freshmen and Transfer Applications, Acceptances, and Show-Rates
Fall 2014 through Fall 2018

	Fall					One-Year Change	
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017*</u>	<u>2018</u>	<u>Number</u>	<u>Percent</u>
Total University Enrollment	<u>11,458</u>	<u>11,094</u>	<u>10,373</u>	<u>9,441</u>	<u>8,502</u>	<u>(939)</u>	<u>(9.9%)</u>
On-Campus	10,418	9,834	9,083	8,166	7,088	(1,078)	(13.2%)
Off-Campus	1,040	1,260	1,290	1,275	1,414	139	10.9%
Macomb Enrollment	<u>9,935</u>	<u>9,563</u>	<u>8,943</u>	<u>8,109</u>	<u>7,235</u>	<u>(874)</u>	<u>(10.8%)</u>
On-Campus	9,220	8,694	8,107	7,272	6,296	(976)	(13.4%)
Off-Campus	715	869	836	837	939	102	12.2%
Quad Cities Enrollment	<u>1,523</u>	<u>1,531</u>	<u>1,430</u>	<u>1,332</u>	<u>1,267</u>	<u>(65)</u>	<u>(4.9%)</u>
On-Campus	1,198	1,140	976	894	792	(102)	(11.4%)
Off-Campus	325	391	454	438	475	37	8.4%

	Fall					One-Year Change	
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017*</u>	<u>2018</u>	<u>Number</u>	<u>Percent</u>
New Freshmen-Macomb							
Applied	10,347	10,667	9,650	9,410	8,879	(531)	(5.6%)
Accepted	6,093	6,463	5,839	5,692	5,247	(445)	(7.8%)
Enrolled	1,563	1,506	1,490	1,175	901	(274)	(23.3%)
Show Rate (Enrolled/Accepted)	25.7%	23.3%	25.5%	20.6%	17.2%	--	(3.4%)
New Freshmen-Quad Cities							
Applied	324	210	543	357	272	(85)	(23.8%)
Accepted	94	71	222	165	132	(33)	(20.0%)
Enrolled	42	29	37	31	33	2	6.5%
Show Rate (Enrolled/Accepted)	44.7%	40.8%	16.7%	18.8%	25.0%	--	6.2%
New Transfers-Macomb							
Applied	2,190	2,060	1,921	1,606	1,401	(205)	(12.8%)
Accepted	1,541	1,406	1,317	1,075	961	(114)	(10.6%)
Enrolled	985	867	791	658	585	(73)	(11.1%)
Show Rate (Enrolled/Accepted)	63.9%	61.7%	60.1%	61.2%	60.9%	--	(0.3%)
New Transfers-Quad Cities							
Applied	456	439	404	336	312	(24)	(7.1%)
Accepted	346	330	269	237	243	6	2.5%
Enrolled	228	238	177	165	185	20	12.1%
Show Rate (Enrolled/Accepted)	65.9%	72.1%	65.8%	69.6%	76.1%	--	6.5%

Table 3 shows that the University is below the average show-rates (ratio of enrolled/accepted) for new freshmen when compared to Illinois public universities and Macomb Campus peers. With regard to transfer student show-rates, the Macomb campus ranks 11th among 16 peers and the Quad Cities ranks first among nine peer institutions for the second consecutive year. Fall 2019 and beyond recruitment efforts will focus on bringing current and prospective applicants to campus before the initial term of enrollment. Data from the Admissions Office shows that the University has a 20% yield rate (enrolled/applied). However, that rate for fall 2017 increased to 50% for students who applied and visited the University prior to fall enrollment.

Table 3
New Freshmen and Transfer Student Show Rates
Fall 2017

Illinois Public University Subset	WIU	<u>Low</u>	<u>Average</u>	<u>High</u>
New Freshmen Show Rate	20.6%	18.5%	24.7%	32.4%
New Transfers Show Rate	62.7%	62.7%	67.3%	77.7%
All Illinois Public Universities				
New Freshmen Show Rate	20.6%	12.9%	23.8%	35.5%
New Transfers Show Rate	62.7%	56.1%	64.5%	77.7%

WIU transfer data in the above table is for entire university.

New Freshmen		New Transfers Macomb Benchmarks		New Transfers Quad Cities Benchmarks	
Wisconsin-Stevens Point	50.5%	Central Missouri	81.3%	Western Illinois-Quad Cities	69.6%
Wisconsin-La Crosse	44.0%	Eastern Illinois	77.7%	University of Illinois-Springfield	68.9%
Central Missouri	42.5%	Wisconsin-Stevens Point	76.6%	Indiana University-East	62.5%
Wisconsin-Whitewater	42.4%	Nebraska-Kearney	73.8%	Montana Tech University	61.6%
Northern Iowa	41.3%	Northern Iowa	72.9%	Indiana University-Kokomo	61.0%
Truman State	37.4%	Wisconsin-Whitewater	69.3%	Auburn University-Montgomery	56.1%
Appalachian State	33.6%	Wisconsin-La Crosse	65.9%	Texas-Permian Basin	55.7%
SIU-Edwardsville	32.0%	Appalachian State	65.7%	Saint Ambrose	47.9%
Montclair State	31.9%	Truman State	64.8%	Augustana	40.3%
James Madison	29.4%	SIU-Edwardsville	63.0%	Louisiana State-Shreveport	N/A
Grand Valley State	29.1%	Western Illinois	61.2%	Pennsylvania State-Harrisburg	N/A
Central Washington	28.8%	Central Washington	60.5%		
Western Illinois	20.6%	Grand Valley State	60.5%		
Nebraska-Kearney	18.7%	Montclair State	60.5%		
Eastern Illinois	18.5%	James Madison	59.7%		
William Paterson	18.0%	William Paterson	51.9%		

Table 4 shows decreases in minority student (Macomb campus) and international student enrollment (both campuses) as a percent of total enrollment. Similar declines have been experienced throughout the Midwest.

In contrast, Pell grant enrollment as a percent of total undergraduate enrollment is up on both campuses. Serving students with the highest percentage of financial need reinforces the importance of conservative, mission-driven fiscal management. Current and prospective Western Illinois University students and their families are cost-sensitive.

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 2014 through Preliminary Fall 2018*

	Fall				
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017*</u>	<u>2018</u>
<u>Macomb Total Enrollment</u>	<u>9,935</u>	<u>9,563</u>	<u>8,943</u>	<u>8,109</u>	<u>7,235</u>
Percent Minority Students	31.3%	32.7%	34.1%	37.5%	36.4%
Percent International Students	5.2%	5.3%	5.4%	5.4%	5.1%
<u>Macomb Undergraduate Enrollment</u>	<u>8,623</u>	<u>8,121</u>	<u>7,628</u>	<u>6,781</u>	<u>5,957</u>
Pell Grant Recipients	44.0%	46.7%	45.2%	48.7%	53.1%
<u>Quad Cities Total Enrollment</u>	<u>1,523</u>	<u>1,531</u>	<u>1,430</u>	<u>1,332</u>	<u>1,267</u>
Percent Minority Students	16.5%	18.1%	17.9%	19.2%	21.1%
Percent International Students	0.8%	0.8%	0.6%	0.8%	0.6%
<u>Quad Cities Undergraduate Enrollment</u>	<u>1,002</u>	<u>1,020</u>	<u>915</u>	<u>818</u>	<u>797</u>
Pell Grant Recipients	29.9%	31.1%	30.3%	31.7%	40.7%

External comparisons show that 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 5 shows that the University's Diversity Index (the probability that students from different racial/ethnic backgrounds will interact on a daily basis) is at the statewide average for all Illinois public universities. WIU ranks first among the subset of Illinois public institutions for diversity. The Macomb campus is 3rd among its peers and the Quad Cities campus improved by one place and is 6th in its peer group comparison.

Table 5
 US News & World Report's Diversity Index
 Fall 2018

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	.56	.41	.48	.56
All Illinois Public Universities	.56	.41	.56	.72

Macomb-Benchmarks		Quad Cities-Benchmarks	
William Patterson University	.69	Texas-Permian Basin	.58
Montclair State	.66	Auburn Montgomery	.57
Western Illinois	.56	Penn State-Harrisburg	.55
Central Washington	.52	Louisiana State-Shreveport	.51
Eastern Illinois	.51	Illinois-Springfield	.48
James Madison	.50	Western Illinois-Quad Cities	.34
Southern Illinois-Edwardsville	.41	Augustana	.33
Central Missouri	.34	Saint Ambrose	.31
Grand Valley State	.30	Indiana-Kokomo	.26
Nebraska-Kearney	.30	Indiana-East	.25
Wisconsin-Whitewater	.30	Montana Technological	.12
Appalachian State	.28		
Wisconsin-Stevens Point	.22		
Northern Iowa	.20		
Wisconsin-La Crosse	.17		

Truman State's data is not available for this ranking.

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

Table 6
ACT Score and High School Rank Information
Western Illinois University New Freshmen
Fall 2014 through Fall 2018

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017*</u>	<u>2018</u>
Macomb Campus					
Average ACT Score—All Freshmen	20.9	21.1	20.9	20.8	21.3
Average ACT Score—Regular Admits	21.6	21.8	21.6	21.6	21.8
ACT Interquartile Range	18-23	18-23	18-24	18-23	18-23
Freshmen from top 25% of HS Class	27.9%	30.8%	30.1%	29.9%	31.7%
Quad Cities Campus					
Average ACT Score—All Freshmen	24.2	23.2	23.6	25.1	25.7
	(N=40)	(N=23)	(N=37)	(N=26)	(N=16)
Average ACT Score— Honors Cohort	26.3	25.0	26.2	27.6	28.3
	(N=23)	(N=23)	(N=20)	(N=16)	(N=8)
ACT Interquartile Range	22-26	21-26	21-26	21-29	20-27
Freshmen from top 25% of HS Class	48.5%	40.9%	52.9%	50.0%	45.8%

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. Valuing educational opportunity, results below are not unexpected. 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 2017

	WIU	<i>Low</i>	<i>Average</i>	<i>High</i>
Illinois Public Universities Subset				
Average ACT Score	21	21	22	23
ACT Interquartile Range	18-23	18-23	20-26	21-26
From Top 25% of High School Class	30%	30%	40%	54%
All Illinois Public Universities				
Average ACT Score	21	17	22	29
ACT Interquartile Range	18-23	15-19	19-24	26-32
From Top 25% of High School Class	30%	14%	42%	83%

Illinois State and Chicago State did not report Top 25% of High School Class.

Similar comparisons for Macomb and Quad Cities campuses are provided below. The Quad Cities campus ranks second in the two ACT comparisons and fifth in the high school percentile rank comparison.

Macomb Benchmarks

Average ACT Score		ACT Interquartile Range		From Top 25% of High School Class	
Appalachian State	27	Truman State	24-30	Truman State	83%
Truman State	27	Appalachian State	24-27	Wisconsin-La Crosse	58%
James Madison	25	James Madison	23-28	Appalachian State	57%
Wisconsin-La Crosse	25	Wisconsin-La Crosse	22-26	James Madison	51%
Grand Valley State	24	Grand Valley State	21-26	Northern Iowa	46%
SIU-Edwardsville	23	Northern Iowa	21-26	Grand Valley State	45%
Nebraska-Kearney	23	SIU-Edwardsville	20-26	Nebraska-Kearney	44%
Northern Iowa	23	Wisconsin-Stevens Point	20-25	SIU-Edwardsville	43%
Montclair State	22	Wisconsin-Whitewater	20-24	Montclair State	34%
Central Missouri	22	Central Missouri	19-25	Central Missouri	34%
Wisconsin-Stevens Point	22	Nebraska-Kearney	19-25	Eastern Illinois	33%
Wisconsin-Whitewater	22	Montclair State	19-24	Wisconsin-Stevens Point	33%
Central Washington	21	William Paterson	18-24	Wisconsin-Whitewater	30%
Eastern Illinois	21	Eastern Illinois	18-23	Western Illinois	30%
Western Illinois	21	Western Illinois	18-23	Central Washington	N/A
William Paterson	21	Central Washington	17-24	William Paterson	N/A

Quad Cities Benchmarks

Average ACT Score		ACT Interquartile Range		From Top 25% of High School Class	
Augustana	26	Augustana	23-28	Augustana	64%
Western Illinois-Quad Cities	25	Western Illinois-Quad Cities	22-29	Montana Technological	56%
Montana Technological	24	Montana Technological	22-27	Texas-Permian Basin	56%
Illinois-Springfield	23	Penn State Harrisburg	22-27	Illinois-Springfield	54%
Saint Ambrose	23	Saint Ambrose	21-26	Western Illinois-Quad Cities	50%
Auburn-Montgomery	22	Illinois-Springfield	20-27	Auburn-Montgomery	43%
Indiana-East	21	Auburn-Montgomery	19-24	Saint Ambrose	42%
Indiana-Kokomo	20	Indiana-East	18-23	Penn State-Harrisburg	35%
Texas-Permian Basin	20	Texas-Permian Basin	18-22	Indiana-East	30%
Penn State Harrisburg	N/A	Indiana-Kokomo	17-22	Indiana-Kokomo	28%

Data for Louisiana State University-Shreveport was not available.

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

Table 8
Average Western Illinois University Faculty Salaries
Compared to the Mean of Peer Institutions
Fiscal Years 2014 through 2018

Salaries as a Percent of Peer Group Averages	Fiscal Year				
	2014	2015	2016	2017	2018*
Professors	104.0%	106.3%	106.2%	101.0%	106.3%
Associate Professors	102.2%	105.2%	105.2%	99.1%	101.2%
Assistant Professors	97.1%	96.1%	95.9%	89.9%	91.6%
Instructors	85.9%	91.5%	90.9%	83.3%	85.6%

Educational Opportunity

Tables 9 and 10 present data on the student experience. These data show that the number of course sections on both the Macomb and Quad Cities campuses decreased this year. The Macomb campus has a current student-to-faculty ratio of 13:1, which is the lowest for all Illinois public universities while the Quad Cities Campus has a student faculty ratio of 14:1. Comparisons to benchmark institutions from 2017 show that Macomb has the lowest student-to-faculty ratios, while the Quad Cities has one of the highest student-to-faculty ratios.

Table 9
Number of Course Sections, Percent of Classes Less Than 20, and Student-to-Faculty Ratios
Fiscal Year 2014 through Fiscal Year 2018

	Fiscal Year				
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018*</u>
Macomb Campus					
Number of Sections	4,793	4,678	4,506	5,305	5,152
Percent of Classes Less Than 20	84.6	85.1%	62.6%	60.9%	65.6%
Student-to-Faculty Ratio	15:1	14:1	14:1	14:1	13:1
Quad Cities Campus					
Number of Sections	520	492	450	445	423
Percent of Classes Less Than 30	94.0%	94.3%	63.7%	78.0%	85.8%
Student-to-Faculty Ratio	14:1	14:1	14:1	16:1	14:1

*Number of sections excludes corresponding sections for online and compressed video to avoid duplication.

Table 10
Student-to-Faculty Ratios
Fall 2017

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	14:1	13:1	15:1	19:1
All Illinois Public Universities	14:1	10:1	15:1	20:1

Macomb-Benchmarks		Quad Cities Benchmarks	
Eastern Illinois	14:1	Augustana	12:1
Nebraska-Kearney	14:1	Saint Ambrose	12:1
Western Illinois	14:1	Montana Technological	13:1
William Paterson	14:1	Illinois-Springfield	13:1
Appalachian State	16:1	Indiana-East	14:1
James Madison	16:1	Auburn-Montgomery	16:1
Truman State	16:1	Indiana-Kokomo	16:1
Grand Valley State	17:1	Penn State-Harrisburg	16:1
Montclair State	17:1	Western Illinois-Quad Cities	16:1
Central Missouri	18:1	Texas-Permian Basin	27:1
Northern Iowa	18:1	Louisiana State-Shreveport	N/A
Central Washington	19:1		
SIU-Edwardsville	19:1		
Wisconsin-La Crosse	19:1		
Wisconsin-Stevens Point	19:1		
Wisconsin-Whitewater	20:1		

Tables 11-14 present first-year retention rates and six-year graduation rates for first-time, full-time, degree seeking students. The overall university retention rate decreased 2.5%. The Quad Cities campus retention remained constant from last year.

The overall university six-year graduation rate for new full-time freshmen decreased 4.2% from last year. Separate comparisons are not made by campus. 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. Increased living-learning communities on the Macomb campus, the Learning Assistants program on the Quad Cities campus, the new My Western intranet for all students, and success coaches are examples of new initiatives designed to improve student persistence and completion rates.

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

	Cohort				
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017*</u>
Freshmen Retention Rates-University					
All Students	72.1%	67.7%	69.2%	67.8%	65.3%
Minority Students	64.5%	60.0%	62.4%	59.7%	54.6%
Pell Grant Recipients	67.5%	66.4%	65.9%	64.0%	60.2%
Freshmen Retention Rates-Quad Cities					
All Students	76.9	82.6%	64.7%	66.7%	66.7%
Minority Students	N/A	N/A	N/A	N/A	N/A
Pell Grant Recipients	N/A	N/A	N/A	N/A	N/A
Six-Year Graduation Rates-University	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
All Students	54.3%	52.8%	53.1%	50.4%	46.2%
Minority Students	48.5%	41.5%	38.4%	39.3%	32.8%
Pell Grant Recipients	56.5%	50.7%	49.8%	45.9%	40.1%

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	69%	69%	75%	81%
6-Year Graduation Rates	53%	47%	56%	72%
All Illinois Public Universities				
First-Year Retention	69%	56%	73%	93%
6-Year Graduation Rates	53%	15%	51%	85%

¹ The graduation rate indicates the average proportion of fall 2008 through fall 2011 freshmen graduating within six years; and freshman retention is based on the average of the 2013 through fall 2016 cohorts.

First-Year Retention Rates University		Six-Year Graduation Rates University		First-Year Retention Rates Quad Cities Benchmarks	
James Madison	90%	James Madison	83%	Penn State-Harrisburg	87%
Appalachian State	88%	Truman State	75%	Augustana	86%
Truman State	87%	Appalachian State	72%	Northern Iowa	82%
Wisconsin-La Crosse	85%	Wisconsin-La Crosse	70%	Saint Ambrose	78%
Grand Valley State	83%	Grand Valley State	67%	Montana Technological	73%
Montclair State	83%	Northern Iowa	66%	Western Illinois-Quad Cities	70%
Northern Iowa	83%	Montclair State	64%	Texas-Permian Basin	69%
Wisconsin-Whitewater	80%	Wisconsin-Stevens Point	63%	Auburn-Montgomery	66%
Nebraska-Kearney	79%	Wisconsin-Whitewater	59%	Indiana University-East	66%
William Paterson	76%	Nebraska-Kearney	58%	Louisiana State-Shreveport	65%
Central Washington	76%	Eastern Illinois	58%	Indiana-Kokomo	63%
Wisconsin-Stevens Point	76%	Central Missouri	56%		
Eastern Illinois	75%	Central Washington	54%		
SIU-Edwardsville	73%	Western Illinois	53%		
Central Missouri	71%	William Paterson	51%		
Western Illinois	69%	SIU-Edwardsville	49%		

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 fourth highest among 12 Illinois public universities and ranks 11th 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	72%	62%	10%
Eastern Illinois	58%	51%	7%
Illinois-Urbana Champagne	85%	80%	5%
Western Illinois	53%	49%	4%
Illinois-Chicago	59%	57%	2%
Northern Illinois	48%	51%	(3%)
Southern Illinois-Carbondale	43%	50%	(7%)
Southern Illinois-Edwardsville	49%	56%	(7%)
Illinois-Springfield	49%	61%	(12%)
Chicago State	14%	33%	(19%)
Northeastern Illinois	23%	46%	(23%)
Governors State	N/A	N/A	N/A

Governors State did not report information

Macomb Benchmark Institutions			
	Actual Graduation <u>Rate</u>	Predicted Graduation <u>Rate</u>	<u>Difference</u>
Montclair State	65%	50%	15%
Appalachian State	72%	61%	11%
James Madison	83%	72%	11%
Grand Valley State	66%	58%	8%
Wisconsin-Whitewater	59%	51%	8%
Eastern Illinois	58%	51%	7%
Wisconsin-Stevens Point	63%	57%	6%
Central Washington	54%	49%	5%
Nebraska-Kearney	58%	54%	4%
Northern Iowa	66%	62%	4%
Western Illinois	53%	49%	4%
Central Missouri	52%	49%	3%
William Paterson	52%	49%	3%
Wisconsin-La Crosse	69%	68%	1%
Truman State	73%	76%	(3%)
Southern Illinois-Edwardsville	49%	56%	(7%)

Table 14 presents four-year transfer graduation rates since six-year graduation rates cannot be compared on the Quad Cities campus. The 67.4% rate for the Macomb campus is similar to last year's rate and up 3.0% percent from two years ago. The 69.7% rate for the Quad Cities campus is down 3.8% from last year.

Table 14
Four-Year New Transfer Student Graduation Rates
Fall 2009-Fall 2013 Cohorts

	2009		2010		2011		2012		2013	
	<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	678	63.9%	722	67.8%	670	64.4%	748	67.4%	712	67.4%
Minority Students	88	52.1%	113	55.9%	100	51.0%	112	48.9%	142	57.5%
Pell Grant Recipients	294	60.0%	364	63.1%	331	60.5%	377	63.8%	383	66.8%
Quad Cities										
All Students	92	80.4%	82	82.8%	60	68.2%	89	73.5%	122	69.7%
Minority Students	17	82.2	14	77.8%	8	61.5%	11	64.7%	18	54.5%
Pell Grant Recipients	37	75.5%	37	82.2%	38	69.0%	50	73.5%	76	73.7%

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 3.8% is approaching the statewide average of Illinois public universities. It also gained 1 spot and now ranks 17th among 23 benchmark institutions

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."

Table 15
Percent of Alumni Donations
Fall 2017

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	3.8%	3.0%	4.4%	6.8%
All Illinois Public Universities	3.8%	1.7%	4.2%	7.4%

Governors State University and Chicago State University did not report data

Augustana	18.9%
Montana Technological	13.2%
Northern Iowa	8.1%
Wisconsin-Whitewater	7.5%
Nebraska-Kearney	7.4%
Truman State	7.3%
James Madison	6.7%
Appalachian State	6.6%
Indiana-Kokomo	6.5%
Saint Ambrose	6.4%
Texas-Permian Basin	6.1%
Indiana-East	5.4%
Illinois-Springfield	4.9%
Grand Valley State	4.6%
Wisconsin-Stevens Point	4.5%
William Paterson	4.0%
Western Illinois	3.8%
Montclair State	3.7%
Wisconsin-La Crosse	3.5%
Eastern Illinois	3.3%
Auburn-Montgomery	3.2%
SIU-Edwardsville	3.0%
Central Washington	2.1%

Louisiana State-Shreveport, Central Missouri, and Penn State-Harrisburg did not report data

Affordability and Financial Strength

Western Illinois University maintains affordable tuition and fee rates. Macomb's annual student rates shown in Table 16 are \$60 dollars within the median of the Illinois public university subset. Quad Cities rates (\$9,287) are significantly lower than locally based Saint Ambrose University (\$30,894) and Augustana College (\$42,135). Western has the lowest tuition rate of the 12 Illinois public universities.

Table 16
Annual Full-Time, In-State Tuition and Fees Rates at Selected Illinois Public Universities
Academic Year 2018-2019

	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
Eastern Illinois	\$8,880	\$2,923	\$11,803
Southern Illinois-Edwardsville	\$9,123	\$3,009	\$12,132
Illinois-Springfield	\$9,405	\$3,486	\$12,891
Western Illinois	\$8,541	\$4,410	\$12,951
Illinois State	\$11,524	\$2,992	\$14,516

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 using self-help (employment and loans) to finance their education. While the University has the highest average student loan amount for academic year 2017-2018, it is within \$159 of the average for the subset of institutions displayed below.

Table 17
 Percentage of student receiving need-based aid and loans
 Academic Year 2017-2018

<u>Need Based Aid</u>	
Western Illinois	83%
Eastern Illinois	78%
Illinois-Springfield	75%
Southern Illinois-Edwardsville	72%
Illinois State	63%
<u>Self Help</u>	
Western Illinois	74%
Easter Illinois	63%
Illinois-Springfield	54%
Southern Illinois-Edwardsville	54%
Illinois State	49%
<u>Loans</u>	
Western Illinois	\$3,441
Illinois State	\$3,434
Southern Illinois-Edwardsville	\$3,223
Eastern Illinois	\$3,209
Illinois-Springfield	\$3,103

Western understands its population base, as evidenced by inclusion of a need-based component to Western Commitment Scholarship program, adjusting Western Transfer Commitment Scholarships in terms of value and making the award renewable for a second year, creating a Commitment scholarship program for dual enrollment high school students, setting of one tuition rate for all domestic students, and engaging in no tuition increases again for academic year 2018-2019. As a result of these actions, Western’s average percent of need met for first-year students improved from ranking last to third among five benchmark institutions.

Table 18
 Average Percent of Need Met for First Year Students
 Academic Year 2017-18

Illinois-Springfield	81%
Southern Illinois-Edwardsville	79%
Western Illinois	65%
Eastern Illinois	54%
Illinois State	47%

Table 19 shows that the University’s total four-year tuition increases for new students were below the average increase in the Higher Education Price Index for the last five years. Western Illinois University maintains affordability by limiting cost increases to levels below inflationary indices, despite declining appropriations for Illinois public higher education and the historic and unprecedented statewide budget impasse. Furthermore, Western is also the only Illinois public university that provides students and their families with a cost guarantee for tuition, fees, room and board rates, provided that the student maintains continuous fall/spring enrollment.

Table 19
Western Illinois University New Student Tuition Increases, Changes in the *Higher Education Price Index*
and Annual State Appropriations
Fiscal Year 2014 through Fiscal Year 2018

	Fiscal Year				
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018*</u>
New Student Four-Year Tuition Increase	2.7%	2.0%	(3.0%)	0.0%	0.0%
Average Four-Year Increase in the Higher Education Price Index	3.0%	2.1%	1.8%	3.3%	2.8%
One-Year Change in State Appropriations (GRF)	1.2%	(2.5%)	(71.0%)	244.7%	(10.0%)

Additional university actions will be necessary to decrease the percent of graduates with loans, and the average debt load of these students. Western and Central Washington University had the highest percentage of graduates with loans. The University also had the fourth highest average student debt load.

Table 20
Percent of Western Illinois University Graduates with Loans
And the Average Debt Load of Graduating Students with Loans
Graduating Classes of 2013 through 2017

	Graduating Class				
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Percent of students with loans	77%	80%	81%	83%	84%
Average debt load of graduates with loans	\$28,948	\$28,785	\$30,103	\$30,721	\$29,422

Table 21
Percent of Graduates with Loans and the Average Debt Load of Graduating Students with Loans
Graduating Class 2017

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset				
Percent of Graduates with Loans	84%	65%	74%	84%
Average Debt Load	\$29,422	\$25,313	\$28,665	\$30,695
All Illinois Public Universities*				
Percent of Graduates with Loans	84%	45%	66%	84%
Average Debt Load	\$29,422	\$15,819	\$27,213	\$34,708

* Governors State University and SIU-E did not report full data

Percent of Graduates with Loans		Average Debt Load	
James Madison	50%	Nebraska-Kearney	\$19,538
Truman State	52%	Central Washington	\$20,411
Nebraska-Kearney	53%	Appalachian State	\$22,855
Appalachian State	56%	Truman State	\$23,470
Northern Iowa	66%	Northern Iowa	\$23,887
Wisconsin-La Crosse	68%	Wisconsin-Whitewater	\$24,704
Grand Valley State	72%	Wisconsin-La Crosse	\$26,768
Central Missouri	74%	Central Missouri	\$27,481
William Paterson	74%	James Madison	\$28,656
Eastern Illinois	77%	Grand Valley State	\$29,232
Wisconsin-Stevens Point	78%	Western Illinois	\$29,422
Wisconsin-Whitewater	78%	Eastern Illinois	\$30,695
Central Washington	84%	Wisconsin-Stevens Point	\$30,852
Western Illinois	84%	William Paterson	\$33,355

Southern Illinois University-Edwardsville and Montclair State did not report data

Institutional commitments to affordability are challenged by state funding practices. The historic and unprecedented FY16 and FY17 statewide budget impasse caused an increased reliance on the University Income Fund revenue as shown in Table 22. It was also responsible for decreased financial indicators shown in Table 23, and lower enrollment shown in Tables 2-7.

Table 22
Western Illinois University Appropriation History
Fiscal Year 2014 through Fiscal Year 2018

(\$ Reported in Millions)	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018*</u>
Total Appropriation	\$126.2	\$127.0	\$89.5	\$129.6	\$110.1
Percent Change	1.5%	0.6%	(29.5%)	44.8%	(15.1%)
General Revenue Fund	\$52.8	\$51.4	\$14.9	\$51.5	\$46.3
Percent Change	1.2%	(2.5%)	(71.0%)	244.2%	(10.0%)
University Income Fund	\$73.4	\$75.5	\$74.6	\$69.7	\$63.8
Percent Change	1.8%	2.9%	(1.3%)	(6.5%)	(8.6%)
Income Fund Percent Total	58.2%	59.5%	83.3%	53.8%	57.9%

WIU continues to solidify its future fiscal foundation despite state-imposed fiscal challenges,, as shown by independent analyses conducted by the Higher Learning Commission. HLC computes a Composite Financial Index (CFI) score for each institution annually following methodology documented in *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition)*. A CFI score can range from -4.0 to +10.0. CFI scores are placed in one of three ranges (zones) to determine if further HLC review is required.

WIU’s FY16 CFI was (0.30), and placed the University “below the zone.” When a CFI falls below the zone (i.e., a value between -4.0 and -0.01) HLC requires submission of a report and supporting documents for review by a financial panel. The institution is further required to submit a report for panel review until its CFI is “above the zone,” (i.e., a value > 1.0).

In evaluating Western’s *Financial Improvement Plan*, the Panel concluded, “WIU approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI’s that are in or above the zone.”

HLC Projections were realized. WIU’s last CFI improved to 0.54. WIU’s CFI is now “in the zone.” WIU’s Financial Panel concluded, “The institution has responded well to declining revenues ... and continue[s] to do well in developing strategies to navigate these tumultuous situations that have mostly been due to decreased or unstable state funding.”

Table 23
Western Illinois University Financial Ratios
Reported to the Higher Learning Commission-North Central Association of Colleges and Schools
Fiscal Year 2011 through Fiscal Year 2017

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Composite Financial Indicator	3.60	2.90	1.70	2.75	1.47	(0.30)	0.54
Primary Reserve Ratio	0.25	0.27	0.26	0.25	0.26	.16	.16
Net Operating Revenue Ratio	0.06	0.04	0.00	0.01	(0.01)	(0.15)	(.02)
Return on Net Assets Ratio	0.18	0.12	0.04	0.13	0.02	(0.14)	(.02)
Viability Ratio	0.73	0.70	0.75	0.77	0.47	0.56	.60

Additional analysis of the University’s fiscal ratios shows:

- A stabilized primary reserve ratio demonstrating fiscal stability. A negative or decreasing trend over time would indicate weakening fiscal status.
- A net operating ratio showing the effects of using institutional reserves to sustain the quality, viability, and operations during the statewide budget impasse.
- A net assets ratio documenting improvement in the availability of additional expendable net assets to satisfy debt obligations.
- A viability ratio reflecting the effects of a volatile statewide economy.

Western Illinois University further demonstrates a commitment to conservative, mission-driven fiscal management, as evidenced in Tables 24 and 25. The University remains below the statewide average on instructional and administrative costs per credit hour³. Western’s values are third and second lowest of the 12 Illinois public universities on these measures, respectively. Instructional costs are 6.4% below the statewide average, and administrative costs 15.5% 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 (FY13-15) and during the statewide budget impasse (FY16-17).

Table 24
Instructional Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2013 through Fiscal Year 2017

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Southern Illinois-Edwardsville	\$249.57	\$257.94	\$269.52	\$261.01	\$237.14
Governors State	\$364.12	\$364.31	\$392.48	\$373.04	\$278.20
Illinois State University	\$286.37	\$297.85	\$300.43	\$311.13	\$300.28
Western Illinois	\$284.01	\$294.30	\$307.32	\$316.86	\$315.78
Southern Illinois-Carbondale	\$309.84	\$314.13	\$329.27	\$331.53	\$321.63
State Average	\$317.81	\$335.60	\$355.00	\$358.73	\$337.21
Northeastern Illinois	\$284.40	\$298.35	\$343.49	\$346.07	\$342.97
Eastern Illinois	\$289.67	\$331.88	\$352.67	\$358.40	\$345.70
Northern Illinois	\$306.19	\$331.84	\$339.47	\$348.49	\$350.81
Illinois-Springfield	\$338.65	\$372.28	\$384.41	\$361.23	\$360.10
Illinois-Urbana/Champaign	\$350.07	\$362.97	\$400.24	\$398.54	\$365.36
Illinois-Chicago	\$359.77	\$374.94	\$382.35	\$399.84	\$405.83
Chicago State	\$312.29	\$417.04	\$419.86	\$429.72	\$422.70
% WIU Is Under the State Average	(10.6%)	(12.3%)	(13.4%)	(11.7%)	(6.4%)

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

³ A future *Strategic Plan Update* will provide the data for Fiscal Year 2018 when it is published by the Illinois Board of Higher Education. The data were not available at the time of writing this Report.

Table 25
 Administrative Costs per Credit Hour at Illinois Public Universities
 Fiscal Year 2013 through Fiscal Year 2017

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Southern Illinois-Edwardsville	\$58.22	\$63.26	\$60.99	\$55.92	\$50.57
Western Illinois	\$63.48	\$68.85	\$72.06	\$67.80	\$70.04
Eastern Illinois	\$89.03	\$96.55	\$94.78	\$76.32	\$72.46
Illinois-Chicago	\$78.41	\$74.00	\$76.55	\$72.43	\$72.54
Governors State	\$118.26	\$120.78	\$106.07	\$95.77	\$75.31
Northeastern Illinois	\$75.16	\$87.76	\$91.63	\$77.19	\$79.57
Southern Illinois-Carbondale	\$81.28	\$90.77	\$96.09	\$75.91	\$81.20
State Average	\$86.86	\$90.65	\$90.60	\$83.12	\$82.90
Illinois-Urbana/Champaign	\$88.94	\$96.76	\$90.24	\$85.71	\$83.85
Illinois-Springfield	\$92.60	\$110.23	\$103.26	\$82.50	\$90.06
Illinois State	\$102.01	\$95.81	\$104.54	\$100.93	\$101.53
Chicago State	\$124.54	\$106.03	\$112.65	\$100.75	\$103.60
Northern Illinois	\$101.63	\$106.82	\$109.29	\$104.56	\$109.66
% WIU Is Under the State Average	(26.9%)	(20.0%)	(20.5%)	(18.4%)	(15.5%)

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 April 15-16, 2019. The Fiscal Year 2020 Higher Values in Higher Education Update will be presented at the October 2019 Western Illinois University Board of Trustees meeting, followed by the Fiscal Year 2020 Performance Report in March 2020.

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

March 29, 2019

Report No. 19.3/5 Annual Report on Financial Aid Programs

Staff

Megan Bainter has replaced Diana Strom in the Scholarship Office. Diana took a position last July as Financial Aid Director at Black Hawk College.

Gayle Vincent, Financial Aid Advisor Manager, retired in December from WIU after 20 years of service in the Financial Aid Office.

Outreach

Financial Aid staff participated in recruiting outreach activities at Macomb High School, Illini West High School, Southeastern High School, and in Chicago and St. Louis, and will continue to look for more outreach opportunities.

Staff and our CSP graduate student have been promoting financial aid to students through outreach activities and social media. Outreach activities include financial literacy and question/answer sessions in the residence halls (evenings), sitting in the University Union, sitting at Dividends, and speaking to student groups, as well as attending university events such as Casino Night and Grad Prep Day. The office held month-long activities for Financial Literacy Month, including guest speakers, games, and prizes (donated by local businesses).

AIM HIGH Grant

On August 21, 2018, Governor Rauner signed into law the new AIM HIGH Grant for Illinois public institutions (110 ILCS 947/65.100). The initial FY2019 state appropriation for AIM HIGH is \$25 million with an anticipated school match of an additional \$25 million of “new” institutional aid. New institutional aid is defined as aid above the FY2018 levels of non-loan grant aid to Illinois students. WIU was offered and we accepted Western’s state appropriation of \$1.499 million to award AIM HIGH in the 2019-20 academic year. The additional \$1.499M in matching funds will be awarded as a Freshman Book Award of \$750 per semester for at least the student’s first fall and spring semesters at Western.

AIM HIGH is a merit-based, means-tested matching grant pilot program designed to help achieve several state goals including increasing overall Illinois college student retention, improving Illinois college affordability and reducing student loan debt, as well as enhancing enrollment (and revenue) at Illinois public universities. Institutions create their own criteria for the AIM HIGH. See Appendix A.

Western Commitment Scholarship

The Western Commitment Scholarship has been redesigned for the 2019-20 incoming freshman class. The changes were made to accommodate the new AIM HIGH Grant and to focus on helping pay a student's direct charges (tuition, fees, room, board charged to their university account), as well as strengthen retention. As a result, the **renewal** GPA was changed from 3.0 to 2.75, the need-based portion of the scholarship has been eliminated, and the levels changed from four to three, with new award amounts of \$3,000, \$6,000, and \$10,000. See Appendix B.

PromisePlus Campaign

University Marketing implemented a Promise Plus campaign to market the AIM HIGH and Western Commitment Scholarships. Terri Hare, Director of Financial Aid, worked with Suzi Pritchard, Director of Marketing, to create the PromisePlus website.

Financial Aid Award Letters

2018-19: As of March 1, financial aid staff have sent 8,768 financial aid award letters to students for this academic year. All students with a complete FAFSA have been reviewed.

2019-20: As of March 1, the Financial Aid Office has sent 2,359 financial aid award letters, with 1,824 of those to incoming freshmen. Due to implementation requirements for the new AIM HIGH program, there was a slight delay in sending freshman award letters for this coming fall semester. The first award letters were sent the week of February 11. However, Western is still in line with, or leading, other Illinois public institutions in sending FY20 financial aid award letters.

With the new AIM HIGH Grant and restructure of Western Commitment Scholarship, there are some impressive financial aid award letters being sent to students.

Summer 2019: Staff is preparing to begin summer loan processing of financial aid. Beginning summer 2018, the summer financial aid application process was eliminated to reduce the burden on students. The Financial Aid Office is automatically notified when a student registers for summer and will process financial aid accordingly.

FY19 Financial Aid

The following is a summary of awards disbursed to students for the major state, federal, and institutional grant programs to date.

2018-19 Academic Year	# Students	Award Amount
Federal Pell Grant	3482	\$ 15,485,259.00
Federal SEOG	244	\$ 445,000.00
State MAP Grant	2955	\$ 11,640,607.00
Illinois Veterans Grant	147	\$ 936,332.90
Illinois National Guard	191	\$ 1,357,184.00
Western Commitment Scholarship	1259	\$ 5,045,642.00
Transfer Commitment Scholarship	742	\$ 1,036,474.00
Institutional WEOG	47	\$ 131,794.00

Respectfully submitted,
Terri Hare
3/6/19

Appendix A

Financial Aid

WIU Home (<http://www.wiu.edu/>) > Student Services (http://www.wiu.edu/student_services/)
> Financial Aid (http://www.wiu.edu/student_services/financial_aid/) > Aimhigh
(http://www.wiu.edu/student_services/financial_aid/aimhigh/)

AIM HIGH Grant for New Freshmen Beginning Fall 2019

Award Amount	\$28,000 (\$7,000 annually)	\$20,000 (\$5,000 annually)
SAT 1060+ / ACT 21+ and 2.75/4.0+ GPA Eligibility is determined on the student's expected family contribution and family income*.		
Freshmen Book Award: \$1500 \$0-\$10,000 EFC (Expected Family Contribution)		

AIM HIGH is a merit-based, means-tested matching grant pilot program by the State of Illinois designed to help achieve several state goals including increasing overall Illinois college student retention, improving Illinois college affordability and reducing student loan debt, as well as enhancing enrollment at Illinois public universities. The program begins with incoming freshmen for the 2019-20 academic year. AIM HIGH grant funds are to be used solely to fund tuition and other required fees during the academic year, not including summer terms. See how the AIM HIGH grant supports our [Western Promise+](http://www.wiu.edu/vpaps/your_choice/index2.php) (http://www.wiu.edu/vpaps/your_choice/index2.php) program.

Funds are limited and eligibility is based on 2019-20 FAFSA results. If eligible, AIM HIGH will be listed on the student's financial aid award letter once their FAFSA has been processed by the Financial Aid Office. Students must activate their ECOM, email, and STARS accounts to receive financial aid correspondence.

An eligible applicant is a first-time incoming freshman accepted into an undergraduate degree

program beginning fall 2019 who meets the following requirements:

- Minimum 21/1060 SAT and a 2.75 high school GPA
- Meets the Family Income Guidelines*
- Illinois resident
- U.S. citizen or eligible non-citizen
- File a FAFSA
- Continuously enroll full-time at WIU
- Has not yet received a baccalaureate degree or the equivalent of 135 semester credit hours
- Is not incarcerated
- Is not in default on any student loan or does not owe a refund or repayment on any state or federal grant or scholarship

*Minimum \$2,000 FAFSA Expected Family Contribution (EFC)		
and meet the income threshold below		
Number of People in Household	Family Income	AIM HIGH Max Income
One	\$12,060	\$72,360
Two	\$16,240	\$97,440
Three	\$20,420	\$122,520
Four	\$24,600	\$147,600
Five	\$28,780	\$172,680
Six	\$32,960	\$197,760
Seven	\$37,140	\$222,840
Eight	\$41,320	\$247,920
For more than eight, add this amount for each additional person	\$4,180	\$25,080

The grant is renewable for up to three years as long as renewal criteria is met. AIM HIGH Grant and other tuition and fee specific financial aid or scholarships cannot exceed a student's tuition and fee charges.

Renewal Criteria:

- Be continuously enrolled full-time at WIU as an undergraduate student in the degree-seeking program.
- Maintain a 2.75 WIU GPA
- File a FAFSA for each academic year
- Adhere to the WIU Code of Student Conduct
- Not be in default on any student loan or owe a refund or repayment on any state or federal grant or scholarship.

Freshmen Book Award

\$1,500 for students with a FAFSA Expected Family Contribution (EFC) of 0 to 10,000

Funds are limited and eligibility is based on 2019-20 FAFSA results. An eligible applicant is a first-time incoming freshman accepted into an undergraduate degree program beginning fall 2019. Qualified students will receive a line of credit up to \$750 each semester of their first year at Western to purchase books in the WIU Bookstore.

If eligible, AIM HIGH will be listed on the student's financial aid award letter once their FAFSA has been processed by the Financial Aid Office. Students must activate their ECOM, email, and STARS accounts to receive financial aid correspondence.

Appendix B

Undergraduate Admissions

WIU Home (<http://www.wiu.edu/>) > Student Services (http://www.wiu.edu/student_services/) > Undergraduate Admissions (http://www.wiu.edu/student_services/undergraduate_admissions/) > Western Commitment (http://www.wiu.edu/student_services/undergraduate_admissions/western_commitment/)

Western Commitment Scholarship

WESTERN PROMISE+
\$0 Tuition. \$0 Debt.



(<http://www.wiu.edu/promiseplus>)

With a 3.0+ GPA you can qualify for substantial cost savings

SAT 1030-1190
ACT 20-24
3.0/4.0+ GPA

up to

\$12,000

(3,000 ANNUALLY)

SAT 1200-1350
ACT 25-29
3.0/4.0+ GPA

up to

\$24,000

(6,000 ANNUALLY)

SAT 1360+
ACT 30+
3.0/4.0+ GPA

up to

\$40,000

(10,000 ANNUALLY)

Scholarship Eligibility

Western Illinois University awards automatic Western Commitment scholarships to eligible incoming freshmen who have earned a cumulative 3.0/4.0+ GPA and a minimum 1030 SAT or 20 ACT. WIU considers the student's weighted or unweighted GPA, whichever is higher, and converted to a 4.0 scale. Award amounts are based on the student's highest SAT total or ACT composite score submitted prior to enrollment in the student's first term at WIU. Students may move up in scholarship levels if they improve their test scores prior to enrollment. Students need to send official final transcripts and test scores to WIU Admissions to receive scholarship awards.

How the Scholarship Works

Western Commitment scholarships are automatically awarded to the student's account for up to eight semesters (four years) of full-time undergraduate attendance in fall/spring terms and are contingent on renewal criteria. Students will receive the maximum amount of scholarship funding up to total direct costs (tuition, fees, campus housing and meal plan) after federal/state grants, tuition/room waivers and other aid. Students cannot receive scholarship funds in excess of their cost

of attendance. Federal loans or additional scholarships may be used above total direct costs to cover additional education expenses such as books and travel.

Students must apply for admission prior to May 15, 2019, for consideration. Students applying for admission using self-reported grades and test scores will be awarded a Western Commitment scholarship, but must submit final, official transcripts and official test scores verifying eligibility to receive scholarship funding. Students applying for admission under Illinois Public Act 93-7 (Illinois DREAM Act) are not required to file a FAFSA, but will need to submit an affidavit of intent to apply for citizenship to receive a Western Commitment scholarship. All other students must complete the FAFSA, even if they do not expect to receive need-based aid.

Renewal Information

Additional eligibility requirements and renewal criteria can be found on the **Western Commitment Scholarship renewal site**. (http://www.wiu.edu/student_services/undergraduate_admissions/western_commitment/renewal.php)

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report No. 19.3/6 FY2020 Student Cost Guarantee

At today's Western Illinois University Board of Trustees meeting, the Board will consider approval of tuition, fees and room and board rates for new Western Illinois University undergraduate and graduate students for Fiscal Year 2020, effective Fall 2019.

Western Illinois University offers the *Gilbert Cost Guarantee* for tuition, fees, room and board rates for each entering undergraduate and graduate student class. The guaranteed rates remain in effect for four years if a student maintains continuous enrollment. Incoming students in a degree program that requires more than four years to complete benefit from the guaranteed rate until the expected time of degree completion.

This report provides background information on the processes, policy considerations, and planning parameters used by Western Illinois University students, faculty, and staff in forming all costs recommendations to the Western Illinois University Board of Trustees for both Western Illinois University-Macomb and Western Illinois University-Quad Cities students.

Shared Governance Processes

Higher Values in Higher Education, Western Illinois University's Strategic Plan, promotes partnerships to advance the mission, goals, values, and priorities of the institution. The following processes were followed when formulating the Fiscal Year 2020 cost guarantee.

Tuition: A tuition recommendation was formed by the President and President's staff after considering benchmark data and University/statewide priorities and goals. The President shared recommended tuition increases with the President's Advisory Group before making final recommendation to the Western Illinois University Board of Trustees.

Fees at Western Illinois University-Macomb: The Student Government Association for Western Illinois University-Macomb made fee recommendations to the Vice President for Student Services, based upon data provided by University staff. After review, the Vice President for Student Services received approval from the Auxiliary Facilities Committee for those applicable fees. The approved recommendation was then submitted by the Vice President for Student Services to the President for consideration before final submission to the Western Illinois University Board of Trustees.

Fees at Western Illinois University-Quad Cities: The Student Government Association for Western Illinois University-Quad Cities made fee recommendations to the Vice President for Quad Cities and Planning based upon data provided by University staff. The approved recommendation was then submitted to the President for consideration before final submission to the Western Illinois University Board of Trustees.

Room and Board Rates: The Inter-Hall Council made a room and board cost recommendation to the Vice President for Student Services, based upon data provided by University staff. Once reviewed, the Inter-Hall Council's recommendation was forwarded to the Auxiliary Facilities Committee for approval. The approved recommendation was then submitted by the Vice President for Student Services to the President for consideration before final submission to the Western Illinois University Board of Trustees.

Policy Considerations and Planning Parameters

The following policies and planning parameters are considered when making tuition, fee, and room and board recommendations to the Board of Trustees.

- **Generating revenue to successfully attain the highest priorities and goals identified in *Higher Values in Higher Education*.** Western Illinois University’s Fiscal Year 2019 All Funds Operating Budget was \$231.3 million. Approximately 33.2-percent of the University’s budget is derived from the University Income Fund (tuition). If the state funds WIU at a level of \$47.2 million, 20.4-percent of the University’s operating revenue is from state appropriations. The remaining 46.4-percent is generated by the University’s Auxiliary Facilities System (revenue from room and board and the University’s bond revenue fee which supports University Housing and Dining Services, University Union, and Campus Recreation), and other Non-Appropriated Funds (revenue generated from external grants and contracts, self-supporting entities, and fees).
- **Extending commitments of access and affordability to students from Illinois and beyond.** Tuition for all undergraduate and graduate domestic students are assessed at the in-state rate.
- **Supporting the statewide strategic plan for higher education, that college is affordable for all Illinoisans, particularly low-income students.** Tuition and fees for Fiscal Year 2019 undergraduate students at Western Illinois University ranked eleventh out of the twelve public universities. Ranking is in descending order from highest to lowest. The school lower than Western Illinois University is Chicago State University. Western has typically maintained its status in the middle of the Illinois public universities’ costs and has recently moved toward the lowest. It is anticipated that this year’s tuition and fee recommendations will maintain this position.

Annual Full-Time Resident Undergraduate Tuition and Fees						
Fiscal Years 2016 Through 2019						
	Annual Tuition and Fees				One Year Change	
	FY2016	FY2017	FY2018	FY2019	FY2018-FY2019	
Chicago State University	\$ 10,576	\$ 10,576	\$ 10,576	\$ 10,731	\$ 155	1.47%
Eastern Illinois University	\$ 11,092	\$ 11,360	\$ 11,458	\$ 11,584	126	1.10%
Governors State University	\$ 10,246	\$ 10,516	\$ 11,746	\$ 12,196	450	3.83%
Illinois State University	\$ 13,168	\$ 13,563	\$ 13,563	\$ 13,992	429	3.16%
Northeastern Illinois University	\$ 11,623	\$ 12,701	\$ 13,676	\$ 14,332	656	4.80%
Northern Illinois University	\$ 12,214	\$ 12,224	\$ 12,274	\$ 12,252	(22)	-0.18%
Southern Illinois University						
Carbondale	\$ 11,967	\$ 12,231	\$ 12,460	\$ 13,148	688	5.52%
Edwardsville	\$ 10,247	\$ 11,008	\$ 11,493	\$ 12,132	639	5.56%
University of Illinois						
Chicago	\$ 13,676	\$ 13,676	\$ 13,716	\$ 13,776	60	0.44%
Springfield	\$ 11,421	\$ 11,421	\$ 11,631	\$ 11,831	200	1.72%
Urbana\Champaign	\$ 15,054	\$ 15,058	\$ 15,074	\$ 15,094	20	0.13%
Western Illinois University	\$ 11,509	\$ 11,245	\$ 11,267	\$ 11,267	-	0.00%
WIU Rank by Year (1 = Highest)	7	9	11	11		

Note: Includes tuition for 30 credit hours and mandatory fees (student insurance excluded)

FY2020 Guaranteed Cost Plan Recommendation

	<u>FY2017</u>	<u>FY2018</u>	<u>FY2019</u>	<u>Proposed FY2020</u>		
				<u>Amount</u>	<u>\$ Change</u>	<u>% Change</u>
<u>Macomb Campus</u>						
Undergraduate Full-time Students (30 SCH's per year)						
Tuition	\$8,541.00	\$8,541.00	\$8,541.00	\$8,883.00	\$342.00	4.00%
Fees	2,703.60	2,725.50	2,725.50	2,783.40	57.90	2.12%
Room and Board	<u>9,580.00</u>	<u>9,630.00</u>	<u>9,630.00</u>	<u>9,800.00</u>	<u>170.00</u>	1.77%
Total Cost Per Academic Year	\$20,824.60	\$20,896.50	\$20,896.50	\$21,466.40	\$569.90	2.73%
Graduate Full-time Students (24 SCH's per year)						
Tuition	\$7,767.36	\$7,767.36	\$7,767.36	\$8,155.68	\$388.32	5.00%
Fees	2,162.88	2,180.40	2,180.40	2,226.72	46.32	2.12%
Room and Board	<u>9,580.00</u>	<u>9,630.00</u>	<u>9,630.00</u>	<u>9,800.00</u>	<u>170.00</u>	1.77%
Total Cost Per Academic Year	\$19,510.24	\$19,577.76	\$19,577.76	\$20,182.40	\$604.64	3.09%
<u>Quad Cities Campus</u>						
Undergraduate Full-time Students (30 SCH's per year)						
Tuition	\$8,541.00	\$8,541.00	\$8,541.00	\$8,883.00	\$342.00	4.00%
Fees	<u>740.40</u>	<u>746.40</u>	<u>746.40</u>	<u>746.40</u>	<u>0.00</u>	0.00%
Total Cost Per Academic Year	\$9,281.40	\$9,287.40	\$9,287.40	\$9,629.40	\$342.00	3.68%
Graduate Full-time Students (24 SCH's per year)						
Tuition	\$7,767.36	\$7,767.36	\$7,767.36	\$8,155.68	\$388.32	5.00%
Fees	<u>592.32</u>	<u>597.12</u>	<u>597.12</u>	<u>597.12</u>	<u>0.00</u>	0.00%
Total Cost Per Academic Year	\$8,359.68	\$8,364.48	\$8,364.48	\$8,752.80	\$388.32	4.64%

Recommendations

Based upon the policy considerations and planning parameters identified on the previous pages, the following are recommended to the Western Illinois University Board of Trustees:

Macomb Campus:

A 2.73-percent all costs increase for new Fiscal Year 2020 undergraduate students and a 3.09-percent all costs increase for new Fiscal Year 2020 graduate students at Western Illinois University-Macomb. For new full-time undergraduate students (students enrolling in 30 semester credit hours per year), the all costs increase includes recommended increments of 4.0-percent for tuition, 2.12-percent for fees, and 1.77-percent for room and board. For new full-time graduate students (students enrolling in 24 semester credit hours per year) the all costs increase includes recommended increments of 5.0-percent for tuition, 2.12-percent for fees, and 1.77-percent for room and board.

Quad Cities Campus:

A 3.68-percent all costs increase for all new Fiscal Year 2020 undergraduate students and a 4.64-percent all costs increase for all new Fiscal Year 2020 graduate students at Western Illinois University-Quad Cities. For new full-time undergraduate students (students enrolling in 30 semester credit hours per year), the all costs increase includes recommended increments of 4.0-percent for tuition and zero-percent for fees. For new full-time graduate students (students enrolling in 24 semester credit hours per year), the all costs increase includes recommended increments of 5.0-percent for tuition and zero-percent for fees.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/3 Honorary Doctorate Award Recommendation

WHEREAS, Samuel N. Oliva received his Bachelor of Business degree in accountancy in 1977 from Western Illinois University, and his Master of Business Administration from University of Chicago; and,

WHEREAS, Samuel N. Oliva obtained certification as a Lease and Finance Professional, a Management Accountant, a certified public accountant and a licensed real estate and business broker; and

WHEREAS, Samuel N. Oliva was chosen by the city of Osaka, Japan as one of their Ten Outstanding Young People under the age of 40; and

WHEREAS, Samuel N. Oliva throughout his career has served as a member of the board of directors for multiple financial institutions as well as academic advisory boards, including Western Illinois University College of Business & Technology Advisory Board; and

WHEREAS, Samuel N. Oliva has been an active supporter of the Habitat for Humanity and Outreach 360 as well as a member of the board of directors for the Thatcher Woods Area Council/Boys Clubs of America, all for the betterment of the community; and,

WHEREAS, Samuel N. Oliva was a recipient of the Distinguished Alumni Award from Western Illinois University in 2008, the College of Business and Technology Distinguished Alumnus in 2003, and a recipient of the WIU Alumni Achievement Award in 1989; and

WHEREAS, Samuel N. Oliva continues to be a generous supporter of Western Illinois University.

THEREFORE, be it resolved that the Board of Trustees of Western Illinois University approves the conferral of a Doctor of Humane Letters upon Samuel N. Oliva at a Western Illinois University commencement ceremony.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19/3.4 FY2020 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; and,

WHEREAS the rate would increase by 4.0-percent to \$296.10 per credit hour for new undergraduate students; and,

WHEREAS the rate would increase by 5.0-percent to \$339.82 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 FY2020 (effective Fall Semester 2019) as enumerated in the FY2020 Tuition Recommendation document which follows.

FY2020 Tuition Recommendation

	<u>FY2017</u>	<u>FY2018</u>	<u>FY2019</u>	<u>Proposed FY2020</u>		
				<u>Amount</u>	<u>\$ Change</u>	<u>% Change</u>
<u>I. Undergraduate Students</u>						
Academic Year (Based on 30 SCH)	\$8,541.00	\$8,541.00	\$8,541.00	\$8,883.00	\$ 342.00	4.00%
Per Credit Hour	\$284.70	\$284.70	\$284.70	\$296.10	\$ 11.40	4.00%
<u>II. Graduate Students</u>						
Academic Year (Based on 24 SCH)	\$7,767.36	\$7,767.36	\$7,767.36	\$8,155.68	\$ 388.32	5.00%
Per Credit Hour	\$323.64	\$323.64	\$323.64	\$339.82	\$ 16.18	5.00%

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.

V. Active Duty Military Students

United States military personnel who are, as of the official university census day each semester, serving in active duty status for the purposes other than training will be assessed the tuition rate established by the Armed Forces.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/5 FY2020 Room and Board/Housing Rates Recommendation

WHEREAS room and board rates are to be established annually by the Western Illinois University Board of Trustees; and,

WHEREAS the Western Illinois University Board of Trustees carefully considered the Fiscal Year 2020 Tuition, Fees, Room and Board Cost Guarantee (Report No. 19.3/6); and,

WHEREAS general guidelines established by the Illinois Board of Higher Education were followed; and,

WHEREAS appropriate groups on campus were involved in the establishment of room and board rates for FY2020; and,

WHEREAS the double occupancy room and board rate would be an academic year increase of \$170.00 or 1.77-percent for new students only, which would result in an increase of 0.44-percent per year for those students who live in the Residence halls for 4 years; and,

WHEREAS Western Illinois University maintains a commitment to access and affordability:

THEREFORE be it resolved that the Board of Trustees approves room and board charges for FY2020 (effective Fall Semester 2019) as enumerated in the FY2020 Room and Board/Housing Rates Recommendation document which follows.

FY2020 Fees and Room and Board/Housing Rates

	FY 2017 R	FY 2018 S	FY 2019 T	Proposed FY 2020		
				Amount	\$ Change	% Change
ROOM AND BOARD AND HOUSING RATES						
<u>Academic Year (Fall and Spring)</u>						
Room and Board - Double Occupancy	\$ 9,580.00	\$ 9,630.00	\$ 9,630.00	\$ 9,800.00	\$ 170.00	1.77%
Room and Board - Single Occupancy	12,226.00	12,276.00	12,276.00	12,500.00	\$ 224.00	1.82%
Room and Board - Super Single	12,520.00	12,570.00	12,570.00	12,800.00	\$ 230.00	1.83%
Room and Board - Super Double	10,180.00	10,230.00	10,230.00	10,400.00	\$ 170.00	1.66%
Room and Board - Suite Double	10,180.00	10,230.00	10,230.00	10,400.00	\$ 170.00	1.66%
Room and Board - Suite Single	14,716.00	14,766.00	14,766.00	15,020.00	\$ 254.00	1.72%
Room and Board - Grote Hall Double Occupancy	10,530.00	10,580.00	10,580.00	10,750.00	\$ 170.00	1.61%
Room and Board - Grote Hall Single Occupancy	12,238.00	12,288.00	12,288.00	12,488.00	\$ 200.00	1.63%
Room - Double Occupancy Westbrook House	5,800.00	5,800.00	5,800.00	\$ 5,800.00	\$ -	0.00%
Room - Single Occupancy Westbrook House	7,250.00	7,250.00	7,250.00	7,250.00	\$ -	0.00%
Apartment - One Bedroom Unfurnished	5,900.00	5,900.00	5,900.00	5,900.00	\$ -	0.00%
Apartment - One Bedroom Furnished	6,300.00	6,300.00	6,300.00	6,300.00	\$ -	0.00%
Apartment - Two Bedroom Unfurnished	6,200.00	6,200.00	6,200.00	6,200.00	\$ -	0.00%
Apartment - Two Bedroom Furnished	6,600.00	6,600.00	6,600.00	6,600.00	\$ -	0.00%
Apartment - Two Bedroom East Village	7,900.00	7,900.00	7,900.00	7,900.00	\$ -	0.00%
<u>Break Housing</u>						
¹ Acad. Year Break Housing (Thanksgiving, Winter, Spring)	\$ 430.00	\$ 430.00	\$ 430.00	\$ 430.00	\$ -	0.00%
Summer Break Housing (May & August)	320.00	320.00	320.00	320.00	\$ -	0.00%
<u>Summer Semester</u>						
Room - Double Occupancy	\$ 760.00	\$ 760.00	\$ 760.00	\$ 760.00	\$ -	0.00%
Room - Single Occupancy	1,170.00	1,170.00	1,170.00	1,170.00	\$ -	0.00%
Room - Double Occupancy Westbrook House	1,160.00	1,160.00	1,160.00	1,160.00	\$ -	0.00%
Room - Single Occupancy Westbrook House	1,450.00	1,450.00	1,450.00	1,450.00	\$ -	0.00%
Apartment - One Bedroom Unfurnished	1,180.00	1,180.00	1,180.00	1,180.00	\$ -	0.00%
Apartment - One Bedroom Furnished	1,260.00	1,260.00	1,260.00	1,260.00	\$ -	0.00%
Apartment - Two Bedroom Unfurnished	1,240.00	1,240.00	1,240.00	1,240.00	\$ -	0.00%
Apartment - Two Bedroom Furnished	1,320.00	1,320.00	1,320.00	1,320.00	\$ -	0.00%
Apartment - Two Bedroom East Village	1,580.00	1,580.00	1,580.00	1,580.00	\$ -	0.00%
<u>Additional Fees</u>						
Res Net	\$ 190.00	\$ 200.00	\$ 200.00	\$ 210.00	\$ 10.00	5.00%

¹Housing charge is divided by break session

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/6 FY2020 Fees Recommendation

WHEREAS fees are to be established annually by the Western Illinois University Board of Trustees;
and,

WHEREAS the Western Illinois University Board of Trustees carefully considered the Fiscal Year 2020
Tuition, Fees, Room and Board Cost Guarantee (Report No. 19.3/6); and,

WHEREAS general guidelines established by the Illinois Board of Higher Education were followed; and,

WHEREAS appropriate groups on campus were involved in the establishment of fees for FY2020; and,

WHEREAS the rate would be an increase of \$1.93 per credit hour, or 2.12-percent, for new Macomb
campus students only, which would result in an increase of 0.53-percent per year for those
students who attend for four years; and,

WHEREAS there would be no rate increase for new Quad Cities campus students; and,

WHEREAS Western Illinois University maintains a commitment to access and affordability:

THEREFORE be it resolved that the Board of Trustees approves fees rates for FY2020 (effective Fall
Semester 2019) as enumerated in the FY2020 Fee Recommendation document which follows.

FY2020 Fees Recommendation

	FY2017	FY2018	FY2019	Proposed FY2020		
				Amount	\$ Change	% Change
I. MACOMB CAMPUS STUDENT FEE ALLOCATIONS						
<u>Academic Year (Based on 30 SCH)</u>						
Activity	\$ 103.50	\$ 105.60	\$ 105.60	\$ 105.60	\$ -	0.00%
Fine Arts Activity	76.80	77.70	77.70	77.70	-	0.00%
Athletic	537.00	542.10	542.10	542.10	-	0.00%
Bond Revenue	851.40	859.80	859.80	867.90	8.10	0.94%
Technology	144.60	146.70	146.70	146.70	-	0.00%
Facilities Enhancement & Life Safety	546.30	546.30	546.30	606.30	60.00	10.98%
Health Center	282.30	282.30	282.30	282.30	-	0.00%
Publication	29.10	29.10	29.10	18.90	(10.20)	-35.05%
Talent Grant	51.30	52.50	52.50	52.50	-	0.00%
Transit	81.30	83.40	83.40	83.40	-	0.00%
Total Per Academic Year	\$ 2,703.60	\$ 2,725.50	\$ 2,725.50	\$ 2,783.40	\$ 57.90	2.12%
<u>Fall or Spring Semester Per Credit Hour</u>						
Activity	\$ 3.45	\$ 3.52	\$ 3.52	\$ 3.52	\$ -	0.00%
Fine Arts Activity	2.56	2.59	2.59	2.59	-	0.00%
Athletic	17.90	18.07	18.07	18.07	-	0.00%
Bond Revenue	28.38	28.66	28.66	28.93	0.27	0.94%
Technology	4.82	4.89	4.89	4.89	-	0.00%
Facilities Enhancement & Life Safety	18.21	18.21	18.21	20.21	2.00	10.98%
Health Center	9.41	9.41	9.41	9.41	-	0.00%
Publication	0.97	0.97	0.97	0.63	(0.34)	-35.05%
Talent Grant	1.71	1.75	1.75	1.75	-	0.00%
Transit	2.71	2.78	2.78	2.78	-	0.00%
Total Per Credit Hour	\$ 90.12	\$ 90.85	\$ 90.85	\$ 92.78	\$ 1.93	2.12%
<u>Summer Semester Per Credit Hour</u>						
Activity	\$ 2.21	\$ 2.26	\$ 2.26	\$ 2.26	-	0.00%
Fine Arts Activity	1.64	1.66	1.66	1.66	-	0.00%
Athletic	11.46	11.56	11.56	11.56	-	0.00%
Bond Revenue	18.16	18.35	18.35	18.52	0.17	0.93%
Technology	3.09	3.13	3.13	3.13	-	0.00%
Facilities Enhancement & Life Safety	11.65	11.65	11.65	12.93	1.28	10.99%
Health Center	6.03	6.03	6.03	6.03	-	0.00%
Publication	0.63	0.63	0.63	0.41	(0.22)	-34.92%
Talent Grant	1.09	1.12	1.12	1.12	-	0.00%
Transit	1.74	1.78	1.78	1.78	-	0.00%
Total Per Credit Hour	\$ 57.70	\$ 58.17	\$ 58.17	\$ 59.40	\$ 1.23	2.11%

FY2020 Fees Recommendation

	FY2017	FY2018	FY2019	Proposed FY2020		
				Amount	\$ Change	% Change
II. QUAD CITIES CAMPUS STUDENT FEE ALLOCATIONS						
<u>Academic Year (Based on 30 SCH)</u>						
Activity	\$ 128.70	\$ 134.70	\$ 134.70	\$ 134.70	\$ -	0.00%
Athletic	-	-	-	-	-	-
Bond Revenue	-	-	-	-	-	-
Technology	140.40	140.40	140.40	140.40	-	0.00%
Facilities Enhancement & Life Safety	211.80	211.80	211.80	211.80	-	0.00%
Health Center	-	-	-	-	-	-
Publication	27.30	27.30	27.30	27.30	-	0.00%
Talent Grant	83.10	83.10	83.10	83.10	-	0.00%
Transit	149.10	149.10	149.10	149.10	-	0.00%
Total Per Academic Year	\$ 740.40	\$ 746.40	\$ 746.40	\$ 746.40	\$ -	0.00%
<u>Fall or Spring Semester Per Credit Hour</u>						
Activity	\$ 4.29	\$ 4.49	\$ 4.49	\$ 4.49	\$ -	0.00%
Athletic	-	-	-	-	-	-
Bond Revenue	-	-	-	-	-	-
Technology	4.68	4.68	4.68	4.68	-	0.00%
Facilities Enhancement & Life Safety	7.06	7.06	7.06	7.06	-	0.00%
Health Center	-	-	-	-	-	-
Publication	0.91	0.91	0.91	0.91	-	0.00%
Talent Grant	2.77	2.77	2.77	2.77	-	0.00%
Transit	4.97	4.97	4.97	4.97	-	0.00%
Total Per Credit Hour	\$ 24.68	\$ 24.88	\$ 24.88	\$ 24.88	\$ -	0.00%
<u>Summer Semester Per Credit Hour</u>						
Activity	2.75	2.84	2.84	2.84	-	0.00%
Athletic	-	-	-	-	-	-
Bond Revenue	-	-	-	-	-	-
Technology	2.99	2.99	2.99	2.99	\$ -	0.00%
Facilities Enhancement & Life Safety	4.52	4.52	4.52	4.52	-	0.00%
Health Center	-	-	-	-	-	-
Publication	-	-	-	-	-	-
Talent Grant	1.77	1.77	1.77	1.77	-	0.00%
Transit	-	-	-	-	-	-
Total Per Credit Hour	\$ 12.03	\$ 12.12	\$ 12.12	\$ 12.12	\$ -	0.00%

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/7 FY2020 Student Health Insurance Fee Recommendation

Resolution:

WHEREAS Western Illinois University has reviewed the Student Health Insurance options for Western Illinois University students; and,

WHEREAS Western Illinois University proposes that the Student Health Insurance rates decrease from \$842.00 to \$795.00 per half year or \$1,590.00 per full year which represents a 5.58% decrease; and,

WHEREAS Western Illinois University will implement the Student Health Insurance rate beginning August 01, 2019; and,

WHEREAS special provisions have been made for students attending outside the designated terms of August 1 to January 31 and February 1 to July 31:

THEREFORE be it resolved that the Board of Trustees approves the Western Illinois University Student Health Insurance Program rate for Fiscal Year 2020 as proposed.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/7 External Audit Report

The final FY 2018 External Financial and Compliance Audits will be presented during the BOT meeting. This report will outline the activity and results of the FY 2018 audit. If the results are publicly released prior to the meeting, they will be sent to the Board of Trustees.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report No. 19.3/8 Quarterly Planning Update

Following is a status report on the actions included in the University's Fiscal Year 2019 Planning Calendar. Items placed in bold text are updates from the December 2018 *Quarterly Planning Update*. Previously displayed information is kept in this *Update* to develop a chronology of accomplishments for the Fiscal Year.

- Keep the Board and university informed on the status of the *Positioning Western Illinois University for the Future Plan*.
 - Press Conferences were held on both campuses to announce the *Plan* on July 16, 2018.
 - Power Point *Updates* were made at the September 2018, December 2018, **and today's Board meeting.**
- Prepare the Academic Year 2019-2020 Strategic Plan Supplement.
 - The over 70 seventy-member Social Responsibility Task Force has been convened.
 - There have been **18** meetings to date. **First drafts of four of the five criteria for accreditation have been shared with the university community for review and feedback through monthly Strategic Plan Updates.**
- Maintain the University's ongoing relationship with the Higher Learning Commission.
 - The University's *Final Quality Initiative (QI) Report* was submitted to the Higher Learning Commission in November 2018. **The Commission's analysis of the University's progress will be discussed at today's Board meeting.**
 - The University's *FY19 Financial Recovery Plan* was presented to the Board and the Commission in September. HLC's conclusions were presented at December 2018 Board of Trustees meeting.
 - The University's *FY19 Teach Out Plan* for disestablished majors was submitted to the Commission in November. It was discussed at the Board's December 2018 meeting.
 - A new off-campus location was opened in Farmington, IL. This location is eligible to serve students in the Ed.S. and Ed.D. programs in Educational Leadership. The College of Education and Human Services will start instruction at this location in January 2019, with an initial estimated enrollment of 20 students.
- Keep the Board of updated on outcomes of its Summer 2018 Board Retreat.
 - Actions were documented in the September 2018, December 2018, **and today's Positioning Western Illinois University for the Future Updates.**
- Continue to advance the goals and priorities of the President's Executive Institute (PEI).

- A Power Point presentation on the status of the PEI goals and priorities was made at the September 2018 and December 2018 Board meetings. **A third presentation will be made at today's Board meeting.**
- Chair the Military Task Force (MTF) that is charged with making recommendations to the President's Leadership Team on military student and veteran recruitment, retention, programs, and services. The MTF:
 - **Applied and received approval for WIU to participate in the Community College of the Air Force's (CCAF) General Education Mobile (GEM) program. There is a separate Board Report that will discuss the GEM program at today's Board meeting.**
 - **Applied for the Bachelors in General Studies Degree program to participate in Air University's Associate to Baccalaureate Completion (AU-ABC) program. The University's application is currently under review at the Air Force. Additional details are provided in a separate report that will be discussed at today's Board meeting.**
 - **Continued working with a subgroup on developing additional WIU applications for the AU-ABC program. A status report will be provided at today's Board meeting.**
 - **Attended invited meetings at Maxwell Air Force base to learn about institutional opportunities in the AF-COOL program and the new Skybridge program.**
 - **Invited to serve on a national panel to discuss community-university-military partnerships at the Installation Innovation Forum.**
 - Conducted a gap analysis of the University's academic offerings compared to competitors in the geographic regions surrounding Scott Air Force Base (Saint Louis) and the Rock Island Arsenal. Going forward this will guide university advertising in these markets.
 - Established the foundation for a veteran's mentoring program by identifying student veterans who are willing to serve as mentors to new incoming veterans. After establishing a process for matching mentors to incoming students, the program will be implemented.
 - Initiated benchmarking against Western Kentucky University, which has seen a 67% increase in military enrollment over the past five years.
 - Established new ways to honor our military. For example, there are now six designated parking spots on the Macomb campus for veterans.
 - Received approval that starting in Spring 2019, veterans who attend the University with a DD214 will be automatically exempt from University 100.
- Serve the Higher Learning Commission/ The Senior Vice President for Strategic Planning and Initiatives:
 - Continues to serve as a Mentor for the Southwest Indian Polytechnic Institute and has added Dakota State University to his portfolio for the new Student Success Academy.
 - Guided Antioch University, Parkland College, and National American University to completion on the Commission's Persistence and Completion Academy.
 - Completed location visits for the TCM International Institute (Indianapolis), Chamberlain University (New Orleans), **and chiring a visit to Turtle Mountain Community College (a tribal community college in North Dakota) in April.**

- Participated in October 2018, December 2018, **and March 2019** Institutional Actions Council (IAC) meetings. The IAC is the primary decision-making body for the Commission and the 19 states that it regulates.
- Prepare planning materials for Western Illinois University Board of Trustees meetings.
 - Presented six planning reports at the September Board meeting:
 1. *United States Department of Defense Voluntary Educational Institutional Compliance Program*
 2. *Carnegie Foundation for the Advancement of Teaching and Learning Community Engagement and Self-Study Certification Process.*
 3. *Positioning Western Illinois University for the Future Update.*
 4. *President's Executive Institute Quarterly Update.*
 5. *Quarterly Planning Update.*
 6. *FY19 Strategic Plan Update.*
 - Presenting nine planning reports at the December Board Meeting:
 1. *Quarterly Planning Update.*
 2. *Positioning Western Illinois University for the Future Update.*
 3. *Fiscal Year 2019 Master Plan Update.*
 4. *FY19 Teach Out Update for the Higher Learning Commission.*
 5. *Western Illinois University's Quality Initiative for the Higher Learning Commission.*
 6. *Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update.*
 7. *President's Executive Institute Quarterly Update.*
 8. *Community College of the Air Force: General Education Mobile Program.*
 9. *Community College of the Air Force: Associate to Baccalaureate Degree Completion Program.*
 - **Presenting 11 planning reports at today's Board Meeting:**
 1. **CCNE Report**
 2. **FY19 Performance Report**
 3. **Quarterly Planning Update**
 4. **Positioning Western Illinois University for the Future Quarterly Update**
 5. **President's Executive Institute Quarterly Update**
 6. **Academic Year 2019-2020 Strategic Plan Supplement: Draft 1**
 7. **Western Illinois University's Quality Initiative for the Higher Learning Commission**
 8. **Western Illinois University's Financial Panel Analysis by the Higher Learning Commission**
 9. **Western Illinois University's Air University-Associate to Baccalaureate Completion Program Application**
 10. **Western Illinois University's Community Engagement Application to the Carnegie Commission for the Advancement of Teaching and Learning**
 11. **The Illinois Innovation Network**
 - **Preparing planning reports and one resolution for the June 2019 Board Meeting:**
 1. **Quarterly Planning Update.**
 2. **Positioning Western Illinois University for the Future Update.**

3. President’s Executive Institute Quarterly Update.
4. Academic Year 2019-2020 Strategic Plan Supplement

- Distribute monthly Strategic Plan Updates. Topics for each *Strategic Plan Update* published during Fiscal Year 2019 appears below.

<u>Month</u>	<u>Topic</u>
July 2018	Introducing the United States Department of Defense’s Voluntary Education Institutional Compliance Program, and the Carnegie Foundation for the Advancement of Teaching and Learning’s Community Engagement Self-Study and Certification process.
August 2018	Seeking volunteers from the university community to serve on the President’s Executive Institute (PEI), and providing a status report on PEI goals, priorities, and accomplishments.
September 2018	Providing data demonstrating that :(1) Western Illinois University continues to advance in national rankings of quality, opportunity, and affordability. (2) The University is implementing <i>Strategic Plan</i> priorities related to increased outreach and learning inside and outside of the classroom. (3) And, as a result of the efforts, Western students continue to receive national recognition for their academic excellence, and alumni maintain a very high percentage of workforce and/or graduate/professional studies placement after graduation from the University.
October 2018	Discussing membership, fall meeting schedule, process, and planned deliverables from the Social Responsibility Planning Task Force (SRPF) during academic year 2018-2019.
November 2018	Giving an executive summary of University accomplishments on its <i>Quality Initiative (QI) for the Higher Learning Commission</i> . Western’s QI had for goals: (1) Update the Strategic Plan. (2) Increase enrollment. (3) Participate in the Commission’s Persistence and Completion Academy; and, (4) Engage in Fiscal Reduction and Reinvestment.
December 2018	Providing an update on Western Illinois University’s Fiscal Year 2018 Composite Financial Indicator and the University’s Fiscal Year 2019 Financial Recovery Plan reported to the Higher Learning Commission. Also discussed the next steps in this matter.
January 2019	Discussing the University’s Self Study for reaffirmation of accreditation from the Higher Learning Commission (HLC), development of the 2019-2020 and 2020-2021 Strategic Plan Supplements, and seeking university feedback to the first draft of the first of five criteria for accreditation.
February 2019	Seeking university feedback to the first draft on Criteria 2 and 3 in the University’s Self-Study for reaffirmation of accreditation from the Higher Learning Commission.
March 2018	Requesting university feedback to the first draft on Criterion 4 in the University’s Self-Study for reaffirmation of accreditation from the Higher Learning Commission.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/9 Positioning Western Illinois University for the Future Quarterly Update

A Power Point presentation will be made at today's Board meeting. It represents the third in a quarterly series, updating the Board and university community on the status of goals and priorities stated in Western Illinois University's *FY19 Financial Recovery Plan*. This *Plan* addresses institutional actions taken in response to the aftermath of the statewide budget impasse, as the University aligns revenue to expenditures to restore its annual Composite Financial Indicator Score reported to the Higher Learning Commission.

WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES

March 29, 2019

Report 19.3/10
President's Executive Institute
Quarterly Update

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

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/11 Academic Year 2019-2020 Strategic Plan Supplement Draft 1

Western Illinois University operates according to its 10-year Higher Values in Higher Education Strategic Plans. *Higher Values in Higher Education 2017-2027* was approved for implementation by the Western Illinois University Board of Trustees in June 2017, with the understanding that the next edition of the University's Strategic Plan would be created in academic year 2022-2023.

Western Illinois University also operates according to annual *Strategic Plan Supplements*. This process started in 2016, with the Board's recognition that there are unforeseen opportunities and challenges at the time of writing a long-term Strategic Plan.

As Western Illinois University prepares for a reaffirmation of accreditation site visit from the Higher Learning Commission in April 2021, the Board agreed that Academic Year 2020-2021 and Academic Year 2021-2022 Strategic Plan Supplements should specifically focus on actions needed to ensure that the University meets and exceeds all criteria for accreditation. January-March 2019 Strategic Plan Supplements have solicited university feedback to the first four criteria for accreditation.

The operative question for the 2019-2020 Strategic Plan Supplement is, Does Western have sufficient data to demonstrate that it meets and exceeds each of the five accreditation criteria? Using Criterion 1 as an example, we must provide evidence to show that we meet Core Components 1A-1D. If we do not meet any of these Core Components, then we do not meet Criterion 1.

In order to meet a Core Component, we must meet each of its subcomponents. For example, in order to meet Core Component 1A, we must provide evidence that we meet subcomponents 1A1-1A3. Failure to meet any subcomponent means the institution fails to meet the Core Component and the related Criterion.

Failure to meet one or more of the five accreditation criteria jeopardizes an institution's accreditation status, along with the ability to administer federal financial assistance, and the transfer of credit hours and degrees to other regionally-accredited institutions of higher education. Institutions as recent as this month have closed without prior warning to employees for failing to meet accreditation criteria.

After review, the over 70-member Social Responsibility Task Force (SRTF) who is leading accreditation preparations believes that there is sufficient evidence to demonstrate that Western meets Criteria 1-3, and all related Core Components and Subcomponents. Criterion 4 is being reviewed by the university community at the time of writing thus Report.

However, SRTF is recommending the following improvement actions to ensure that our analysis is correct. The President's Leadership Team has concurred with these recommendations and has/will implement action plans for each of the items below.

1. The Board of Trustees indicated that it will participate in additional Open Meetings Act training in cooperation with the Illinois Attorney General Public Access Counselor.
2. Some university policies in the *University Policy Manual* have not been reviewed in the last three to five years. Therefore, we recommend that President's Leadership Team form a standing working group that in consultation with the related subject matter experts review and suggest updates, where appropriate, to university policies contained in the *University Policy Manual*.
3. The working group should also prepare and follow a three-year policy review rotation, using the process described above, for maintaining currency in policies contained in the *University Policy Manual*.
4. The Higher Learning Commission's expectation on *Control* require that institutions designate their status (public/private) in mission documents. Therefore, we recommend add the clause indicated in bold text to the History of Western Illinois University as documented in *Undergraduate* and *Graduate Catalogs* and other sources (e.g., *Higher Values in Higher Education*).

Specifically, we recommend amendment of the History and Heritage of Western Illinois University to State, "Founded in 1899, the Western Illinois State Normal School was established **as an Illinois public institution** to address teacher preparation in the state's grammar schools...

5. Add analyses of student persistence, completion, and time-to-degree rates to program review self-studies.
6. Continue to address challenges identified in the Self-Study related to:
 - A. Increasing International student and WESL enrollment.
 - B. Receiving state funding for deferred maintenance.
 - C. Achieving release of frozen state funding for the Center for Performing Arts and Western Illinois University-Quad Cities Phase III.

The pages that follow are the first drafts of evidence showing WIU meets Criteria 1-3 for accreditation. Board feedback is requested with regard to additional items or institutional actions that need to be taken. After first drafts are reviewed, second drafts will specifically look at institutional data trends in relation to the Criteria for accreditation. This review will occur in Academic Year 2019-2020.

CRITERION 1 MISSION

Core Component 1.A: The institution's mission is broadly understood within the institution and guides its operations.

(1A1) The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Western Illinois University follows collaborative and transparent processes established in 2004 for developing the 2012-2022 and 2017-2027 *Strategic Plan* and 2016-2018 annual Strategic Plan Supplements.

- a. Each of these documents were prepared by university-wide writing teams comprised of students, faculty, and staff from both campuses.
- b. The writing teams worked with the university community to produce iterative drafts of each document, and received endorsement from all governance groups on both campuses before seeking Board of Trustees implementation approval
- c. Similar processes will continue to be used in annual Strategic Plan Supplements and the scheduled development of Higher Values in Higher Education 2022-2032.

(1A2) The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs

Evidence of meeting our *Mission* in instruction, research, and service is evident in:

- a. The high percentage of Western alumni employed and/or pursuing additional educational credentials upon receipt of the baccalaureate degree.
- b. Data published by The Economist demonstrating that Western Illinois University's alumni earning power places in the top 24% nationally.
- c. The highest percentage of faculty time is devoted to instruction and efforts by the Center for Innovation in Teaching and Research to support teaching and the scholarship of teaching and learning.
- d. Faculty scholarly activity (publications, conference presentations, and creative activities).
- e. Faculty and staff contract and grant activity.
- f. Earning Carnegie Foundation Community Engagement Classification in 2011 and currently seeking certification renewal.
- g. Annual university awards for excellence in instruction, research, and service.

Student Services

Evidence of active student learning inside and outside the classroom is demonstrated by:

- a. Providing Living-Learning Communities (LLCs) on the Macomb campus.
- b. Requiring all students to successfully complete University 100.
- c. Offering annual University Theme year programming and events.

- d. Engaging students in independent studies, thesis and dissertation research, capstone requirements, Research Inspiring Student Excellence in the College of Arts and Sciences, Undergraduate Research Days, Graduate Research Days, and the Quad Cities Research Conference.
- e. Encouraging student participation Student Government Associations (SGA) on both campuses; Interfraternity, Panhellenic, United Greek, and Inter-Hall Councils.
- f. Supporting Registered Student Organizations on both campuses, as well as sports clubs and a NCAA Division I intercollegiate athletic program.

Enrollment Profile

Evidence of a diverse enrollment, employee base, and community engagement is demonstrated by.

- a. Increases in the percentages of minority students, faculty, and staff demonstrate institutional commitments to diversity.
- b. Students participating in internships, developing a cooperative education program, and the public service accomplishments documented in Core Component 1D3 illustrates collaboration with alumni and community partners.

(1A3) The institution's planning and budgeting priorities align with and support the mission.

- a. Western maintains the largest percentage of institutional expenditures for instruction and instructional support.
- b. Implementation and modification of automatic scholarship programs for new dual enrollment students, new freshmen, new transfers and remaining the only Illinois public university to guarantee no cost increases in tuition, fees, room and board rates shows how Western serves a highly cost sensitive population.

Note: This section of the Accreditation Self-Study seeks evidence of the University applying resources to its high priorities. Other points in the document address the statewide budget impasse, budget reductions, and other fiscal matters.

Core Component 1.B: The mission is articulated publicly.

(1B1) The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

- a. Western's *Vision, Mission, and Values* are available on the University homepage and in *Undergraduate and Graduate Catalogs*.
- b. University identification cards, employee business cards, banners, and highly trafficked areas on both campuses contain *Higher Values in Higher Education* displays.
- c. The University Planning Website contains:
 - Goals, priorities, and accomplishments for the University's *Strategic Plans, Strategic Plan Supplements, Higher Learning Commission materials, and Campus Master Plans* (for facilities and infrastructure).

- *Annual Performance Reports* comparing institutional performance on *Strategic Plan* benchmarks in terms of whether data are progressing in the desired direction, showing no change, or moving in the opposite direction. Additionally, there are comparison the University’s status on *Strategic Plan* performance indicators to peer institutions.
 - *Monthly Strategic Plan Updates* provide the Board of Trustees and all employees with updates and solicit feedback on timely issues.
 - *Strategic Plan* Power Point presentations made to the Western Illinois University Board of Trustees.
- d. Other university-wide plans are available on websites for areas with implementation responsibility. For example, the University Technology homepage provides access to the *2017-2022 IT Strategic Plan*. The Equal Opportunity and Access website contains the University’s *Affirmative Action Plan*; and the *Report on Athletic Program Participation & Financial Support Data* is available on the Athletics website.
- e. All administrative units and academic departments and schools complete *Consolidated Annual Reports*. These materials are summarized by the Vice President’s and areas that report to the President each spring in annual *Planning and Accomplishment Presentations*. The University Planning website contains copies of these *Reports* and *Presentations* that document accomplishments, reallocations, reductions, and budget requests in relation to university goals and priorities. Detailed materials are also available from the Provost and Academic Vice President and Senior Vice President for Strategic Planning and Initiatives websites.

(1B2) The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Western’s mission documents are current and define the roles of the University.

- a. Core Component 1A1 documents currency in the University’s *Vision, Mission, Values*, goals, and priorities.
- b. The University’s *Vision* clearly defines the Western’s overall goal: National leadership in quality, opportunity, and affordability.
- c. The University’s *Mission* clearly defines the roles instruction, scholarship/professional activities, and public service. With research and public service supporting teaching, the contractual *Agreement 2017-2021* (between the University Professionals of Illinois and Western Illinois University) *Articles 20* and *33* clearly articulate that instruction is the primary activity and basis of evaluation for faculty.
- d. The University’s commitment to community and economic development is clearly stated in the first sentence of the University *Mission*, “Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities.” Furthermore, in 2016, we modified our Social Responsibility value descriptor to emphasize our role in community and economic development.

(1B3) The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

We seek and serve a diverse array of active learners and demonstrate strong commitments to educational opportunity through special admissions and distance learning.

- a. As stated in the first sentence in the University's Academic Excellence Value, "Central to our history is the commitment to teaching, the individual learners, and to active involvement in the teaching learning process.
- b. We serve a diverse array of active learners. The *Undergraduate Catalog* identifies admissions requirements for new freshmen, transfers, veterans, international students, and Bachelor of Arts in General Studies students (primarily working adults). The *Graduate Catalog* contains admissions policies for second baccalaureate, post-baccalaureate certificate, master's, specialist and doctoral students.
- c. Valuing Educational Opportunity, Western Illinois University has a special admissions program through the Office of Academic Services (OAS) for students who do not meet published admissions standards, but show promise and a willingness to work towards achieving shared educational goals. Up to 25% of new freshman may be admitted to Western through OAS.
- d. Western offers a strong commitment to distance education, as evidenced by:
 - Expanding online offerings from the National Fire Academy (NFA) Curriculum for Fire Fighters and two-degree programs in 2010 (Bachelor's degree in General Studies and Master's degree in Instructional Design and Technology) to the NFA Curriculum, 11 baccalaureate degree programs, five post-baccalaureate certificates, and six master's degree programs (as of January 2019).
 - Establishing hybrid master's degree programs in Business Administration, College Student Personnel, and Community and Economic Development to serve working professionals in the Quad Cities region.
 - Piloting live streaming courses in academic year in academic year 2017-18, and launching 12 sections in Biology; Communication; Educational Studies; Graphic Communication; History; Recreation, Park and Tourism Administration, and Zoology in academic year 2018-19.
 - Offering graduate cohort programs in Educational Leadership in four Illinois off-campus locations to serve place-bound professionals who otherwise may not have access to graduate education.
- e. Demand for distance education is strong and growing, as evidenced in:
 - Course enrollments.
 - Off-campus enrollment.
 - Total credit hours generated.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

(1C1) The institution addresses its role in a multicultural society, as evidenced by:

- a. Data in Core Component 1A2 showing that Western continues to diversify, consistent with trends identified in the *December 2017 Strategic Plan Update* for the Illinois public universities and nationally.
- b. Western's General Education curriculum requires that all students successfully complete at least three credit hours in designated Multicultural Studies course(s).
- c. Western's academic programs prepare students for the diverse and global society.
 - For example, the University offers academic minors in African American Studies, International Business, Religious Studies, and Women's Studies. The University has majors in Anthropology, French, French Teacher Certification, Spanish, Spanish Teacher Educational, and Special Education.
 - All business programs in the College of Business and Technology are internationally accredited by AACSB. Less than one-third of U.S. business schools and only 15% of business schools worldwide meet the rigorous standards of AACSB International accreditation.
- d. All baccalaureate degree candidates are required to successfully complete the Foreign Language/Global Issues (FLGI) requirement
- e. Student participation in Study Abroad.

(1C2) The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- a. Support of diversity is a shared value of the University, with specific departments leading these efforts. This includes the Casa Latina Cultural Center, Center for International Studies (CIS), Disability Resource Center, Equal Opportunity and Access, Gwendolyn Brooks Cultural Center, Human Resources, Veteran's Resource Center, and Women's Center.
- b. These departments support a wide array of initiatives and organizations, including Feminist Action Alliance, Illinois Cultural Diversity Association, International Friendship Club, Latin American Student Organization, Quad Citians Affirming Diversity, Quad Cities Student Services, Unity, Western's English as a Second Language (WESL) institute, Women's Center, and Western Organization for Women.
- c. Often departments collaborative on shared initiatives and services. For example, The Disability Resource Center, Office of Equal Opportunity & Access, and Quad Cities Student Services provide support and accommodations for students, faculty, staff, and guests of the University, in addition to ensuring Americans with Disability Act compliance and advocacy.
- d. The University also offers opportunities for students, faculty and staff to engage in institutional diversity planning and program delivery. Examples include the University Diversity Council and its working committees, the Military Task Force, and Minority Health Month.
- e. A diverse array of fine and performing arts concerts, exhibitions, and programs are provided to the University and regional community through the College of Fine Arts and Communication, Bureau of Cultural Affairs, University Union Board, and the World View channel operated by WQPT-Quad Cities Public Television.

- f. The University is committed to diversifying its employee base.
 - The *President's Statement on Diversity*, a comprehensive *Equal Opportunity and Affirmative Action* program, *Title IX* compliance, family friendly policies and procedures, and mentoring programs are all means used to recruit and retain a high-achieving, diverse faculty and staff.
 - The University also cultivates its talent. The Affirmative Action Internship Program increases the pool of qualified women and minorities for administrative positions.
- g. The University's programs and services described above are highly effective:
 - National Survey of Student Engagement results show that second semester Western Illinois University freshmen and seniors rate the University environment as more supportive than students report at other national master's granting institutions.
 - Evidence of the University achieving higher than predicted graduation rates for low-income and minority students.
 - National recognitions in serving students from the United States Armed Forces.

Core Component 1.D: The institution's mission demonstrates commitment to the public good.

(1D1) Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation. This is evident in:

- a. The establishment of new degree programs and adherence to Illinois Board of Higher Education established program review schedule and processes to ensure that Western is providing a responsive academic portfolio that is based on high standards of quality and viability to the state tax payers of Illinois and beyond.
- b. Western annual \$473 million annual economic impact to its immediate 16-county service region.
- c. Public service partnerships and accomplishments documented in Core Component 1D3.

(1D2) The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Adherence to state statutes on excess funds, operating comprehensive internal and external audit programs for the University and the University Foundation, maintaining discipline-specific and clinical accreditations, and athletic program that has never been sanctioned demonstrates that the University educational responsibilities take primacy over other purposes.

- a. Western Illinois University is a public university, does not have investors or a parent organization, and can only carry forward and use excess funds in accordance with Illinois state statutes.
- b. Western has a comprehensive program of internal auditing.
- c. In compliance with Illinois state statutes, Western completes annual external compliance and fiscal audits.
- d. The Western Illinois University Foundation is a separate 501(c)3 organization from the University and also follows similar processes of internal and external auditing.

- e. Western Illinois University maintains 17 discipline-specific accreditations, accreditation for Beu Health Center and the University Counseling Center, and 21 advisory boards to assure and advance academic and service quality.
- f. Western Illinois University has never been found in violation of Missouri Valley Football Conference, Summit League, or National Collegiate Athletic Association rules and regulations.

(1D3) The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- a. Many academic departments support public service and outreach to our host communities and regions. Examples include the Psychology Clinic, Speech-Language-Hearing Clinic, and Counselor Education Clinic.
- b. Public service provision is often interdisciplinary. For example, WIU's Adapted Physical Activity Motor Clinic serves 45 – 50 students with disabilities between the ages of 4 to 21 from the West Central Illinois Special Education Cooperative every semester. This is a collaborations between Recreation, Park and Tourism Administration; Physical Education Teacher Education; Special Education; Exercise Science; Speech Pathology and Audiology; Social Work; School Psychology; Psychology; Teacher Education; Biology; Sociology; and Music Therapy.
- c. Students established food pantries and run newspapers on both campuses.
- d. University Channel 3 programming includes a student run evening newscast in Macomb and received numerous national awards for broadcast quality.
- e. The University's Public Service Centers serve individuals across the region, statewide, and national effects. Examples include TriStates Public Radio, WQPT-Quad Cities Public Television, the Center for the Application of Information Technologies, Center for Best Practices in Early Childhood Education, the College of Business and Technology providing voluntary income tax preparation assistance to individuals with low incomes, and the College of Education and Human Services Advising Office working with individuals seeking initial or subsequent licensure.
- f. The Geographic Information Systems Center is a partnership between the City of Macomb, McDonough County and the University that compiles, manages, and stores GIS data layers. The Center has completed GIS and GPS work for various federal, state and local entities, has partnered with WIU faculty members on research projects, and provides hands-on GIS and GPS training for students.
- g. The Illinois Institute for Rural Affairs provides community and economic development visioning, technical assistance, and implementation resources to 73 rural counties in Illinois by a Governor's Executive Order. These programs and services in the MAPPING program, Value Added Sustainable Development Center, ICDC, RTAC, Small Business Development Centers, Procurement Technical Assistance Centers, International Trade Center, and Peace Corps Fellow Program.
- h. The Quad Cities Manufacturing Laboratory supports national research and development through the provision of manufacturing equipment, systems and software, and student interns.
- i. University Libraries serves as a federal documents repository, hosts the Baxter-Snyder Center for Icarian Studies, features a special collection of printed materials documenting the history of West Central Illinois, selected from the Archives and Special Collections. University Libraries also signed an agreement in 2014 that enables WIU students, faculty, staff and community patrons to borrow

books and utilize materials and resources at each location. This build upon similar agreements in Macomb.

- j. To serve the needs of the region, 1,765 students participated in internships and 226 students participated in student teaching assignments between FY17-18. Additionally, the Director of the School of Engineering, Director of Business Engagement and Outreach, and the Senior Vice President for Strategic Planning and Initiatives are developing a pilot cooperative education program after consultation with leading universities in the field and the procurement of four pioneer partners in Davenport, Iowa, and Macomb, Moline, and Quincy, Illinois.
- k. The University launched the President's Executive Institute at the end of FY16 to build enrollment partnerships, support community and economic development, and to engage external organizations in shared goals and priorities. Initial FY17-18 PEI actions focused on conducting 32 Summits in eight Illinois communities with 257 participants discussing community/industry needs and opportunities for collaboration with the University.
- l. From these Summits, the University established on-site dual enrollment programs at regional high schools, reinstated teacher recruitment fairs on the Macomb campus with 63 schools recruiting 109 students in FY17-18, and opened the Small Business Development and International Trade Centers on the Quad Cities campus.
- m. The University Writing Center in Macomb and the US Bank Writing Center in the Quad Cities offers one-on-one consultations to students, faculty, staff, alumni, and community members. Work with the community member and alumni often focuses on resumes, curriculum vitae, cover letters, and personal statements.

Criterion 2 Ethical and Responsible Conduct

2.A. Western operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

(2A1) Fiscal Integrity

WIU is not under financial restrictions from the United States Department of Education or other federal or state government agencies. The Board of Trustees fiscal oversight, institutional processes for expenditure approvals, compliance with state statutes, engaging in external and external audits, and submitting annual financial indicators to the Commission assures financial integrity.

(2A2) Academic Integrity

No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.). Western maintains ongoing relationship with the Commission, other state agencies, 17 discipline-specific accreditation agencies, and promotes timely degree completion through advising, the Cost Guarantee, and GradTrac.

(2A3) Personnel Integrity.

Institutional polices, training, structures, processes, and corrective actions when necessary upholds personnel integrity.

- a. Western Illinois University has a [Non-Discrimination Policy](#). All employees complete mandatory ethics and sexual harassment prevention trainings annually.

- b. The University has 10 policies related to fair behavior and equal treatment of employees: *ADA Services for Faculty/Staff, Bereavement Leave, Employment of Individuals with Disabilities, Equal Opportunity and Affirmative Action, Military Service, Reasonable Accommodation of Students and Employees, Religious Observance, Service Animals, Services for Students with Disabilities, and Sick Leave Bank.*
- c. The University also has an additional nine policies on ethical behavior of employees: *Avoidance of the Appearance of Nepotism in Academic Matters, Conflict of Interest, Conflict of Interest with Regards to Sponsored Projects, Consensual Amorous Relationships, Discrimination Compliant Procedures, Non-Discrimination, Outside Consulting and Research Activity, Responding to Allegations of Misconduct in Scholarly Activities, Sexual Misconduct and Gender Non-Discrimination Policy (Title IX), and Workplace Violence.*
- d. Board of Trustees Regulations include institutional protocol related to employee discipline and termination. Employee rights and responsibilities in these and other matters are further defined in contractual agreements and the *Civil Service Employees Handbook.*

This is also the section of the accreditation Self-Study where the institution needs to address the Open Meetings Act violation. The Self-Study states, “As stated to the University community on November 5, 2018, the Board of Trustees acknowledged that it did not comply with the Illinois Open Meetings Act (110 ILCS 690/35) in its June 28, 2018 closed session. The Board Chairperson presiding over the Board at that time resigned. The University hired new Legal Counsel with expertise in the *Illinois Open Meetings Act*, and the Board will participate in additional Open Meetings Act training in cooperation with the Illinois Attorney General Public Access Counselor”.

2.B. Western presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- a. The University publishes academic programs in A to Z indices for the [Macomb campus](#) and [Quad Cities campus](#), on the [academics website](#), and in the [Undergraduate](#) and [Graduate Catalogs](#). The latter two documents also contain academic policies, and program and degree requirements.
- b. The [Undergraduate Catalog](#) displays the University’s Trustees, Officers of the University, faculty and professional staff. The [University Directory](#) provides contact information for all University employees and students. Departmental websites provide faculty contact and background information. Examples are shown for [Biological Sciences](#), [Curriculum and Instruction](#), [Management and Marketing](#), and [Music](#)
- c. Tuition fees, room and board rates are displayed in [Undergraduate](#) and [Graduate Catalogs](#), and on the [Tuition and Costs website](#).
- d. The [Western Commitment Website](#) provides information about the amount in automatic scholarships for new freshmen. Similar websites are also available to new [transfer students](#) and [dually enrolled high school students](#). The University also provides a [net price calculator](#) to assist with financial planning.
- e. The [Undergraduate Catalog](#) and [Graduate Catalog](#) document Western’s history and development as a public university. These documents also contain the University’s accreditation relationships with the Higher Learning Commission, 17 discipline-specific agencies, and membership in the

National Council for State Authorization and Reciprocity Agreements. The [Accreditation Schedule website](#) contains links to each of the University's accrediting bodies, the degree programs accredited, and the last and next dates of accreditation.

2.C. The Board of Trustees is sufficiently autonomous to make decisions in the best interest of the University and to assure its integrity.

(2C1) The Board's deliberations reflect priorities to preserve and enhance the institution.

- a. The powers and duties of the Board of Trustees are defined in Illinois State Statute, [110 ILCS 690/35-45](#). These responsibilities include institutional planning and priority setting, legal and fiduciary management, and degree conferral. As such, the Board receives:
 - Quarterly Reports from the President, Assistant to the President for Governmental Relations, the Vice Presidents, and four standing reports *on Contributions, Purchases between \$100,000-499,999, Planning, and the President's Executive Institute.*
 - Three standing quarterly resolutions that require Board action: *Purchases Above \$500,000, contract ratifications with collective bargaining units, and Release of Closed Session Minutes.*
 - Fourteen annual reports with regard to: *Academic Program Changes; Athletics; Campus Master Plans; Cumulative Strategic Plan Accomplishments; Curricular and Administrative Changes; Enrollment, Retention, and Graduation Rate Information; External Audit; Facilities Condition Assessment; Financial Aid; Reporting on Teach Out Plans for Disestablished Majors; Sponsored Projects; Strategic Plan Update; and Student Cost Guarantee.*
 - Fourteen annual resolutions, where the Board takes action on: *All Funds Budget, Appropriated Operating and Capital Recommendations to the Illinois Board of Higher Education, Approved Depositories and Signatories, Calendar Year Board Meeting Schedule, Fees, Higher Values in Higher Education (University Strategic Plan) or Higher Values in Higher Education Supplement¹, Internal Audit Charter, Preliminary Spending Plans, Presidential Assessment and Contract, Room and Board, Student Health Insurance, Tenure Recommendations, and Tuition.*
- b. The Board also receives ad hoc reports and resolutions to address timely issues. Examples include *Statewide Budget Context* Power Point presentations between FY16-18 as the University implemented plans to decrease expenditures and increase revenue, and *FY19 Positioning Western Illinois University for the Future Updates* with similar goals. Additional examples include approving Western Illinois University's Quality Initiative for the Commission, offering federal tuition assistance for students from the United States Armed Forces, and approving honorary doctorate recipients.

(2C2) The Board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

¹ *The University's Strategic Plan is updated every fifth year, with annual Supplements produced in intervening year.*

The Board uses seven methods to gain university perspective.

- a. The Senior Vice President for Strategic Planning and Initiatives provides [Monthly Strategic Plan Updates](#) to convey timely strategic planning information, seek institutional feedback, and provide information received to the Board.
- b. The [Board website](#) contains contact information for each Trustee.
- c. Part of the Board's annual retreat is used to learn more about institutional programs and services.
- d. The Board started a new Points of Pride Segment at quarterly meetings in September 2018. Up to four speakers address the Board in areas of expertise, so the Board can have an increased understanding of how employees serve students and support our host communities and regions.
- e. Quarterly Board meetings include a report on activities and perspectives from all of the University's governance groups on both campuses. The governance groups also present a *Consent Agenda* to provide the Board with feedback on scheduled reports and resolutions.
- f. There is a 20-minute comment period at each Board meeting to gain additional feedback on the materials contained in the Board's agenda.
- g. Each Board member completes a Trustee in Residence annually. Each Board member visit with employees in areas of interest, again with the intent of learning more about the University.

The Board uses five methods to gain external perspectives.

- a. All Board members attend mandatory training provided by the State.
- b. Representatives of the Board attend Association of Governing Boards (AGB) annual conferences and share information with the Board as a whole.
- c. The Board's 2011-2018 annual planning retreats were facilitated by an AGB consultant to give additional statewide and national context for the challenges and opportunities facing the University.
- d. [Monthly Strategic Plan Updates](#) often include external benchmarking.
- e. External data is also included in many of the Board's Annual Reports.

(2C3) The Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

- a. All Board candidates are vetted by the Illinois State Senate to ensure independence from undue influence. Board membership is voluntary. Appointed members sign *Annual Conflict of Interest Statements* with the University and the State.
- b. If there is potential for a conflict of interest in Board actions, individual board member(s) recuse themselves(s). For example, one Board member annually recuses himself from the *Approved Depositories and Signatories* since he is the president of a local bank. Additionally, a second

board member resigned from the Board in December 2018 after receiving a new job with the State of Illinois where state statute prevented his continuing service to the University.

(2C4) The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Following the [Western Illinois University Board of Trustees Bylaws](#), the Board entrusts the coordination and management of the University to the President with the understanding that provisions shall be made for advisory participation by faculty, staff, and students in university decision-making.

- a. [Dr. Jack Thomas](#) was named the 11th President of the University in 2011. Dr. Thomas leads an institution that serves over 8,500 students in 66 undergraduate and 37 graduate degree programs, with over 700 faculty members and an annual budget of over \$220 million. President Thomas' is committed to shared governance (1A1) institutional transparency (1B1-1B3). Dr. Thomas delegates management functions to five vice presidents, who also serve as officers of the University.
- b. Faculty own the curriculum, and engage in academic shared governance, as shown in approval processes for new undergraduate and graduate courses, degree, option, concentration and certificate programs, and University Honors Council approval of honors courses initiated by faculty.
- c. Individual programs/committees and departments complete and submit annual assessment plans and report to the Provost's Office. These plans define learning objectives, data collection and results, and plans for continuous improvement.
- d. Departments and Schools complete Illinois Board of Higher Education program reviews of quality and viability. The University's Program Review Guidelines define roles and responsibilities of external reviewers, department chairpersons/school directors, deans, the associate provost and provost in this process.
- e. Departments and schools are responsible for completing and maintaining discipline-specific accreditations, where appropriate to the discipline.
- f. By contractual agreement with the University Professionals of Illinois, when the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit.
- g. The sole purpose of the APER Committee is to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee. The APER committee was formed in academic years 2015-16 and 2018-19.
- h. The Faculty Senate has seven councils and five committees that oversee academic matters.
 - The [Council on Admission, Graduation and Academic Standards \(CAGAS\)](#)
 - The [Council on Campus Planning and Usage \(CCPU\)](#)
 - The [Council on Curricular Programs and Instruction \(CCPI\)](#)
 - The [Council on General Education \(CGE\)](#)

- The [Council for Instructional Technology \(CIT\)](#)
- The [Council on Intercollegiate Athletics \(CIA\)](#).
- The [Council for International Education \(CIE\)](#)
- The [Summer School Committee \(SSC\)](#)
- The [Writing Instruction in the Disciplines \(WID\) Committee](#)
- Budget Transparency Committee (no web link)
- Committee on Provost and Presidential Performance (no web link)
- Senate Nominating Committee (no web link)

i. There is also the Graduate Council, University Honors Council, and Quad Cities Faculty Council

2.D. Western is committed to freedom of expression and the pursuit of truth in teaching and learning.

The entire university is designated as a free speech area. WIU does not restrict free speech to a specific location. Demonstrations are permitted on university premises as long as they do not disrupt the academic experience or threaten the safety of students and staff. Additionally, there is the:

- a. [Appearance of Off-Campus Speakers Policy](#)
- b. [Religious Observance Policy](#)
- c. [Student Code of Conduct](#) and [Disruptive Student Behavior Procedure](#)

With regard to the pursuit of truth,

- a. The Board of Trustees [Regulations on Academic Freedom and Responsibility](#) recognize that academic freedom is essential right to teaching and research for the common good. Membership in the academic community imposes responsibilities and obligations to respect the dignity of others, the right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, instruction, and expression—on and off campus.
- b. Students are treated with dignity and mutual respect in the all aspects of teaching, research, and service through the [Just and Equal Policy](#).
- c. There are protective measures for students and faculty in addressing controversial subject matter to ensure that there is not retaliation. This includes the [Policy on Grade Appeal](#). andr *Articles 20.11* and 33 in [Agreement 2017-2021](#).

2.E. Western’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

(2E1) The University provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its [faculty](#), staff, and students.

- a. In an average year, WIU faculty and staff author 22 books and 302 chapter/monograph/refereed articles, make 909 conference presentations, and generate 963 creative activities. This is in addition to earning an average of \$10.8 million in annual contracts and grants.
- b. Oversight for the quantity and quality of scholarly/creative activity occurs as part of the promotion and tenure process.

- c. Oversight for the ethical use of subjects is the responsibility of the Institutional Review Board (IRB), and the Institutional Animal Care and Use Committee.
- d. The [Conflict of Interest With Regards to Sponsored Projects Policy](#) assures that scholarship is conducted in an objective manner, free of any potential for undue influence arising from the private financial interests of those responsible for the conduct of the research.
- e. The [Intellectual Property Policy](#) defines roles, responsibilities, and ownership related to intellectual property, technology transfer, patent, copyright, traditional academic copyrightable works, works created as an institutional initiative, and non-exclusive right to use.
- f. Examples of university offices supporting scholarly activity include the Center for Innovation in Teaching & Research, Geographic Information Systems Center, University Libraries, and the Office of Sponsored Projects.
- g. There are Summer Research Stipend Awards, and the Mini-Sabbatical/Grant Writing Fellowship program.
- h. WIU invested over \$5.4 million in faculty and staff travel between FY14-18 to support professional development and presentation of original research and creative activities
- i. One hundred and thirty-seven faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018.
- j. There are college and university awards for research
- k. Students engage in research in courses, as undergraduate research assistants, and graduate assistants. In addition to access to the aforementioned programs, services, and requirements (discussed above) students have access to Writing Centers, and individual and group presentations on library use.
- l. Individual schools and departments provide university-wide and discipline-specific information to students on scholarly activity, resources, and expectations. Examples include [Counselor Education](#), [Environmental Science](#), [Nursing](#), and [Psychology](#). Additionally, the School of Graduate Studies produces [Guidelines](#) for the submission of theses and dissertations.

(2E2) Students are offered guidance in the ethical use of information resources.

- a. Ethical use of information resources is overviewed at Summer Orientation and Registration. Signing on to the WIU network requires the end-user acknowledge appropriate use. University Libraries also offers individual, group, and classroom instruction on the ethical use of information resources. Writing in the Discipline courses, and other research courses in the student's discipline cover this topic.
- b. The University's [Course Syllabus Policy](#) requires that all WIU course syllabi contain a weblink to the [Student Academic Integrity Policy](#), which defines and sets protocol for episodes of academic dishonesty.
- c. Students (and faculty and staff) are governed by the [Appropriate Use Policy](#), [Password Policy](#), [DMCA and HEOA Response Policy](#) to ensure that computing resources are used ethically.
- d. The [Student Code of Conduct](#) makes students eligible for sanction when engaging or participating in cheating, plagiarism, or other forms of academic dishonesty.

(2E3) WIU reinforces policies on academic honesty and integrity.

- a. WIU policies on academic honesty and integrity are included in the [Student Code of Conduct](#), [Undergraduate](#) and [Graduate Catalogs](#).
- b. The [University Course Syllabus Policy](#) requires all WIU syllabi to include web links to [Student Rights and Responsibilities](#) and [Academic Integrity Policy](#).
- c. The [Academic Integrity Policy](#) requires all members of the university community to report witnessed or suspected violations of academic honesty and integrity.
- d. Faculty use plagiarism detection software to ensure that students are submitting original work. Testing Centers on both campuses deploy video surveillance to ensure that students are not cheating. The University also uses Respondus Monitoring and Lock Down Browser to ensure distance education students maintain academic integrity.
- e. Engagement in plagiarism, fabrication and falsification, cheating, complicity in academic dishonesty, abuse of academic materials, and multiple submissions results in sanctions ranging from reproduction of the assignment to institutional dismissal.

CRITERION 3 TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Core Components

3.A. WIU's degree programs are appropriate to higher education.

(3A1) Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded

Currency

- Faculty use feedback from 21 external advisory boards, annual assessment of student learning outcomes, 2016-2018 review of General Education review, program review, and discipline-specific accreditations to maintain curricular currency.
- Faculty embed their research, creative activities, and service into the scholarship of teaching and learning.

Levels of Student Performance

- A plus/minus grading system for undergraduate courses in fall 2010 to enhance the precision of assessment of student mastery in course content.
- WIU implemented a [Grade Replacement Policy](#) in fall 2011.
- Credit hour requirements for all WIU degrees and certificates comply with [23 Illinois Administrative Code 1050](#), Illinois Board of Higher Education's (IBHE) [Definition of Degree Levels](#), and federal compliance requirements.

(3A2) Western articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

- A standard template in the [Undergraduate Catalog](#) and The [Graduate Catalog](#) display degree offerings, location(s), instructional modality, program outcomes (learning goals), as well as major, minor, and university degree requirements and course descriptions.
- School and departmental websites (e.g., with [Nursing](#), [Engineering Technology](#), [Social Work](#), and [Museum Studies](#)) also contain this information.
- The IBHE requires that all new degree and certificate programs include a statement of program goals and intended learning outcomes.

(3A3) Western's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Western's courses and intended student learning outcomes are consistent across modalities and locations. Course content is not differentiated whether it is offered on- or off-campus. The University's dual enrollment courses for high school students are WIU courses taught by WIU faculty and open to all WIU students, regardless of admission type. The University does not have contractual or consortial arrangements for instruction.

3B. Western demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

(3B1) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Students graduating from Western Illinois University can complete General Education requirements at the University or at other institutions participating in the Illinois Articulation Initiative or that have compact agreements with the University.

Western Illinois University's General Education Program

New freshmen are required to complete the WIU General Education Core Curriculum as part of institutional degree requirements. WIU reaffirmed its General Education program in fall 2018. WIU's [Philosophy and Goals of General Education](#) establish the foundation for future learning applies across all disciplines. Students are required to successfully complete General Education courses in the areas of communication, natural science and mathematics, social sciences, humanities and fine arts, multicultural studies, and human well being to prepare for future and life-long learning.

In promoting student persistence and completion, the University has [English placement](#) and [math placement](#) processes. Western does not utilize placement testing in these areas, unless the individual student is trying to improve their placement.

The University's General Education curriculum provides high-achieving students with in-course honors experiences and honors classes, following the University's value of academic excellence. With the successful completion of 10 credit hours in [designated courses](#) students earn General Honors, and are eligible to complete [Departmental Honors Requirements](#). Students successfully completing both sets of honors requirements graduate with University Honors.

Illinois Articulation Initiative and Compact Agreements

IAI is a statewide program that promotes General Education completion through a common core of articulated courses to seamless transfer within Illinois public higher education. Compact Agreements represent articulation agreements where WIU has reviewed and accepts successful completion of general education requirements at the partner institution as evidence of meeting WIU's General Education requirements.

WIU accepts successful completion of General Education requirements from all 48 Illinois public community colleges through IAI, and at one Illinois private and eight Iowa community colleges through Compact Agreements. Students who complete an associate's degree in a baccalaureate-oriented program (A.A. or A.S.A.) at these institutions are accepted to WIU with junior standing.

WIU promotes high-achieving students taking honors general education courses at partner community colleges. Centennial Honors College has signed Honors Articulation Agreements with seven regional community colleges.

(3B2) WIU articulates the purposes, content, and intended learning [outcomes](#) of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The purpose, content, and intended learning outcomes of WIU's General Education curriculum is displayed in the [Undergraduate Catalog](#). The University just reaffirmed that the program is grounded in a philosophy developed and approved by the General Education Review Committee, Faculty Senate, Provost, and President in fall 2018. Ongoing annual assessment of General Education includes operational definitions of intended learning outcomes, and processes for data collection and analysis, reporting, and continuous improvement.

(3B3) Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

General Education courses introduce students to different modes of inquiry, as they learn to collect, analyze, and communicate information. Discipline-specific mastery of these skills is achieved by successfully completion course, minor, and degree requirements. The pursuit of discipline-specific inquiry occurs inside and outside the classroom. For example:

- Undergraduate degree requirements include successful completion of the Writing Instruction the Disciplines (WIU) requirement.
- Students serve are guided in the ethical use of information resources.
- WIU provides Undergraduate Research Day, Graduate Research Day, the Quad Cities Research Conference, College of Arts and Sciences Research Inspiring Student Excellence, undergraduate teaching and research assistants, and independent studies.
- Students serve as practitioners in the University's public service units.
- Degree requirements include student teaching, internships, clinical placements, recitals, performances, exhibitions, and/or other capstone requirements.

Data from the Last [One-Year Alumni Survey](#) show that 23% of respondents are continuing postsecondary education and/or 83% are employed one year after graduation, with 71% of those respondents indicating employment is closely tied to their major. Additionally:

- [Engineering](#) graduates have a 100% pass rate on the Fundamentals of Engineering (certification) examination.
- [Nursing](#) graduates have a 100% placement rate.
- [Speech Pathology and Audiology](#) graduates have a 100% pass rate on the graduate licensure examination (PRAXIS II) and all of these graduates have obtained employment within three months of graduation.
- [The Illinois Board of Examiners](#) 2017 CPA Exam pass rates for 2017 show an average pass rate for students from Illinois colleges and universities at 50% compared to 71% at WIU, which the highest rate of all 12 Illinois public universities.

WIU graduate students are required to demonstrate advanced levels scholarly productivity and mastery of discipline-specific inquiry. Students engage in scholarship by presenting their original research/creative activities at the annual Graduate Research Day and at the Quad Cities Research Conference. Student mastery is demonstrated by successful completion of an exit option, which includes completion of comprehensive exams, action research paper, thesis, and/or dissertation.

WIU continually implements new support structure to support student mastery. For example, Accounting and Finance initiated the CPA Project in fall 2018 to increase the number of students who take and pass the CPA exam at the end of the Master of Accountancy program.

WIU graduate students are in high demand. For example:

- [College Student Personnel](#) has graduated approximately 1,000 alumni, and has a 100% post-graduation placement rating.
- [Counselor Education](#): School Counselors have a 100% job placement rate and a 100% pass rate on the Illinois School Counselor Content Examination. Likewise, Clinical Mental Health Counselors have a 95% job placement rate. Both of these occupational areas also have a 100% pass rate on the Counselor Preparation Comprehensive Examination.
- [Educational Leadership](#) has certified more than 2,000 principals and 600 superintendents. These programs have received national recognition by the Educational Leadership Constituent Council and the Specialized Professional Association for school leadership preparation programs.
- [Physics](#) ranks second in the nation by the American Institute of Physics for the number of M.S. degrees conferred.

(3B4) The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The University *Mission*, general education program, academic portfolio, Foreign Language/Global Issues degree requirement, and Study Abroad opportunities all recognize the human and cultural diversity of the world in which students live and work.

All students are also strongly encouraged to participate in the over 200 Registered Student Organizations on the Macomb campus and 25 RSOs on the Quad Cities campus to enrich their educational experience.

WIU disburses several million dollars in scholarships annually to reward merit, address need, and support diversity. Through the University's [Scholarship Portal](#), students can access information on all university scholarships, and create customized queries in areas of interest, e.g., scholarships for minority students, scholarships for residents of certain communities or counties, etc.

In addition to Western Commitment Scholarship programs, other forms of financial aid used to recruit and retain high-achieving, diverse students include:

- Athletic Scholarships.
- Discipline-specific scholarships for first year and new transfer students.
- Senior Citizen Tuition Waivers.
- State and federal scholarships for military students that include a living stipend and Base Housing Allowance.
- Study abroad scholarships.
- Talent Grants in music, art, theatre, dance; and for students demonstrating leadership skills.

Through the [Administrative Internship Program](#), [Competitive Benefits Plans](#), [Dual Career Retention and Recruitment Program](#), and Underrepresented Minority Dissertation Fellowship and Visiting Professor Programs, WIU positions itself to recruit and retain a diverse faculty and staff.

Evidence of university effectiveness in promoting diversity and inclusion is demonstrated by:

- Increasing population of diverse students, faculty, and staff.
- Supporting a strong base of students participating in Study Abroad experiences annually.
- Serving 3,521 students with disabilities between Fiscal Years 2013-2018.
- National Survey of Student Engagement data showing second-semester freshmen and seniors rating WIU's diversity and inclusion at levels higher than national benchmarks.

Data from the [2018 Fact Book](#) shows that over one-half of the University's total undergraduate enrollment (52%) and graduate enrollment (58%) is female. Females account for almost half of WIU's faculty (46%), and over half of the graduate assistants (53%) and staff (55%).

WIU has two challenges related to diversity. While Western has been able to recruit and retain over 350 international students annually and international student enrollment has increased by 29 students (8.5%) between fall 2012 and fall 2018, it decreased by 139 students (27.2%) since fall 2014.

The challenges of international student enrollment have been pronounced in Western's English as a Second Language (WESL) Institute that provides intensive English language instruction. While WIU has served 871 WESL students between fall 2014 and fall 2018², the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

WIU recognizes the need to improve international student and WESL enrollment. The School of Global Education and Outreach is implementing strategies to these ends.

(3B5) Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

² The University began reporting WESL enrollment in the fall 2014 Fact Book.

Faculty engage in scholarship, creative works, and grant activity. Students produce/present original research/creative activities at Undergraduate and Graduate Research Days and the Quad Cities Research Conference, complete exit options, and serve as practitioners in the University's public service units.

WIU showcases scholarship and creative works. There are university and college awards for research and creative activities. University Libraries maintains a [searchable database](#) of publications produced by WIU-affiliated authors.

3C. WIU faculty and staff needed for effective, high-quality programs and student services.

(3C1) WIU has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Due to declining state appropriations, university income fund revenue from lower enrollment, and the historic and unprecedented FY16-17 statewide budget impasse and its aftermath, WIU had to reduce its workforce between FY15 and 19. Eight *Guiding Principles* were used by the President's Leadership Team in contracting the workforce. Specifically, WIU will:

1. Continue to be guided by the University's *Vision, Mission, and Values* articulated in *Higher Values in Higher Education*.
2. Base the University's academic portfolio on institutional areas of strength: Science and Technology, Business, Education and Community Service, and Regional Need.
3. Align university resources with enrollment and finances.
4. Not allow for students' academic experiences to be compromised: Students on both campuses and online will have access to courses needed for General Education and degree requirements.
5. Provide four-year undergraduate experiences and graduate programs on both campuses, and through distance education.
6. Minimize the number of tenured faculty layoffs.
7. Strategically reduce expenses in order to reinvest in high-need and growth areas.
8. Continue to demonstrate strict adherence to HLC and discipline-specific criteria for accreditation.

WIU used Guiding Principles (GP) three through seven to remain compliant with the expectations of this Core Component.

GP3: During the last HLC accreditation visit, WIU's student-to-faculty ratio was 17:1. In fall 2018, it was 13:1 in Macomb, and 14:1 in the Quad Cities. Western is working to increase enrollment to restore 17:1 student-to-faculty ratios, where lower ratios are not required by discipline-specific accreditation agencies, to align university resources with enrollment and finances.

This realignment will not compromise the number or continuity of faculty in performing their roles and responsibilities. Shared academic governance that was reaffirmed during the academic year 2010-11 site visit continues. Faculty:

- Set course pre- and corequisites, and maintain academic rigor in all courses, degrees, options, concentrations, and certificate programs.
- Establish expectations for student performance in General Education.
- Engage in program reviews, discipline-specific accreditations, and the assessment of student learning.
- Hire faculty in the discipline.

GP4: Students academic experiences have not been compromised. *Annual Teach Out Plan* results shows that WIU continues to provide courses needed for students to graduate in majors that have been disestablished.

While 129 (6.8%) fewer courses were offered between fall 2015 and fall 2018, faculty continue to provide students with courses necessary for graduation. The 412 (14.7%) reduction in sections was greater than the reductions in unique courses. More elective than core courses were reduced.

Undergraduate and Graduate Courses by College
Fall 2015-2018

	Macomb				Quad Cities				On-Campus Subtotal			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Courses	1,462	1,372	1,332	1,285	223	218	221	215	1,685	1,590	1,553	1,500
Sections	2,257	2,033	1,948	1,781	237	233	239	227	2,494	2,266	2,187	2,008
	Extension				Total University							
Courses	222	255	261	278	1,907	1,845	1,814	1,778				
Sections	255	291	298	320	2,794	2,557	2,485	2,382				

From a student perspective, there may be more scheduling flexibility with the number of distance education courses and sections increasing by 56 (25.2%) and 65 (25.5%), respectively. There have been no official complaints logged with the University Compliant Officers with regard to course availability.

GP5 and 7: WIU continues reallocate resources to add new educational opportunities for students.

- Adding a scholarship to the University’s high school dual enrollment program helped to raise program enrollment from 21 students in fall 2015 to 58 students in fall 2018.
- Increasing the number of [online programs](#) from five to 19, and launching three master’s degree programs in hybrid format, along with implementing live streaming courses has raised distance education headcount enrollment by 41.7% and credit hours generated by 38.9% between FY13-18.
- Establishing seven new undergraduate degrees since 2015 resulted in serving 143 majors in fall 2018.

Planning for future growth, the psychology major will be offered at WIU-QC beginning in fall 2019, and the Faculty Senate approved new civil and electrical engineering degrees in February 2019.

GP6: Excluding graduate assistants, WIU reduced the size of its workforce by 366 positions (18.6%) between fall 2014 and fall 2018. This included a reduction 248 staff and 118 faculty members. Staff-to-faculty reductions occurred at a ratio of 2.1:1 in order to protect Western’s academic core.

Layoffs to tenured/tenure track faculty were minimized. The 12.2% percent reduction was the smallest percent reduction in the faculty category and all other staff categories. The number of graduate assistantships increased by 16 to continue addressing student cost sensitivity issues.

University Employees by Category Fiscal Years 2015-2019 (Fall 2014- Fall 2018)						Cumulative Reduction	
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>Amount</u>	<u>Percent</u>
Civil Service	<u>806</u>	<u>781</u>	<u>657</u>	<u>630</u>	<u>630</u>	<u>(176)</u>	<u>(21.8%)</u>
Negotiated	233	416	342	315	327	94	40.3%
Prevailing Wage	40	43	36	37	35	(5)	(12.5%)
Non-Negotiated	533	322	279	278	268	(265)	(49.7%)
Faculty	<u>705</u>	<u>679</u>	<u>615</u>	<u>608</u>	<u>587</u>	<u>(118)</u>	<u>(16.7%)</u>
Negotiated-Unit A ¹	450	454	412	412	395	(55)	(12.2%)
Negotiated-Unit B ²	121	130	120	106	92	(29)	(24.0%)
Non-Negotiated/Temporary	96	57	52	57	69	(27)	(28.1%)
Departmental Chairpersons	38	38	31	33	31	(7)	(18.4%)
Administrators	<u>315</u>	<u>311</u>	<u>279</u>	<u>263</u>	<u>257</u>	<u>(58)</u>	<u>(18.4%)</u>
Negotiated	73	71	66	62	63	(10)	(13.7%)
Non-Negotiated	242	240	211	199	192	(50)	(20.7%)
Non-Negotiated Temporary	--	--	2	2	2	2	100.0%
Professionals ³	<u>144</u>	<u>140</u>	<u>134</u>	<u>134</u>	<u>130</u>	<u>(14)</u>	<u>(9.7%)</u>
Negotiated	18	22	24	21	20	2	11.1%
Non-Negotiated/Temporary	126	118	110	113	100	(26)	(20.6%)
Subtotal	<u>1,970</u>	<u>1,911</u>	<u>1,685</u>	<u>1,635</u>	<u>1,604</u>	<u>(366)</u>	<u>(18.6%)</u>
Graduate Assistants	<u>482</u>	<u>492</u>	<u>496</u>	<u>498</u>	<u>509</u>	<u>27</u>	<u>5.6%</u>
Total	<u>2,452</u>	<u>2,403</u>	<u>2,181</u>	<u>2,133</u>	<u>2,113</u>	<u>(339)</u>	<u>(13.8%)</u>

Faculty continuity is demonstrated in length of service to WIU. The average years of university service by rank increased at all levels of faculty between fall 2015 and 2018, with the exception of lecturers.

Average Faculty Years of Service to WIU by Rank		
	<u>2015</u>	<u>2018</u>
Professors	16.6	17.0
Associates	11.1	12.4
Assistants	5.2	5.3
Instructors	6.4	7.4
Lecturers	8.3	7.5
Librarians	10.3	14.4

(3C2) All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

New faculty are hired by departments and schools, who set faculty qualifications. WIU upholds Commission policies and expectations with regard to faculty qualifications.

- All faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
- In WIU's terminal degree programs (BFA, MFA, Ed.D., Ph.D.) faculty members possess the same level of degree.
- When faculty members are employed based on equivalent experience, academic departments and schools define a minimum threshold of experience and the evaluation process used in appointments.
- Faculty teaching general education courses, or other non-occupational courses that transfer, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, academic departments and schools are responsible for ensuring that faculty member have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Graduate Assistants teach four percent of the University's undergraduate courses, under the close supervision of WIU faculty members. Undergraduate Teaching and Research Assistants support classroom instruction but do not engage in direct instruction.

WIU dual enrollment courses with high schools are WIU courses taught by WIU faculty under the qualifications described above. Western does not use external employees to teach its courses and award credit. Nor does the University have any consortial or contractual agreements for instruction.

(3C3) Instructors are evaluated regularly in accordance with established institutional policies and procedures.

In accordance with the contractual [Agreement 2017-2021](#) with the University Professionals of Illinois, WIU follows *Articles 20 for Evaluation, Criteria and Procedures, 21 for Sanctions, 22 for Termination* for tenured/tenure track (Unit A) faculty. WIU also follows *Articles 33, 38, and 39* for similar matters related to non-tenure track (Unit B) faculty. [Board of Trustees Regulations](#) provide institutional procedures for the discipline and termination of WIU staff who, if qualified, are eligible to teach.

The Board grants tenure at its annual summer (June) meeting. The President approves faculty promotions. A total of 137 faculty members earned tenure, and 228 faculty members earned promotions between 2013-2017.

(3C4) WIU has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Between FY13-18, the University has invested \$XX million in travel, \$XX million in technology, and \$XX in the library, \$XX million in research, \$XX in public service, and \$XX in the Center for the

Advancement of Teaching and Research. This \$XXX million investment is made in order to assure that faculty have the tools necessary to maintain instructional currency.

In further supporting instructional currency and faculty professional development:

- The Center for Innovation in Teaching and Research (CITR) provides over 200 workshops annually.
- CITR also provides mentoring programs for junior faculty to complement those actions occurring at the school, department, and college level.
- Annual Theme Year Programming promoting curricular civic engagement, locally and globally.
- [Board of Trustees Regulations on Academic Freedom and Responsibility](#) allow faculty to address controversial issues that are often timely.
- Promotion and tenure decisions that are based, in part, of the quality of instruction.

Instructional currency and proficiency are further demonstrated by faculty:

- Renewing professional licensure/certification where required by the discipline.
- Assisting students achieve high employment, graduate school matriculation, licensure and certification pass rates.
- Engaging with offices, programs, services, and committees that advance diversity.
- Maintaining discipline-specific accreditation with [17 external agencies](#).

WIU both supports and values instruction. There are awards at the university and college level.

(3C5) Instructors are accessible for student inquiry.

WIU's [Course Syllabus Policy](#) requires that all faculty provide students with contact information and office hours and location. Office hour requirements are stated in *Articles 18.15* for Unit A faculty and *32.1g* for Unit B faculty in [Agreement 2017-2021](#).

(3C6) Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff Qualifications

Unless granted a [waiver of search](#), all WIU staff members are initially hired through competitive search processes and have published job descriptions. Two recent events effect staff classifications.

Civil Service Reclassifications: In accordance with its statutory authority, The State University Civil Service System (SUCSS) published an [Exemption Procedures Manual](#) containing guidelines and criteria for “properly validating and designating positions as Administrative/Professional (AP) or Civil Service (CS)” on October 1, 2018.

All WIU AP positions were reviewed by a WIU Position Review Committee (PRC) in January 2019 to identify positions that would be reclassified from AP to CS, effective February 1, 2019. The reclassification effected # employees.

While reclassification did not change the employee's current working title or duties (e.g., a director is still a director), it did change the employee's state position classification (e.g., director to program coordinator).

Employee Layoffs and Bumping: WIU had to engage in # employee (# faculty and # staff) layoffs as a result of declining revenue. SUCSS procedures allow laid off CS employees the right to retain employment in the current job classification by "bumping" an employee with less seniority out of their job. Bumping seniority also applies to lower job classification in that category where the laid off employee is qualified and has more seniority than the current incumbent. Bumping was exercised in # positions.

Staff Training

HR supports professional development and knowledge about WIU career paths; certificate programs for supervisors and administrative support staff; topical presentations by request, and training on WIU systems for personnel, payroll, and time reporting.

Departments also provide training to their employees. Examples include *Family Educational Rights and Privacy Act*, *Health Insurance Portability and Accountability Act*, fork lift operations, blood born pathogens, personal protective equipment, and Illinois Workers Compensation.

Examples of university-wide training include HR and University Housing and Dining Services co-sponsoring WIU Development Day in December 2017. Other examples include training in the protection of members and guests of the University (active shooter training, rape aggression defense, and simulations of pandemic flu, biohazards, and weather emergencies).

WIU supports employees using tuition waivers to advance their educational and professional goals and objectives. For FY17-18 combined, 318 employees (duplicate headcount) utilized their institutional tuition waiver benefits.

Employee Support

WIU has promotional opportunities for all employees. Faculty can achieve rank and tenure in accordance with protocol defined in [Agreement 2017-2021](#). SUCSS allows for CS employees to request a desk audit if the employee is performing job duties beyond their civil service classification. Administrative and Professional (AP) staff members receive promotions via a successful search or an approved [waiver of search](#).

WIU supports employees in time of need through:

- The Employee Assistance Program (EAP).
- Ten institutional polices: [Active Military Service](#), [Bereavement Leave](#), [Emotional Animal Support](#), [Institutional Response to AIDS](#), [Missing Students](#), [Service Animals](#), [Sexual Assault](#), [Sexual Harassment in the Campus Community](#), [Sexual Conduct and Gender Non-Discrimination](#), and [Sick Leave Bank](#),
- HR held XX public sessions to discuss questions and concerns regarding CS reclassification, and XX public sessions on SUCSS "bumping" procedures.

3.D. Western provides support for student learning and effective teaching.

(3D1) WIU provides student support services suited to the needs of its student populations.

WIU serves a wide array of students with diverse needs, interests, and abilities in our service as a comprehensive university. In addition to the eight offices and nine initiatives and organizations supporting diversity, eight academic support offices and six methods on line academic support, academic advising, and University Libraries, five additional examples include:

- The [Career Development Center](#) assists in internship and career planning.
- Food Pantries are available on both campuses to address issues of food insecurity.
- [Intercollegiate Athletic Academic Support staff](#) works with student-athletes to balance academic responsibilities with athletic participation.
- [Rocky Resources](#) provides tutoring, success workshops, and online resources to help students attain their educational goals
- [Writing Centers](#) provide students with collaborative, individual consultation on writing projects from any discipline at any point in the writing process.

(3D2) WIU provides learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

WIU places new freshmen in remedial or general education English and mathematic courses as previously discussed. There are Writing Centers and mathematical tutoring available to students, in addition to all other academic support resources the University offers.

WIU does not require students to take courses in areas where they are proficient. The University has protocol for awarding credit for prior learning. Conversely, International students who do not meet WIU or other institutions' English language proficiency requirements may choose to participate in [Western's English Second Language Institute](#).

(3D3) WIU provides academic advising suited to its programs and the needs of its students.

Academic advisement is customized to the student's admissions type, degree status, and program level in order to match faculty and staff expertise with students individual advising needs. In all cases, academic advisement promotes timely degree completion, so that students may realize the benefits of the [Cost Guarantee](#) and [GradTrac](#). Students receive real-time data on their progress to degree through Western's Audit of Requirements for Degrees.

To reinforce these interactions and further promote timely degree completion, all undergraduates are required to see an academic advisor and clear all registration holds before they can register for the next semester. Prior to the completion of 21 semester hours of graduate work, all graduate students must file a *Graduate Degree Plan* for approval by the Graduate School. Once a student's *Degree Plan* has been approved, changes in the degree program can only be made by petition.

(3D4) WIU provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Instructional Facilities

There are # academic buildings on the Macomb campus (59 buildings in total), and WIU operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, and University Farm. WIU-QC has four academic buildings, with Museum Studies courses held at the Figge Museum in Davenport, Iowa.

The University's facilities also host many discipline-specific resources. For example:

- Agriculture students have access to over 400 acres and three greenhouses of research on traditional, alternative, and organic crops. They also receive hands-on experience with livestock at WIU agriculture laboratories and agriculture test stations
- Broadcasting students produce programming for ESPN and witutv3 using state-of-the-art, high-definition television facilities and operate an FM broadcast station, WIUS.
- Chemistry's modern instrumentation available for teaching and research includes FPLC, HPLC, FT-NMR, FT-IR, UV-Vis, and GC-MS spectrometers, capillary electrophoresis, and high-speed centrifuge.
- Teacher Education students have access to the Curriculum Library housed in Horrabin Hall, with a collection 37,000 volumes, consisting of special education tests, children and young adult books, K-12 textbook series, and teaching aids.

WIU continuously works to add new facilities. Since 2012, the University opened six new instructional facilities: The Three-Dimensional Art Center in the Heating Plant Annex (2012), Phase I-III of the Agriculture Greenhouse (2014, 2016, 2017), and the new location of WIU-QC with the opening of Riverfront Hall (2012) and the Quad Cities Complex (2014).

The quality of WIU facilities and supporting amenities (described below) is demonstrated by the maintenance of [17 discipline-specific accreditations](#), and for the Beu Health Center, University Counseling Center, along with NCAA Division I certification.

Instructional Technology

There are 186 classrooms on the Macomb campus, of which 152 (82%) of the classrooms are electronic classrooms. For the latter, 61 (40%) are general-use electronic classrooms open to all colleges, and 91 (60%) are classrooms allocated to departments, with discipline-specific technology deployed in these settings.

In addition, there are 65 electronic instructional laboratories in Macomb. Twenty-five (38%) of these labs are open to all colleges, and 40 (62%) are owned by departments and schools to support discipline-specific instruction and research. For example:

- *Kinesiology's* electronic classrooms and six laboratories support treadmills, ergometers, metabolic analysis, cardiac screening, pulmonary function analysis, body composition analysis, and lipid and blood glucose analysis.
- The GIS Center's 32 computers support GIS and meteorological instruction. The meteorology lab with 20 Linux computers supports radar imagery and forecasting.
- The *College of Education and Human Services* 32 electronic classrooms provide students and faculty with access to the latest instructional technologies.

All 19 classrooms at WIU-QC are electronic classrooms. The Quad Cities Complex hosts 12 video conferencing classrooms. There are also specialized classrooms and laboratories for Engineering, Counselor Education, Science Teacher Education, and Environmental Science.

There are over 550 computers for student use in computer labs and resource centers on the Macomb campus. WIU-QC has four teaching computing laboratories and two open laboratories for student use.

WIU invests in instructional technology enhancements annually. This includes purchasing 2,698 new faculty and staff computers valued at \$2.8 million since FY 13. WIU-QC also purchased 416 new computers valued at \$479,667 and during this time.

In Macomb, 63 electronic classrooms and laboratories have been upgraded since AY 2013-14. These upgrades have been supported by the purchase of 463 computers valued at \$442,171. Additionally, University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. Purchase of 272 iPads and Tablets support faculty and staff mobility.

In 2019, the Chief Information Officer and Senior Vice President for Strategic Planning and Initiatives joined the University of Illinois, Southern Illinois University, Milikin University, and Spoon River College in a \$800,000 NSF grant to add increased high-speed bandwidth to support advanced technical applications in teaching and learning.

Research Facilities

[Examples](#) of university facilities supporting research, service, and clinical practice sites include the *Alice L. Kibbe Life Science Research Station*, Horn Field Campus, *University Greenhouse*, *W.M. Walter Natural Area*, *Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy*, *Speech, Language, and Hearing Clinic*, *Department of Engineering Technology laboratories*, *Quad Cities Manufacturing Laboratory*, *Psychology Clinic*, and the *GIS Center*.

Supporting these facilities, WIU received a \$330,500 National Science Foundation (NSF) grant to purchase a scanning electron microscope for use by students and faculty in biology, chemistry, physics, geology, and sociology and anthropology in 2017. Likewise, Earth, Atmospheric and Geographic Information Sciences purchased a Doppler Radar to provide more accurate regional weather information, as well as added research and educational opportunities for students in 2018.

University Libraries

University Libraries provides research assistance; instruction in library use; group study space; lectures and special events; regional archives; and is a Federal Depository location. The libraries house an extensive collection and offer online database access to thousands of academic journals and publications. The Leslie F. Malpass Library in Macomb is the main branch and provides an inviting environment for research and study. The Macomb campus also has two specialized branch libraries for music and curriculum. WIU-QC houses a branch library and provides access to the same materials as the Macomb libraries.

The Libraries homepage has been the most frequently referral (next click) from the University's home page since 2012. In calendar year 2017, the Libraries home page had 308,601 page views from 201,871 visitors (unduplicated URL count). More than 963,000 library webpages were viewed during 2017, a 7% annual increase.

The top three sites visited by library patrons were for access to databases, hours, and the Music Library. In person and online Library services are in high and increasing demand. Between 2015-2017, the Library

Gate Count increased by 64% (from 493,706 to 808,746) and E-Reference Guide use increased by 42% (from 67,719 to 96,450 annual uses).

The Libraries deploy a Library Liaison program to ensure that appropriate information is available to meet academic needs. Every academic department/school has a designated [library faculty liaison](#) who communicates library updates, collaborates on library acquisitions, and answers questions about the library. Many liaisons have created [department guides](#) for discipline-specific research.

Performance and Production Spaces

- Art has studios in Garwood Hall, Heating Plant Annex, and the University Art Gallery.
- Broadcasting and Journalism has a High-Definition Television Studio/Control Room, Mobile Sports TV Truck, and operates 88.3 FM – “The Dog” Radio Station.
- TriStates Public Radio is housed in the University Services Building.
- WQPT-Quad Cities Public Television has a production facility in Riverfront Hall and also uses facilities at the local ABC affiliate.
- Music has a green room, box office, rehearsal space, and storage room at the College of Fine Arts and Communication Recital Hall.
- Theatre and Dance perform at Hainline Theatre, and in Horrabin, Simpkins, and Brophy Hall auditoriums.
- The University Union has 20 rooms that can accommodate events ranging from 10 to 1,200 attendees.
- Western Hall can accommodate 5,100 guests and Hanson Field can accommodate over 16,000 guests for large-scale events.

Museums

The University Art Gallery's collection consists of more than 1,200 objects owned by the University. This includes the Federal Art Project Collection formed in the 1930s.

WIU hosts the Museum Studies program at the Figge Art Museum in Davenport, Iowa. Students have immediate access to the resources of the oldest museum in Iowa, which has collections with more than 3,500 paintings, sculpture, works on paper from the 16th century to the present, library with 8,500 volumes, 26 periodical titles, and 300 educational videos.

WIU's Museum of Geology is a learning resource center for students enrolled in the natural sciences, serves the public, and is dedicated to cultural enrichment/public understanding of Earth Sciences. The Museum houses more than forty displays and exhibits.

Current Facilities

Since 2012, WIU has engaged in three major renovations to instructional facilities by remodeling space in Malpass Library to create the Digital Commons (2012), Athletic Training Rooms in Western Hall and Brophy Hall (2018), and the third floor of Tilman Hall to open the state-of-the-art [McCamey Crime Laboratory](#) (2019).

The College of Fine Arts and Communication has also raised funds to purchase 40% of the inventory necessary for WIU to become an All Steinway institution. The University, using funds from the proceeds

of the sale of the Quad Cities 60th Street location, is planning for the relocation of the Honors College from its current location in Malpass Library to Simpkins Hall.

Seven additional renovations were completed in university-owned, auxiliary facilities, including Corbin-Olson and Lincoln-Washington Residence Halls (2012), University Union (Phase I); and lobbies in Thompson Hall (2014) and Tanner Hall (2015). This is in addition to opening the Chown Golf Learning Center (2018) and reallocating to space to support nine Living-Learning Communities in the residence halls.

Additions/Renovations to athletic facilities resurfacing Tennis Courts (2014), Western Hall wood court (2014) Volleyball locker room (2016), Western Hall bleachers (2016), Football locker room (2017), Western Hall speaker system (2017), Softball field irrigation and water line (2017), Softball locker room (2018), Western Hall athletic training room (2018), Brophy Hall athletic training room (2018), Hall of Fame (2018), replacement of swimming and diving blocks (2018), and Men's Soccer locker room (2019).

The State of Illinois owns the WIU's appropriated (academic) facilities, and has created a challenge for the WIU (and all other Illinois public universities) by not properly funding (deferring) maintenance expenditures. The State's current deference maintenance backlog in Macomb is over \$400 million.

Until 2018, the State had not upheld its obligation to provide capital renewal funding for replacement of its physical assets, including roofs, elevators, and mechanical and electrical infrastructure. WIU received \$9.4 million in funding to these ends in FY19. Expenditures included \$2.7M for roof repairs and replacements, \$4.3M on chiller replacements, and \$2.5M on building system water replacement. The [Board of Trustees FY20 Capital Recommendations](#) to the IBHE request \$17 million for critical deferred maintenance needs.

The University is also supposed to receive state funding to Operate and Maintain (O&M) appropriated facilities for the State. Since FY2012, WIU has spent \$189.7 (an average of \$27.1 million annually) to these ends.

New Facilities

The [Board of Trustees Fiscal Year 2020 Board of Trustees Capital Recommendations to the IBHE](#) include prioritized funding requests for a new Science Building, renovation to Tilman and Stipes Halls, a new Education building, and phase III for WIU-QC.

State funding practices have caused a challenge for WIU. In 2016 Governor Rauner froze all state capital funding that stopped re-bidding for the Center for Performing Arts (CPA), as well as Art In Architecture, Leadership in Energy and Environmental Design Certification, and Phase III planning at WIU-QC. Funds have not been unfrozen since that time.

The CPA will support the academic mission and programs in the College of Fine Arts and Communication, with a 1,400-seat proscenium theatre auditorium, a 250-seat thrust stage 150-seat studio theatre, box office, scenery/design workshop and a costume shop. WIU-QC Phase III will support programs in science, technology, engineering and mathematics, in addition to community outreach and engagement.

(3D5) WIU provides students guidance in effective use of research and information resources.

Students receive guidance in the effective and ethical use of research and information resources from the onset throughout their academic experience.

- University Technology staff, orientation leaders, and academic advisors introduce students and their families to the ethical use of the University's information resources.
- There is a designated critical thinking week in University 100.
- All schools and departments have undergraduate and graduate courses that have research requirements where these topics are covered.
- There are university-wide courses on information use and evaluation (Library 201) and research methods for general and professional studies (University 360).
- WIU enforces policies on academic honesty and integrity.

3E. Western fulfills the claims it makes for an enriched educational environment.

(3E1) Co-curricular programs are suited to WIU's mission and contribute to the educational experience of its students.

WIU serves a wide array of students with diverse needs, interests, and abilities in our service as a comprehensive university. Using WIU's value of personal growth and focusing on the areas of health and wellness, examples include:

- Opening food pantries at WIU-QC (2017) and in Macomb (2018).
- Providing comprehensive student health services.
- Offering aquatics, fitness services, intermural supports, and club sports through Campus Recreation.
- Promoting a highly successful Division I athletic program.
- Providing discounted pricing for YMCA memberships, free admission to the Figge Art Gallery, and free Yoga sessions at WIU-QC.

Examples supporting WIU's core value of social responsibility include:

- Hosting annual Constitution Day, 9-11, and Veteran's Day events; annual University Theme Year programming; and Take Back the Night Rallies to support civic engagement.
- Promoting annual Voter Registration Drives, and leading the nation's largest [Mock Presidential Election](#) (2011, 2015).
- Engaging students in Peace Corps Fellows, Volunteer In Service To America, and AmeriCorps programs.
- Earning money for charity through university-wide events including Big Pink volleyball, Dance Marathons, and head shaving for St. Baldricks.
- Supporting Western's All Volunteer Effort, Volunteer Fairs, and [Make A Difference Day](#).
- Engaging in student-run blood and bone marrow drives.
- Offering Alternative Spring Break (ASB), giving students to participate in Habitat for Humanity, Hurricane Katrina Relief, and the Urban Plunge program.
- Participating in Recycle Mania (a national collegiate competition) for 12 consecutive years

(3E2) WIU demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The table below restates the WIU *Mission*, with bullet points proving evidence of student contributions and/or achievements related to the *Mission*.

<u>WIU Mission</u>	<u>Evidence of Student Contributions</u>
Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities.	<ul style="list-style-type: none"> • Licensure and certification examination pass rates • Alumni Employment Rates • Alumni Matriculation Rates for Graduate and Professional Studies • Alumni Earning Power
We provide student-centered undergraduate and graduate programs	<ul style="list-style-type: none"> • WIU's academic portfolio • Student Satisfaction demonstrated by National Survey of Student Engagement Results and Alumni Survey Results
innovative teaching,	<ul style="list-style-type: none"> • University and College Awards Recognizing Instructional and Advising Excellence • Programs and Services offered by the Center for Innovation in Teaching and Research to help faculty advance the Scholarship of Teaching and Learning
research,	<ul style="list-style-type: none"> • Student opportunities to prepare and present original research •
and service, grounded in interdisciplinary, regional and global perspectives.	<ul style="list-style-type: none"> • Student participation in public service activities • Student advancement of WIU's Social Responsibility value
We engage our students in educational opportunities guided by a professional and diverse faculty and staff	<ul style="list-style-type: none"> • Faculty Qualifications • Increasing faculty and staff diversity
in collaboration with alumni and community partners.	<ul style="list-style-type: none"> • President's Executive Institute accomplishments • Use of external advisory boards

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/12 Higher Learning Commission: Quality Initiative Report

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

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

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

In December 2018 it was reported to the Board that Western's *Report* demonstrates the University's genuine effort. This is evident in the seriousness of the QI, its scope and impact, engagement by members of the university community, and institutional resource provision.

The Higher Learning Commission's February 2019 *Analysis* on the pages that follow concur with the University's self-evaluation. This external *Analysis* concluded, "Overall, the University put forth much effort during this time period to invest in these four initiatives, some of which resulted in permanent, structural changes to the University and its programs. The University is commended for its success in making these changes quickly and efficiently in order to not only maintain but strengthen the academic core while reducing student costs during a time of a state budgetary crisis. With the work already completed on the above initiatives, the next planned steps in each area are appropriate."



February 22, 2019

Dr. Jack Thomas
President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear President Thomas:

Attached is the Quality Initiative Report (QIR) Review evaluation information – Western Illinois University’s QIR showed genuine effort and has been accepted by the Commission. The attached reviewer evaluation contains a rationale for this outcome.

Peer reviewers evaluate all the QIRs based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision.

If you have questions about the QIR reviewer information, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org).

Higher Learning Commission



Open Pathway Quality Initiative Report

Panel Review and Recommendation Form

The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative proposal approved by the Commission. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Name of Institution:

Western Illinois University

State: Illinois

Institutional ID: 1170

Reviewers (names, titles, institutions): David Wendler, Vice President for Academics, Emeritus, Martin Luther College, New Ulm, MN

Barbara Wharton, Director, Institutional Research, Denison University, Granville, Ohio

Date: February 4, 2019

I. Quality Initiative Review

- The institution demonstrated its seriousness of the undertaking.
- The institution demonstrated that the initiative had scope and impact.
- The institution demonstrated a commitment to and engagement in the initiative.
- The institution demonstrated adequate resource provision.

II. Recommendation

The panel confirms genuine effort on the part of the institution.

The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

Western Illinois addressed four major projects in the Quality Initiative that resulted in significant changes for the University. Overall, these initiatives allowed the University to weather an unprecedented reduction in state allocations that led to a reduction of expenditures by 9.8% during this time. The four initiatives included updating the University Strategic Plan and planning process, increasing and stabilizing enrollment, participating in HLC's Persistence and Completion Academy, and engaging in fiscal reduction and reinvestment. These four efforts combined were a large undertaking that resulted in reducing costs to students, increasing financial aid, restructuring and reducing the number of academic programs, and reducing staff. While not all initiatives showed success, for instance, retention decreased during this time period, initiatives were undertaken in all areas and efforts to monitor them continue.

The initiative to update the Strategic Plan included a new process that sets and evaluates annual priorities each year. This makes the plan more manageable and flexible, which appears to be a valuable process, especially during the recent unforeseen circumstance that resulted in budget cuts. This new process appears to be inclusive and transparent, which is particularly important during times of rapid change.

The second initiative, increasing enrollment, retention, and graduation rates, showed some success in stabilizing enrollment. The institution provides information demonstrating that all state schools in Illinois suffered enrollment loss during the two-year state budgetary crisis. The institution's initiative tried to ameliorate the effects of the crisis by stabilizing enrollment. The institution has set future enrollment goals that appear reasonable and has made efforts to expand its base through dual enrollment, providing services to military members, through on-line enrollment, and by offering some new academic programs and consolidating existing programs.

The third initiative, participating in HLC's Persistence and Completion Academy, resulted in an inventory of current retention initiatives, expanding living-learning communities, the initiation of a Retention Task Force, and the formation of a new retention office. Continued monitoring of these efforts is encouraged so that the decrease in retention of students might be mitigated.

The fourth initiative, to engage in fiscal reduction and reinvestment, was successful in making large structural changes in the University in order to achieve budgetary realities. In addition to meeting contract obligations and maintaining the academic core, the University was able to make significant contributions to scholarships, to reduce tuition, and to minimally affect the student:faculty ratio.

Overall, the University put forth much effort during this time period to invest in these four initiatives, some of which resulted in permanent, structural changes to the University and its programs. The University is commended for its success in making these changes quickly and efficiently in order to not only maintain but strengthen the academic core while reducing student costs during a time of a state budgetary crisis. With the work already completed on the above initiatives, the next planned steps in each area are appropriate.



Open Pathway Quality Initiative Report

Institutional Template

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

November 13, 2018

Signature of Institution's President or Chancellor

Date

Jack Thomas, Ph.D., President

Printed/Typed Name and Title

Western Illinois University

Name of Institution

Macomb, IL

City and State

Date: November 13, 2018

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

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

Report Categories

Overview of the Quality Initiative

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

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

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

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

Scope and Impact of the Initiative

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

Goal 1: Update the University's Strategic Plan

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

Results: In addition to achieving this goal, the historic and unprecedented two-year (FY15 and 16) statewide budget impasse and the continued migration of Illinois college-bound students to out-of-state institutions necessitated change. New annual Strategic Plan Supplements were developed and implemented in AY 2016-2017 and 2017-2018 to address unforeseen challenges and opportunities at the time of writing the long-term *Strategic Plan*. The University also updated its long-term Strategic Plan in AY 2017-2018.

Goal 2: Increase Enrollment, Retention, and Graduation Rates

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

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

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

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

Results:

Macomb Campus

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

Quad Cities Campus

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

Distance Learning

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

Goal 4: Engage in Fiscal Reduction and Reinvestment

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

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

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

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

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

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

Goal 1: Update the University's Strategic Plan

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

Goal 2: Increase Enrollment

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

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

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

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

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

Goal 4: Engage in fiscal reduction and reinvestment

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

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

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

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

Goal 1: Update the University’s Strategic Plan

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

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

Goal 2: Increase Enrollment

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

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

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

Goal 4: Engage in Fiscal Reduction and Reinvestment

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

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

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

Goals 1-4

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

Statewide Budget Impasse

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

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

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

Aftermath of the Statewide Budget Impasse

FY18 and 19 state appropriations for Illinois public universities were 10% and 8% lower than values received in FY15, respectively. And the state never reimbursed the institutions for the year of “lost revenue.” A new funding reality exists. Western has been successful in addressing this new funding reality.

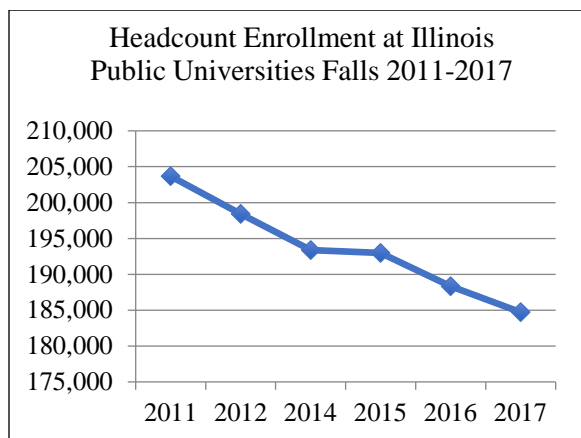
- ✓ The University has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.

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

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

Enrollment

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



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

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

Expand Educational Opportunity

- ✓ *Increased high school dual enrollment* from 6 students in fall 2014 to 58 students in fall 2018.
- ✓ *Recruited even more high-achieving students.* Centennial Honors College enrollment increased from 594 students in fall 2012 to 1,000 students in fall 2017. This is a 406 student (68.4%) increase during this time. Honors student enrollment as a percent of total undergraduate enrollment increased from 5.8% to 13.2% during this time.

- ✓ *Created a Military Task Force to focus on recruiting and retaining active duty students.* Western serves over 600 veterans annually. To build future enrollment, the Senior Vice President for Strategic Planning and Initiatives visited nine military bases during FY18 to learn best practices in serving military students. Resulting from these visits, the University expanded online degree programs and set tuition at the federal tuition assistance rate for military students.
- ✓ *Established new degree programs and instructional formats.* Macomb has four new baccalaureate degrees (in Business Analytics, Cyber Security, Fire Protection Services, and Middle Level Education), 20 new integrated degree programs (where academically qualified students can earn a bachelors and master's degrees from the University in five years) and a new master's degree in Applied Statistics and Decision Analytics.

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

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

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

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

Emphasize Access and Affordability

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

New Freshmen In-State Tuition and Fee Rates
at Selected Illinois Public Universities
Academic Year 2017-2018

	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
Western Illinois	\$11,245	\$9,580	\$20,825
Southern Illinois-Edwardsville	\$11,491	\$9,481	\$20,972
Illinois-Springfield	\$11,423	\$9,760	\$21,183
Eastern Illinois	\$11,678	\$9,736	\$21,414
Illinois State	\$14,061	\$9,948	\$24,009

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

Emphasize Community Engagement in Recruitment and Retention

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

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

This decline is being addressed (in part) by establishing the new Retention Center on the Macomb campus. Special emphasis will be placed on students admitted to the University through the Office

of Academic Services (OAS). These students have lower six-year graduation rates than regularly admitted students (30.8% vs. 51.5% for the fall 2012 cohort). Valuing educational opportunity, the University admits up to 25% of its freshmen class who do not meet published admissions standards, but who show promise and a willingness to work toward achieving shared educational goals.

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

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

Commitment to and Engagement in the Quality Initiative

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

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

Goal 1: Update the University's Strategic Plan

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

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

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

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

Goal 2: Increase Enrollment

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

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

The School of Global Education and Outreach and the College of Education and Human Services collaborated on the development of sponsored credit agreements.

Goal 3: Participate in HLC’s Persistence and Completion Academy

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

Goal 4: Engage in Fiscal Reduction and Reinvestment

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

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

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

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

Goals 1-4

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

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

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

Resource Provision

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

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

Goal 1: Update the University's Strategic Plan

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

Goal 2: Increase Enrollment

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

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

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

Goal 4: Engage in Fiscal Reduction and Reinvestment

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

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

Goal 1: Update the University's Strategic Plan

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

Goal 2: Increase Enrollment, Retention, and Graduation Rates

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

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

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

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

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

Goal 4: Engage in Fiscal Reduction and Reinvestment

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

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

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

2. Partner with the Community College of the Air Force (CCAF) in its General Education Mobile and Associate to Baccalaureate Complete programs. CCAF is the world's largest community college system, awarding over 22,000 associates degrees annually.
3. Conduct an institutional review of all service operations to identify opportunities for efficiency enhancements and reduced costs.
4. Enact 24 layoffs and the elimination of 62 vacant positions due to retirements and resignations to align staffing levels with enrollment. The University's target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.
5. Engage in academic realignment planning to reduce administrative costs.

6. Reduce all library faculty appointments to nine-month contracts beginning in FY20.
7. Eliminate funding for Tri-States Public Radio in March 2019. However, the station will remain located on the Macomb campus and receive administrative support and space from the University.
8. Convene the Academic Program Review and Elimination Committee. By contractual agreement with the UPI Local 4100, “When the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit. The sole purpose of the APER Committee shall be to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee.”

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

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

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/13 Higher Learning Commission: Financial Panel Analysis

As reported in *Western Illinois University Board of Trustees Report No. 18.9/7*, the Higher Learning Commission evaluates the fiscal health of all member institutions annually. This evaluation begins when member institutions submit revenues and expenses each spring as part of the Commission's Annual Institutional Data Update process.

The Commission uses this information to compute a Composite Financial Index (CFI) score for each college and university. These CFI scores are based on methodology documented in *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (Seventh Edition), by KPMG LLP; Prager, Sealy & Co., LLC.

A CFI score can range from -4.0 to +10.0 in this methodology. After an institution receives its annual CFI score, it is also placed in one of three ranges (zones) to determine if further HLC review of an institution's fiscal health is required.

Western Illinois University's FY17 CFI value was (0.30). This placed the University "below the zone." According to Commission protocol, when an institutional CFI score falls below the zone (i.e., a value between -4.0 and -0.01) HLC requires the institution to submit a report and additional financial documents for review by a panel of HLC peer reviewers. In subsequent years, the institution is required to submit a report for panel review following each year until its CFI is "above the zone," (i.e., a value > 1.0).

The Board of Trustees reviewed the University's *FY18 Financial Improvement Plan* last year, and successful implementation of the *Plan* improved the University's fiscal status. Western's FY18 CFI improved from (0.30) to 0.54. However, this value placed WIU "in the zone," (i.e., a CFI between 0.0 and 1.0). While there was institutional improvement, a FY19 Financial Recovery Plan was required.

Western's *FY 19 Financial Recovery Plan* was included in *Board of Trustees Report No. 18.9/7* (see Appendix A), and was submitted to the Higher Learning Commission for analysis. Supporting documents referenced in the *FY 19 Financial Recovery Plan* are available upon request. The Commission's *Analysis* is included on the pages the follow.

- The State of Illinois in FY2016 and 2017 had a budget impasse at the legislative level that caused these anomalies [in the University's CFI]."
- Western Illinois University has worked diligently to respond to unstable funding from the State of Illinois.
- WIU's administration has aggressively responded to these changes in its financial position through program prioritization, administrative and instructional staff reductions, creation of new innovative and marketable programs to name a few strategies.

- The institution should be encouraged to be vigilant in its efforts to take a conservative approach to managing its finances as they have in the past.
- There is nothing to cause the team to believe that WIU will not operate in such a manner, as they diligently have in the past.



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 5, 2018

Dr. Jack Thomas
President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear President Thomas:

A Financial Panel has reviewed Western Illinois University's recent Interim Report. The Panel's analysis and recommendation are attached; no further monitoring by the Higher Learning Commission (HLC) is required at this time. You are encouraged to review the Panel's comments and to contact your HLC liaison if you have questions.

Sincerely,

Higher Learning Commission

cc: Dr. Joseph Rives, Accreditation Liaison Officer
Steph Brzuzy, HLC Staff Liaison



Financial Panel Report

Analysis and Recommendation

Panel members should review the institutional report and supplementary documents and provide their analysis and recommendation on whether the institution is at risk of not meeting the Criteria for Accreditation. If the panel decides that additional information is necessary to make a recommendation, the panel lead should contact HLC to obtain that information. See the [Financial and Non-financial Indicator Process](#) for additional details.

Submission Instructions

After ensuring that all part of the form are complete, the panel lead should upload the Financial Panel Report to the panel page in the HLC Portal.

Institution: Western Illinois University

City: Macomb State: Illinois

Date of panel review: 11/30/2018

Financial Panel members:

- Dr. Kathy Parkison, Indiana University Kokomo (lead)
- Dr. Stacey M. Mortensen, Nueta Hidatsa Sahnish College
- Dr. Myron Pope, University of Central Oklahoma

Previous HLC action regarding the institution's financial report (if applicable):

Not applicable.

Items addressed in the report:

The following documents were examined:

- Response to the Higher Learning Commission's Financial Review Questions
- History of WIU's CFI and other financial ratios

- Audited Financial Statements (for the years 2015, 2016 and 2017)
- WIU Board of Trustees' Reports
- Fiscal 2017 Audited Financial Statements of the WIU Foundation
- WIU Requested Letter to the Higher Learning Commission on the Effects of the Statewide Budget Impasse – February 2016
- WIU Requested Letter to the Higher Learning Commission on the Effects of the Statewide Budget Impasse – December 2016
- WIU Fiscal year 2018 Financial Recovery Plan
- WIU Institutional Update 2017 -18
- WIU Data Trend Report
- WIU Institutional Status and Requirements Report

Panel Analysis

Western Illinois University (WIU) a public, not-for profit institution offering Bachelors, Masters, Specialist, and Doctoral degrees.

Prior to the last few years, WIU has performed well in terms of its CFI's, with scores ranging between 1.47 (FY2015) to a high of 3.6 (FY2011). They also had positive net revenue for most of these fiscal years. As noted in prior reports, the institution has responded well to declining revenues by restricting spending, eliminating programs, restructuring programs, expanding upon partnerships, negotiating the cancellation of salary increases, and strategically raising/managing reserves. They have continued to do well in developing strategies to navigate these tumultuous situations that have mostly been due to decreased or unstable state funding.

During the past three years, the institution witnessed a 1.5 CFI in FY2016, a (0.3) in FY2017, and a 0.5 CFI in FY2018. These fluctuations and regression into critical zones have created concern by the Commission. The State of Illinois in FY2016 and 2017 had a budget impasse at the legislative level that caused these anomalies. The expectation has been that the irregularity of the funding from the state would stabilize in FY2018. That has occurred to some extent, and their CFI has increased. Even though it has improved, monitoring its efforts to improve its CFI is still important. The institution should be encouraged to be vigilant in its efforts to take a conservative approach to managing its finances as they have in the past. Declining high school graduation rates, a significant exodus of students to other states to attend higher education (46% left the state on average the last couple of years), and continued concerns, in spite of WIU's optimism, about state appropriations are variables that could prevent the institution from continuing to improve its CFI. There is nothing to cause the team to believe that WIU will not operate in such a manner, as they diligently have in the past.

Panel Recommendations

The panel has reviewed and evaluated the institutional documents provided (report and supplementary documents) in making its recommendation.

- Accept Report.** The panel concludes that the institution has substantially met its commitment in its report on financial indicators.

Rationale:

Western Illinois University has worked diligently to respond to unstable funding from the State of Illinois. Despite a history of performing well in terms of their CFI numbers, the institution has seen significant drops in this indicator over the past few years that have caused the Commission to investigate the financial performance of the institution. The CFI of WIU decreased to a low of (0.3) in Fiscal Year 2017, which was down from 1.5 in FY16 and 2.8 in FY15. In FY18, it was back up to 0.5. The FY17 CFI in some ways was a reflection of the diminished and disproportionate funding that the State of Illinois distributed in that fiscal year. When the CFI calculation was done, WIU was placed in a very difficult situation of reporting based upon a partial appropriation from the state, which greatly impacted its CFI. A more proportionate distribution in FY18 yielded a higher CFI, but it still was not reflective of prior years because the appropriation was less, and WIU's enrollment was lower.

Over this period, WIU's administration has aggressively responded to these changes in its financial position through program prioritization, administrative and instructional staff reductions, creation of new innovative and marketable programs to name a few strategies. These efforts have been beneficial in reducing institutional liabilities in an effort to improve its financial health. This diligence has been instrumental in the institution effectively responding to these dynamics which have impacted its financial standing. The team feels that the institution's commitment is there, and the Commission's continued monitoring will ensure that WIU continues on the path to financial health.

The institution is committed to monitoring its financial health, as there continues to be a great deal of instability in state government funding. Additionally, high school graduates continue to leave the state in alarming numbers. WIU's vigilance in monitoring these factors while continuing to not only reduce its financial burden, but create new revenue streams and efficiencies seems to be a priority.

- Accept Report With Qualifications.** Overall, the institution addressed the financial concerns adequately. However, the panel has concerns on the following matters that the institution should consider in future planning.

Specific concerns:

- Recommend HLC Follow-up.** The panel reviewed the materials and has concerns that the institution may be at continued financial risk, explained below. The panel is recommending the following monitoring:

- Interim Report—due three months from the date of action*
- Focused Visit—to occur within six months of the date of action*

**HLC staff may adjust this follow-up to be included in future monitoring or a visit already scheduled with the institution.*

Specific financial risks, with explanation:

Appendix A
Western Illinois University
Financial Recovery Plan
September 2018

Executive Summary

Western Illinois University's *Fiscal Year (FY) 2019 Financial Recovery Plan* is submitted at the request of the Higher Learning Commission. It should be read in combination with the University's *February 2016* and *December 2016 Submissions* to the Commission and our *Fiscal Year (FY) 2018 Financial Recovery Plan* (see Attachments A-C). These documents chronicle actions taken in response to the State of Illinois' historic and unprecedented budget impasse.

Western Illinois University's, and all other Illinois public universities, inclusion in financial panels is the direct result of the historic and unprecedented FY16 and 17 statewide budget impasse. Never in the 160-year history of Illinois public higher education have the following two circumstances occurred.

First, the budget impasse resulted in institutions receiving partial funding for two fiscal years. The Illinois public universities only received partial FY16 funding in the 10th month of that fiscal year, and partial funding again in FY17.

Second, state legislation allowed revenue received during the budget impasse to be applied to expenses across two fiscal years. However, Illinois Legislative Audit Commission guidelines for the preparation of annual financial statements, which are the data source for financial reporting to the Commission, were not adjusted. Therefore, 12-month fiscal reporting cycles triggering financial panels do not accurately reflect state legislation that created the one-time, 18-month revenue and expenditure cycle.

The State's annual appropriations and annual fiscal reporting cycles were realigned in FY18 when the State's budget impasse ended. Before and after this change, Western Illinois University has restored its fiscal health through successful implementation of the *FY16-18 Priorities and Reinvestment Plan* and current implementation of the *FY19 Positioning Western Illinois University for the Future Plan*.

With strong strategic planning processes supported by conservative, mission-driven fiscal management, we are an even stronger, more resilient institution for the 21st century. Despite state-imposed fiscal circumstances, we continue to advance in national rankings related to our *Mission* of preparing students to lead in dynamic and diverse communities and our *Vision* of providing national leadership in quality, opportunity, and affordability.

Western Illinois University is positioned well for the future.

Western Illinois University Background

Western Illinois University is one of 12 Illinois public universities. The University is a regional master's granting institution serving 8,502 students (79% undergraduate and 21% graduate) in fall 2018 with 66 undergraduate degree programs, 38 graduate degree programs, and two doctoral programs. The faculty own and deliver a curriculum that includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study at its main campus in Macomb, branch campus in Moline, and through the State's first and largest distance education program. Faculty also provide off-campus instruction at Commission approved locations in Illinois and Iowa.

Western Illinois University has been continuously accredited by the Commission since 1913. The last reaffirmation of accreditation was in academic year 2010-2011, with no follow up visits or reports. This is the highest distinction that an institution can achieve. Western will host its next accreditation site visits in academic year 2019-2020 on the Quad Cities campus and the following academic year on the Macomb campus.

Western Illinois University is an open pathways institution. The University completed participation in the Commission's Persistence and Completion Academy (PCA) during summer 2018. A final report on our Commission-approved Quality Initiative (QI) will be submitted later this fall.

Financial Panel Context

As a member institution of the Higher Learning Commission, Western Illinois University is subject to monitoring by the Commission to assure and advance quality in areas related to the criteria for accreditation; financial and non-financial indicators; change of control, structure or organization transaction; substantive change; complaints; conformity with *Assumed Practices*; and other Commission review areas. In the course of Commission monitoring, Western Illinois University was notified by the Higher Learning Commission on August 8, 2018 to submit a "Financial Recovery Plan" addressing four specific Commission questions by September 7, 2018. The data requested in this Plan were for the Fiscal Year (FY) 17 timeframe.

It is important to understand the two causal factors requiring submission of this *Financial Recovery Plan*. First, the University's inclusion in a financial panel is the **direct result** of the historic and unprecedented FY16 and 17 statewide budget impasse that caused the Illinois public universities to receive partial FY16 funding in the 10th month of that year and partial funding again in FY17.

Second, state legislation allowed revenue received during the budget impasse to be applied to expenses across two fiscal years. However, Illinois Legislative Audit Commission guidelines for the preparation of annual financial statements, which are the data source for financial reporting to the Commission, were not adjusted. Therefore, 12-month fiscal reporting cycles triggering financial panels do not accurately reflect state legislation that created a one-time, 18-month revenue and expenditure cycle. The effect is to make institutional financial ratios artificially low.

Nevertheless, Western Illinois University has shown progress in its Composite Financial Indicator (CFI), improving from -0.30 with FY16 data to 0.54 on FY17 with data. This improvement was projected by the Commission. In evaluating Western's Fiscal Year 2016 data, the Financial Panel Review Team (see Attachment D) concluded that, "After much reflection, the panel [concludes] that WIU has approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI's that are in or above the zone."

That is exactly what happened. Despite reduced appropriations and inconsistencies between state appropriation and reporting cycles, the University’s CFI is now “in the zone.”

With the conclusion of the statewide budget impasse, full appropriations received in FY18, a 2% increase in FY19 appropriations, successful completion of the three-year (FY16-FY18) *Priorities and Reinvestment Plan*, and current implementation of the new FY19 *Positioning Western Illinois University for the Future Plan*, Western is confident that it will place “above the zone” as predicted by the Commission’s last Financial Panel Review Team when FY18 data are evaluated.

Strong strategic planning processes and mission-driven conservative fiscal management has resulted in an even stronger, more resilient institution for the 21st century. Western Illinois University will continue to provide a high-quality, well-rounded education that prepares students to lead in dynamic and diverse communities.

Higher Learning Commission Questions

1. Explain the history of CFIs and the components of the ratios that have contributed to being in the zone or below the zone.

As previously discussed, reduced appropriations and inconsistencies between state financial appropriation and reporting cycles caused the University’s Composite Financial Indicators (CFIs) to be “below the zone” with FY16 data and “in the zone” with FY17 data.

Western Illinois University has a strong history of financial health. Never before the statewide budget impasse has the University placed “in or below the zone.” Historically, the University financial strength was demonstrated by strong CFI’s even during a period of reduced and delayed state appropriations.

Table 1 displays Western Illinois University’s operations costs by source of funds to inform discussions on FY11-15 expenditures and financial ratios. During this time, the State of Illinois was experiencing cash flow issues resulting in decreased and delayed release of state appropriations for all 12 Illinois public universities.

	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>
General Revenue Funds	\$56,182.7	\$55,548.3	\$52,167.8	\$52,755.1	\$51,465.2
Income Funds	60,882.9	68,668.8	71,496.0	73,188.4	74,907.5
Local Grants	151.9	156.7	178.2	167.4	161.9
State Grants	3,607.4	3,356.8	3,281.9	3,307.5	3,272.8
Federal Grants	25,902.2	28,240.3	25,077.8	26,609.0	27,349.4
Private Gifts, Grants, and Contracts	1,721.6	2,113.7	1,635.7	1,699.2	1,487.8
Sales & Service of Auxiliary	48,365.9	49,185.0	52,613.5	49,260.8	48,447.6
Other/Indirect Cost Recovery	21,527.7	21,507.3	21,820.3	25,121.3	23,896.2
Total	<u>\$218,342.3</u>	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,988.4</u>

Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php

Figure 1 shows that Western’s appropriated funds reductions were of similar magnitude to all other 11 Illinois public universities.

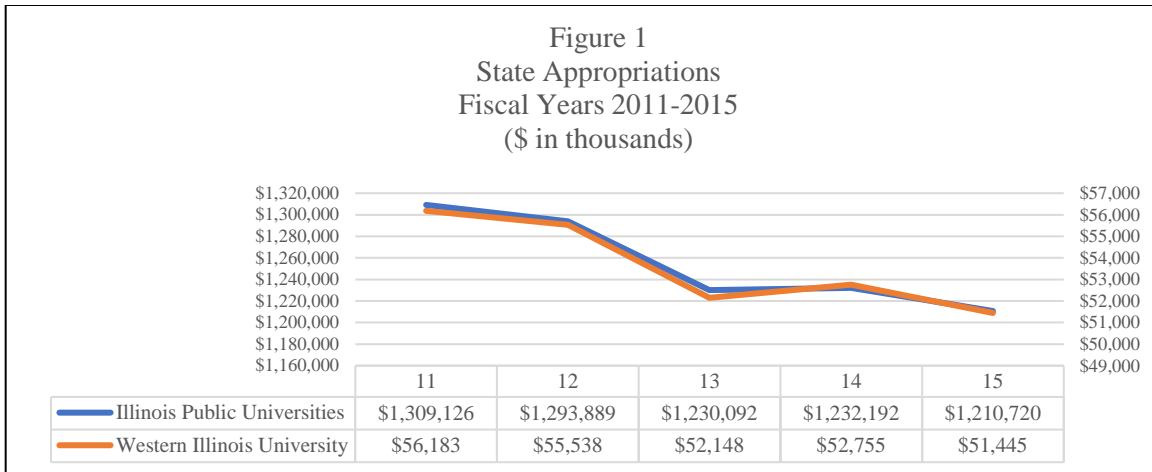


Table 2 presents Western’s FY11-15 financial ratios presented to the Commission in *Annual Institutional Data Updates*. Despite the delayed and decreased appropriations, Western Illinois University maintained its fiscal health as evidenced by:

- Composite Financial Indicator ratios “above the zone,” according to the criteria in *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition)*, by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.
- Primary reserve ratios demonstrating fiscal stability. A negative or decreasing trend over time would have indicated a weakening financial condition.
- Net operating ratios showing institutional operations with a surplus in four of the last five years, therefore enabling the University to carry forward funds in conjunction with limitations established in Illinois statutes for public institutions.
- Net asset ratios showing availability of additional expendable net assets to satisfy debt obligations.
- Strong viability ratios, with only the FY15 ratio reflecting a decrease resulting from the volatile state economy.

Table 2
Western Illinois University’s Historic Financial Ratios
Fiscal Years 2011-2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Composite Financial Indicator	3.60	2.90	1.70	2.75	1.47
Primary Reserve Ratio	0.25	0.27	0.26	0.25	0.26
Net Operating Revenue Ratio	0.06	0.04	0.00	0.01	(0.01)
Return on Net Assets Ratio	0.18	0.12	0.04	0.13	0.02
Viability Ratio	0.73	0.70	0.75	0.77	0.47

Source: Western Illinois University Annual Institutional Data Updates submitted to the Higher Learning Commission

To compensate for reduced and delayed appropriations, the University maintained its fiscal health by:

- Restricting spending, monitoring travel, and limiting replacement hiring.
- Negotiating delayed salary increases with collective bargaining units.
- Cancelling salary increases for non-negotiated personnel.

- Increasing university reserves and carefully monitoring cash balances.
- Introducing retirement incentives.
- Implementing zero-based budgeting within Academic Affairs.
- Consolidating 18 academic departments/units into 10, and four technology units into one.
- Centralized reporting lines for admissions, advisement, and the School of Graduate Studies between campuses.
- Holding at least 25% of annual GRF departmental operating budgets.

Results from these actions reduced state appropriated budgets by \$14.2 million in personal services and \$2.7 million in operating, totaling a \$16.9 million cost savings and avoidance to the University. The size of the University workforce (headcount) decreased by 163 employees (52 faculty and 111 staff) during this time. The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs and no furloughs during this time. Furthermore, the University maintained 66% of all institutional expenditures on academics and academic support during this period of delayed and reduced appropriations.

(In Thousands of \$)	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6
Public Service	14,774.0	12,694.3	13,970.1	14,142.2
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6
Student Services	41,066.6	42,830.7	48,119.7	49,661.2
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>

Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php

Employee and budget reductions could have been deeper had the University not maintained historic efficiency. Tables 4 and 5 show that Western Illinois University consistently placed below the statewide average on instructional and administrative costs per credit hour. Using FY15 as an example, Western had the third and second lowest values on these measures, respectively. Instructional costs were 11.7% below the statewide average, and administrative costs were 20.5% below the statewide average.

	<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

Table 4
-continued-

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
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: Illinois Board of Higher Education annual Discipline Cost Studies, www.ibhe.org/coststudy.html

Table 5
Administrative Costs per Credit Hour at Illinois Public Universities
Fiscal Years 2011 through 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%)

Source: IBHE Academic Discipline Cost Study, Section VI, All Disciplines Instruction less Physical Plant, www.ibhe.org/coststudy.html

FY16 and FY17: Effects of the Historic and Unprecedented Statewide Budget Impasse

In setting the context for the FY16 and 17 university and statewide budget context, it is important to understand Western Illinois University's fiscal procedures. Discussion on the University's financial data presented in this submission to the Commission, unless otherwise noted, are taken from the University's Audited Financial Statements (see Attachments E-G).

To begin, the Western Illinois University Board of Trustees has statutory authority for setting the University's annual budget. The Board approves a Preliminary Spending Plan prior to the start of the fiscal year, which sets maximum expenditure limits for that fiscal year. The Board refines and approves an All Funds Budget to replace its Preliminary Spending Plan at its fall meeting. The Board also approves University requests for new state resources (operating and capital) at its fall meeting. All of these materials are attached for FY17 through FY19 to date in Attachments H-J.

The Board approved the University's *FY19 Spending Plan* in June 2018 (see Attachment J). Other FY19 materials are not included in this Attachment. The Commission's reporting deadline for this submission (September 7, 2018) is in advance of the Board's fall meeting (September 28, 2018). The remaining data are, therefore, not available because the Board has not yet approved these materials.

In upholding its fiduciary responsibilities to the University and state taxpayers, the Board has an Audit Committee and *Charter*. Attachment K displays Western Illinois University Board of Trustees Audit Committee Materials for FY15-17 as related to University finances.

The Board delegates daily management of the University to the President and Vice Presidents. Historically, Illinois public universities have received notification of the value of state appropriations for the next fiscal year (July 1) before the end of the current fiscal year (June 30). The Illinois public universities would have received FY16 appropriation notifications before June 30, 2015, if the past 158-year practice was followed by the Governor and General Assembly.

However, as shown in Table 6, FY16 appropriations were not made until the 10th month of the fiscal year, and 22 months since the last (FY15) appropriations were made. These appropriations were referred to as “Stop Gap I” by the Illinois General Assembly to indicate that partial FY16 appropriations were being made at the time that *Senate Bill 2059* and *Public Act (PA) 99-502* were passed.

	FY 15 Appropriation <u>(PA 99-01)</u>	FY16 Appropriation <u>(PA 99-502)</u>	FY 16 as a Percent of <u>FY 15</u>
Chicago State	\$36,330,500	\$20,107,300	55.3%
Eastern Illinois	42,975,700	12,456,500	29.0%
Governors State	24,062,100	6,974,400	29.0%
Illinois State	72,226,700	20,934,900	29.0%
Northeastern Illinois	36,898,800	10,695,100	29.0%
Northern Illinois	91,092,700	26,403,200	29.0%
Western Illinois	51,445,200	14,911,400	29.0%
Southern Illinois	199,558,500	57,482,200	28.8%
University of Illinois	647,186,400	180,094,100	27.8%
Total	<u>\$1,201,776,600</u>	<u>\$350,059,100</u>	<u>29.1%</u>

Source: Illinois Board of Higher Education: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016)

¹Sothern Illinois University receives one appropriation for its two campuses and central administration. The University of Illinois also receives one appropriation for its three campuses and central administration. The other Illinois public universities do not receive a central administration appropriation.

Western Illinois University received \$14.9 million in Stop Gap I. This appropriated amount represents 29% of University’s \$51.4 million FY15 appropriation. Table 6 shows similar percentage values were received by all other Illinois public universities, with the exception of Chicago State University that received additional funding due to fiscal and enrollment challenges.

FY16 and 17 data also reflect inconsistencies between state-defined appropriation and reporting cycles. The values reported in Table 6 were the basis for audited financial statements and resultant financial indicator reporting to the Higher Learning Commission, per Illinois Legislative Audit Commission Guidelines. However, they do not reflect final FY16 legislatively-granted spending authority for Western Illinois University and all other Illinois public universities.

At the end of June and start of July the Illinois public universities received additional appropriations (termed Stop Gap II by the Illinois General Assembly) that could be applied to FY16 or FY17 expenses through *Senate Bill 2047* and *Public Act 99-524*. These values are displayed in Table 7.

	FY 15 Appropriation (PA 99-01)	SB 2059 (PA 99-502) Stop Gap I	FY 2016-2017 SB 2047 PA 99-524 Stop Gap II	Total Stop Gaps For 18 Months
Chicago State	\$36,330,500	\$20,107,300	\$12,590,000	\$32,697,300
IBHE Funding	--	--	3,020,100	3,020,100
Total	<u>36,330,500</u>	<u>20,107,300</u>	<u>15,610,000</u>	<u>35,717,400</u>
Eastern Illinois	42,975,700	12,456,500	26,222,000	38,678,500
IBHE Funding	--	--	5,582,000	5,582,000
Total	<u>42,975,700</u>	<u>12,456,500</u>	<u>31,804,000</u>	<u>44,260,000</u>
Governors State	24,062,100	6,974,400	12,757,000	19,731,400
Illinois State	72,226,700	20,934,900	38,291,000	59,225,900
Northeastern Illinois	36,898,800	10,695,100	19,562,000	30,257,100
Northern Illinois	91,092,700	26,403,200	48,293,000	74,696,200
Western Illinois				
IBHE Funding	--	--	8,397,900	8,397,900
Total	--	<u>14,911,400</u>	<u>39,786,900</u>	<u>54,698,300</u>
Southern Illinois	199,558,500	57,482,200	106,156,000	163,638,200
University of Illinois	647,186,400	180,094,100	350,599,000	530,693,100
Total	<u>\$1,201,776,600</u>	<u>\$350,059,100</u>	<u>\$665,859,000</u>	<u>\$1,015,918,100</u>

Sources: IBHE: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016) and IBHE Fiscal Year 2017 Supplemental Allocation of Financial Support for Essential Operations.

Table 7 shows that Western Illinois University received an additional \$39.8 million for use with FY16 or FY17 expenditures, and raised the University's total FY16-17 appropriations to \$54.7 million.

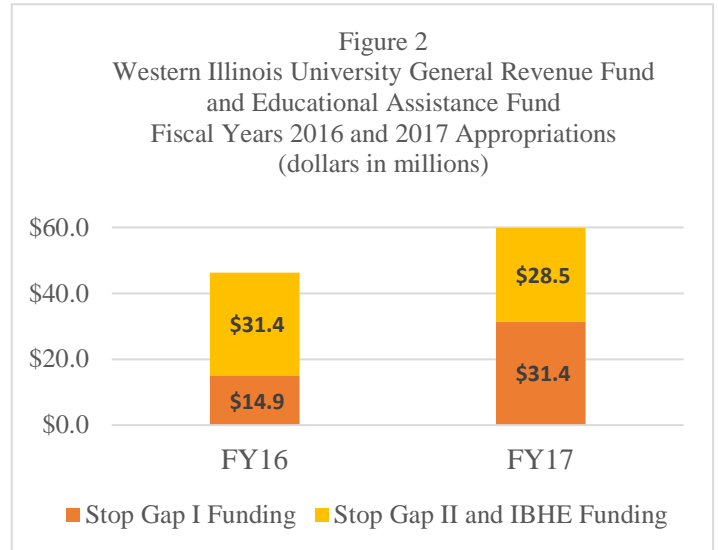
With regard to Western Illinois University's Stop Gap II appropriation, the University received \$31.4 million from the Governor and General Assembly, and an additional \$8.4 million from the Illinois Board of Higher Education (IBHE). The IBHE recognized the University's best practices of responsible financial stewardship and new freshmen enrollment stabilization. Also receiving funding from the IBHE were Chicago State University (\$3.0 million) and Eastern Illinois University (\$5.6 million).

Following Illinois Legislative Audit Commission (LAC) Guidelines as required by the Illinois Board of Higher Education (the State's coordination board for higher education), Western Illinois University's FY16 financial ratios were based on a state General Revenue Funds (GRF) and Educational Assistance Fund (EAF) appropriation of \$14.9 million (i.e., Stop Gap I funding). This required reporting value *underestimates* actual revenue received through Stop Gap II by \$39.8 million or 73% of the revenue received and applied to FY16 and 17 expenses. Annual fiscal year reporting on an 18-month appropriation and spending cycle *does not* reflect the fiscal reality of the Illinois public universities.

This concern applies equally to FY17. Western Illinois University received \$51.5 million in state GRF and EAF appropriations and an additional, one-time \$8.4 million appropriation from the Illinois Board of Higher Education, totaling \$59.9 million in state appropriations for FY17. However, again following LAC Guidelines, the University's FY17 financial ratios were based on a state appropriation of \$31.4 million (i.e., Stop Gap II funding). This required reporting value *underestimates* actual revenue received by \$28.5 million or 48% of the revenue received and applied to FY17 expenses.

Western Illinois University’s concern that 12-month fiscal year reporting on an 18-month appropriations and spending cycle *does not* reflect the fiscal reality of the institution and all other Illinois public universities is also reflected in Figure 2. The base of each column is revenue reported in *Audited Financial Statements*. The top of each column includes the one-time state appropriation applied to FY16 and 17 expenses

Table 8 presents the University’s current and historic financial indicators as reported to the Commission in spring 2018. Again, the University’s data are based on funding and expenses associated with Stop Gap I alone. The reporting does not include revenue received and applied from Stop Gap II and the one-time Illinois Board of Higher Education allocation.



	2011	2012	2013	2014	2015	2016	2017
Composite Financial Indicator	3.60	2.90	1.70	2.75	1.47	(0.30)	0.54
Primary Reserve Ratio	0.25	0.27	0.26	0.25	0.26	0.16	0.16
Net Operating Revenue Ratio	0.06	0.04	0.00	0.01	(0.01)	(0.15)	(0.02)
Return on Net Assets Ratio	0.18	0.12	0.04	0.13	0.02	(0.14)	(0.02)
Viability Ratio	0.73	0.70	0.75	0.77	0.86	0.56	0.60

Source: Western Illinois University Annual Institutional Data Updates submitted to the Higher Learning Commission

With 73% of Western’s FY16 appropriated revenue not allowed to be recorded according to LAC guidelines, the University had a Composite Financial Indicator (CFI) ratio of (0.30). The magnitude of unreported revenue was less with FY17 data. With 48% of the University’s appropriation not reported, the University’s CFI improved to 0.54. The University also improved its FY17 status on the net operating revenue, return on net assets, and viability ratios, while remaining constant on the primary reserve ratio.

With improvements resulting from strategic planning, and an improved statewide fiscal climate, Western Illinois University is confident that it will operate “above the zone” in FY18 and beyond for seven reasons. First, the state restored annual appropriations and reporting cycles for FY18. Second, state appropriations included in the University’s FY18 financial indicators will increase \$6.5 million (16.3%), from \$39.8 million in FY17 to \$46.3 million in FY18. Third, the University’s FY19 appropriation was up 2% from FY18. Fourth, the University maintained historic efficiency during the statewide budget impasse.

Tables 8 and 9 reinforce trends initially efficiency trends presented in Tables 4 and 5. Western Illinois University continues to consistently place below statewide averages on instructional and administrative costs per credit hour. The most recently published comparisons for FY16 show that Western had the third and second lowest values on these measures, respectively. Instructional and administrative costs per credit hour were 11.7% and 18.4% below the statewide average, respectively.

Table 8
Instructional Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2011 through Fiscal Year 2016

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</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: Illinois Board of Higher Education annual Academic Discipline Cost Studies, www.ibhe.org/coststudy.html

Table 9
Administrative Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2008 through Fiscal Year 2016

	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$64.51	\$58.22	\$63.26	\$60.99	\$55.92
Western Illinois	\$70.94	\$63.48	\$68.85	\$72.06	\$67.80
Illinois-Chicago	\$78.40	\$78.41	\$74.00	\$76.55	\$72.43
Southern Illinois-Carbondale	\$81.80	\$80.28	\$90.77	\$96.09	\$75.91
Eastern Illinois	\$84.37	\$89.03	\$96.55	\$94.78	\$76.32
Northeastern Illinois	\$78.60	\$75.16	\$87.76	\$91.63	\$77.19
Illinois-Springfield	\$104.18	\$92.60	\$110.23	\$103.26	\$82.50
State Average	\$87.92	\$86.86	\$90.65	\$90.60	\$83.12
Illinois-Urbana/Champaign	\$82.99	\$88.94	\$96.76	\$90.24	\$85.71
Governors State	\$142.88	\$118.26	\$120.78	\$106.07	\$95.77
Chicago State	\$137.24	\$124.54	\$106.03	\$112.65	\$100.75
Illinois State	\$104.83	\$102.01	\$95.81	\$104.54	\$100.93
Northern Illinois	\$102.11	\$101.63	\$106.82	\$109.29	\$104.56
% WIU Is Under the State Average	(19.3%)	(26.9%)	(20.0%)	(20.5%)	(18.4%)

Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies, Section VI, All Disciplines Instruction less Physical Plant, www.ibhe.org/coststudy.html

Fifth, Western Illinois University has a strong and proven history of addressing fiscal challenges. This was previously demonstrated in the University's actions to address reduced and delayed FY11-15 state appropriations. It is also demonstrated in the conclusion from the Commission's FY18 Financial Panel Review Team (see Attachment D) which stated, "After much reflection, the panel [concludes] that WIU has approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI's that are in or above the zone." And that is exactly what happened. The current CFI of 0.54, with partial appropriated funds reported, is "in the zone."

Sixth, as discussed below, institutional accomplishments from the *FY16-18 Priorities and Reinvestment Plan* and the *FY19 Positioning Western Illinois University for the Future Plan* place Western Illinois University in a fiscally sound and sustainable future in preparing students to lead in dynamic and diverse communities and providing national leadership in quality, opportunity, and affordability.

Seventh, is institutional responses to a changing paradigm for the funding of Illinois public higher education. Table 10 shows on average Illinois public universities received 9.1% less appropriated funding in FY18 compared to FY15. On average, the Illinois public universities also received 7.3% less in FY19 appropriated funding compared to FY15 appropriations. Individual differences are due to circumstances and special projects. For example, Chicago State received additional appropriations as it continues to address enrollment and financing challenges. And in FY18, the University of Illinois received increased funding (\$616,000) for the Illinois Fire Services institute, and Southern Illinois University received increased funding (\$1.0 million) for the National Corn to Ethanol Research Institute.

Table 10
Fiscal Years 2018 and 2019 Appropriations
Amount and as a Percent of Fiscal Year 2015 Appropriations
at Illinois Public Universities

	FY 15 <u>Appropriation</u>	FY18 <u>Appropriation</u>	Percent of FY15	FY19 <u>Appropriation</u>	Percent of FY 15
Chicago State	\$36,330,500	\$34,604,400	95.2%	35,258,300	97.0%
Eastern Illinois	42,975,700	38,686,100	90.0%	39,459,700	91.8%
Governors State	24,062,100	21,656,000	90.0%	22,089,100	91.8%
Illinois State	72,226,700	65,004,000	90.0%	66,354,100	91.9%
Northeastern Illinois	36,898,800	33,209,000	90.0%	33,873,200	91.8%
Northern Illinois	91,092,700	82,019,500	90.0%	83,659,200	91.8%
Western Illinois	51,445,200	46,320,700	90.0%	47,200,700	91.8%
Southern Illinois	199,558,500	182,190,800	91.3%	185,781,000	93.1%
University of Illinois	647,186,400	588,994,600	91.0%	600,450,600	92.8%
Total	<u>\$1,201,776,600</u>	<u>\$1,092,685,100</u>	<u>90.9%</u>	<u>\$1,114,161,900</u>	<u>92.7%</u>

Sources: IBHE: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II (Updated August 20, 2016)

Presently, and with regard to the University’s current financial ratios, restricting reporting to Stop Gap II funding had the following effects on the University’s FY17 financial ratios.

- Primary Reserve Ratio: Institutional unrestricted net assets and the resultant numerator are artificially low for both FY16 and 17 due to differences in appropriation and reporting cycles.

Table 11A
Western Illinois University Primary Reserve Ratios
Fiscal Years 2014-2017

	FY14	FY15	FY16	FY17
Unrestricted Net Assets	\$64,965,300	\$67,805,400	\$35,751,580	\$7,532,580
Expendable Restricted Net Assets	13,159,300	14,108,700	14,992,880	42,583,000
Numerator Total	\$78,124,600	\$81,914,100	\$50,744,460	50,115,580
Operating Expenses	\$303,916,760	\$313,905,700	\$303,916,760	304,275,320
Non-Operating Expenses	4,907,900	4,513,900	3,783,110	3,685,790
Denominator Total	\$310,235,700	\$318,419,600	\$307,699,870	307,961,110
Primary Reserve Ratio	0.25	0.26	0.16	0.16
Primary Reserve Ratio CFI	0.66	0.68	0.43	0.43

Source: Western Illinois University Audited Financial Statements

- Net Operating Revenue Ratio: Institutional net non-operating revenues and the resultant numerator ratio are artificially low for FY16 and 17. The same is true for non-operating revenues and the

corresponding denominator. The Net Operating Revenue Ratio is not an accurate depiction of the fiscal status of Western Illinois University due to the inconsistencies between state appropriation and reporting cycles.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Institutional Operating Income (loss)	(\$161,702,700)	(\$166,844,900)	(\$165,591,190)	(\$174,198,110)
Net Non-Operating Revenues	166,162,000	162,423,200	126,569,820	167,706,430
Numerator Total	\$4,459,300	(\$4,421,700)	(\$39,021,370)	(\$6,491,680)
Operating Revenues	\$143,625,000	\$147,060,800	\$138,325,570	\$130,077,220
Non-Operating Revenues	171,069,800	166,937,100	130,352,930	171,392,200
Denominator Total	\$314,694,800	\$313,997,900	\$268,678,500	301,469,440
Net Operating Revenue Ratio	0.01	(0.01)	(0.15)	(0.02)
Net Operating Revenue CFI	0.11	(0.11)	(0.40)	(0.17)

Source: Western Illinois University Audited Financial Statements

- Return on Net Assets Ratio: The same conditions and concerns stated above apply to this ratio.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Change in Net Assets	\$32,317,400	\$4,828,900	(\$37,892,980)	(\$5,220,620)
Total Net Assets (beginning of year)	\$242,546,600	\$272,367,800	\$269,576,060	\$231,683,080
Return on Net Assets Ratio	0.13	0.02	(0.14)	(.02)
Return on Net Assets CFI	1.33	0.18	(0.80)	(0.23)

Source: Western Illinois University Audited Financial Statements

- Viability Ratio: Expendable net assets and the resultant numerator are artificially low. This caused FY16 and 17 viability ratios to be artificially low.

	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Expendable Net Assets	\$78,124,600	\$81,914,100	\$50,744,460	\$5,115,5800
Institutional Long-Term Debt	\$101,058,000	\$95,237,400	\$90,007,140	83,091,870
Viability Ratio	0.77	0.86	0.56	0.60
Viability CFI	0.65	0.72	0.47	0.51

Source: Western Illinois University Audited Financial Statements

2. Determine the revenue and expense components that had the greatest impact on the institution's financial health.

As originally reported to the Commission in FY18, the greatest impacts on Western Illinois University as a result of the historic and unprecedented two-year statewide budget impasse continue to be

advancement of three high priorities that require multiyear investment in order to assure and advance institutional quality. These priorities are advancing faculty and staff salaries, initiating state-funded capital projects, and maintaining an institutional reserve base to protect against the State’s volatile fiscal climate.

- *Faculty and Staff Salaries:* Western Illinois University’s *Higher Values in Higher Education 2012-2022 Strategic Plan* includes a priority to “Provide faculty and staff salaries that meet and exceed the mean of peer institutions.” In FY14 and 15 the University awarded across the board raises of 3.5% and 2.0% to negotiated and non-negotiated employees. Faculty and Academic Support Personnel (who are represented by the University Professionals of Illinois) received a 2.0% raise in FY16.

Table 12
Average Faculty Salaries by Rank
Fiscal Years 2013-2017

	FY13		FY14		FY15		FY16		FY17	
	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>	<u>N</u>	<u>Avg.</u>
Professor	170	\$92,990	182	\$96,358	178	\$98,763	176	\$101,437	182	\$98,201
Associate	155	73,675	146	76,188	143	78,881	153	80,589	149	78,098
Assistant	180	60,768	168	62,282	150	62,120	133	63,649	97	61,562
Instructor	103	44,564	107	42,579	102	45,484	103	47,067	93	45,116
Lecturer	9	43,822	10	45,443	11	41,138	8	44,024	5	37,766
Total	617	\$69,936	613	\$71,997	584	\$74,092	573	\$76,524	526	\$75,790

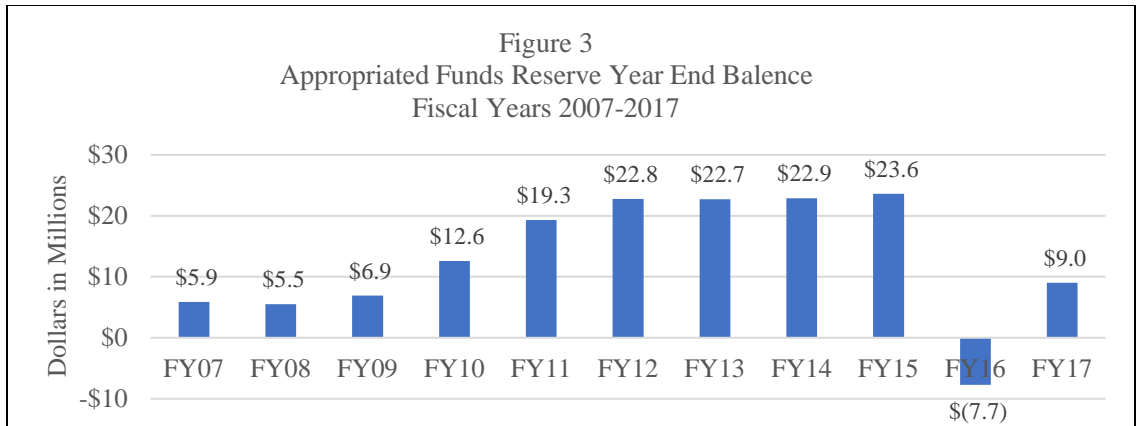
Source: Western Illinois University 2017 Fact Book, www.wiu.edu/IRP/factbook.php

However, the University has not been able to continue with salary increases due to delayed and decreased state funding. Administrative/professional and civil service personnel earning more than \$40,000 annually were placed a furlough program during FY16. Furloughs continued during FY17 and FY18 for administrative personnel. Faculty deferred a negotiated 3.0% raise during this time.

- *Capital Projects:* Western was in process of bidding for the construction of a new Center for Performing Arts (CPA), a \$71.8 million project, when state capital funding was frozen. Likewise, \$5.0 million allocated for Phase III planning for the Quad Cities campus was also frozen. Although the State has resolved the operating budget impasse, capital spending has not been appropriated or released.

When funding is released, the University will resume work on the CPA project that includes a 1,400-seat proscenium theatre auditorium, 250-seat thrust stage, and 150-seat studio theatre. Phase III will support a new facility for science, engineering, mathematics, and technology instruction, research, and service in the Quad Cities. The freezing of capital expenditures hurts our host communities and region. In addition to one-time construction benefits, Western has an annual \$473 million economic impact in our immediate 16-county service region.

- *Reserves:* With the advent of state cash flow issues (delayed appropriated funding), Western Illinois University began strategically growing the appropriated funds reserves, from less than \$6.0 million in FY07 and 08 to a high of \$23.6 million in FY15. These funds and \$7.7 million from unrestricted non-appropriated funds were used to keep the University operating during FY16.



3. Identify specific strategies that have been implemented to re-establish financial health.

Tables 13 and 14 show that the Illinois public universities have been addressing declining state appropriations since FY02. During the initial period of reduced and delayed state appropriations (FY11-15), the statewide budget impasse (FY16-17), and the aftermath of the budget impasse (FY18 and beyond), Western Illinois University has been successful in sustaining financial health and advancing quality by engaging in conservative, mission-driven fiscal management; taking proactive measures in short- and long-term planning; and keeping apprised of internal and external strengths, weakness, opportunities, and challenges.

Table 13
Illinois Public Universities General Revenue Appropriations
Fiscal Years 2002-2019

(in thousands of dollars)	\$ Difference		% Difference	
	Annual	Cumulative	Annual	Cumulative
2002	1,496,839.5	--	--	--
2003	1,411,720.3	-85,119.2	-5.7%	-5.7%
2004	1,303,564.7	-108,155.6	-7.7%	-12.9%
2005	1,301,632.9	-1,931.8	-0.1%	-13.0%
2006	1,316,938.8	15,305.9	1.2%	-12.0%
2007	1,321,279.4	4,340.6	0.3%	-11.7%
2008	1,357,067.3	35,787.9	2.7%	-9.3%
2009	1,393,588.6	36,521.3	2.7%	-6.9%
2010	1,393,838.6	-103,001	-7.4%	-6.9%
2011	1,309,126.0	-84,713	-6.1%	-12.5%
2012	1,293,889.3	-15,237	-1.2%	-13.6%
2013	1,230,092.0	-63,797	-4.9%	-17.8%
2014	1,232,192.0	2,100	0.2%	-17.7%
2015	1,229,438.5	-2,754	-0.2%	-17.9%
2016	350,059.1	-879,379.4	-71.5%	--
2017	665,859.0	315,799.0	90.2%	--
16-17	1,015,918.1	-213,520.4	-17.4%	-35.3%
2018	1,092,685.1	76,767.0	7.6%	-27.7%
2019	1,114,161.9	21,476.8	2.0%	-25.7%

Source: Illinois Board of Higher Education

(in thousands of dollars)	\$ Difference		% Difference	
	Annual	Cumulative	Annual	Cumulative
2002	64,306.7	--	--	--
2003	61,126.0	-\$3,180.7	-4.9%	-4.9%
2004	56,091.1	-5,034.9	-8.2%	-12.8%
2005	56,091.1	0.0	0.0%	-12.8%
2006	57,297.7	1,206.6	2.2%	-10.9%
2007	57,029.3	-268.4	-0.5%	-11.3%
2008	58,287.5	1,258.2	2.2%	-9.4%
2009	59,919.6	1,632.1	2.8%	-6.8%
2010	59,919.6	0.0	0.0%	-6.8%
2011	56,182.7	-3,736.9	-6.2%	-12.6%
2012	55,538.3	-644.4	-1.1%	-13.6%
2013	52,147.8	-3,390.5	-6.1%	-18.9%
2014	52,755.1	607.3	1.2%	-18.0%
2015	52,629.3	-125.8	-0.2%	-18.2%
2016	14,911.4	-37,717.9	-71.7%	--
2017	39,786.9	24,875.5	166.8%	--
16-17	54,698.3	\$2,069	3.9%	-14.3%
2018	46,320.7	-8,377.6	-15.3%	-29.6%
2019	47,200.7	880.0	1.9%	-27.7%

Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php

In exercising conservative fiscal management, the President’s Leadership Team (President, Vice Presidents, Chief of Staff, Budget Director, and University Legal Counsel) has met weekly to monitor institutional obligations, goals, priorities, revenue, expenses, and reserves since FY11—the first year that the State experienced decreased and delayed appropriations. Additionally, appropriations for Illinois public universities changed from lump sum amounts to payment throughout the fiscal year, beginning that fiscal year.

Western has been successful in addressing state-imposed fiscal changes as evidenced by the following accomplishments:

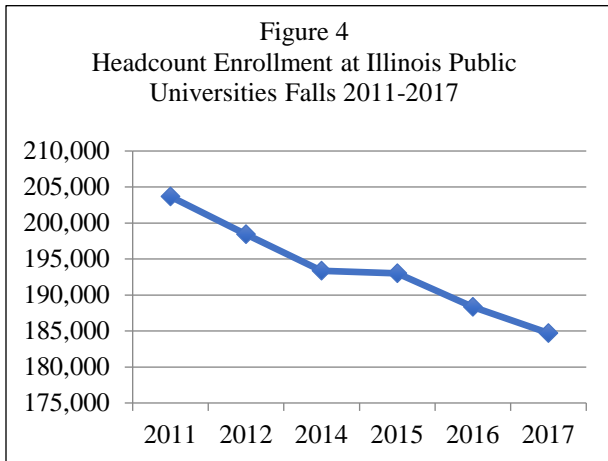
- ✓ The University has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
- ✓ Planning and budgeting processes restored the appropriated funds reserve balance at \$5.2 million at the end of FY18. Furthermore, the University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

Western Illinois University operated according to its *Higher Values in Higher Education 2012-2022* Strategic Plan during the statewide budget impasse. This and previous strategic plans with 10-year

visions for the University are updated every five years. In the aftermath of the statewide budget impasse, the University operates according to *Higher Values in Higher Education 2017-2022*.

As the University works to restore financial health resulting from the statewide budget impasse by the end of FY19, institutional actions have intentionally focused in five priority areas. Four of these areas focus on recruitment and retention to promote student success as a primary benefit and to realize increased tuition and fee revenue as a secondary benefit.

Western Illinois University is addressing enrollment challenges faced by the Illinois public universities. Total headcount enrollment at Illinois public universities decreased by 9.3% from 203,670 students in fall 2011 to 184,713 students in fall 2017. Many factors (shown below) are contributing to this enrollment decline. Total enrollment at Western Illinois University also decreased by 24.8% from a total enrollment of 12,554 to 9,441 during this time. Additional information on enrollment is available in Attachment L and from the 2017 Western Illinois University Fact Book, available at www.wiu.edu/IRP/factbook.php.



Factors Contributing to Enrollment Decline

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

Despite previous enrollment declines, the University is beginning to re-build and stabilize enrollment. The University had forecasted and budgeted for a total enrollment of 8,000 students in fall 2018. However, fall 2018 enrollment is 502 enrolled students (6.3%) ahead of projections. This increase is due to institutional actions and the restoration of public confidence in Illinois public higher education.

Ending the statewide budget impasse is restoring public confidence that funding for the Illinois public universities and the Monetary Assistance Program (the statewide need-based financial aid program) will be available. Previous uncertainties caused the State to have the highest emigration rate in the nation and created what was termed a “Crisis in Confidence” in Illinois public higher education. Data from the *New York Times* in 2017 showed that only 2,117 out-of-state residents entered Illinois public higher education, while 16,561 in-state residents entered higher education in other states.

The fifth priority that the University focused on is efficient use of resources. With decreasing state appropriations (including 18% less received in FY17 and 18 compared to the FY15 base), Illinois public universities are becoming increasingly tuition dependent.

To increase student enrollment, the University focused on:

1. Student Recruitment. Western Illinois University established high-quality, in-demand academic programs and launched new instructional formats to generate increased enrollment, and related tuition and fee revenue. This was achieved by:

- ✓ *Establishing a new dual enrollment program* with regional high schools. Program enrollment has increased from 6 students in the fall 2014 pilot program to 58 students in enrolled in fall 2018.
- ✓ *Recruiting even more high-achieving students* to Western’s Centennial Honors College. Enrollment in the Honors College increased from 594 students in fall 2012 to 1,000 students in fall 2017. This is a 406 student (68.4%) student increase during this time. Honors student enrollment as a percent of total undergraduate enrollment has increased from 5.8% in fall 2012 to 13.2% in fall 2017.
- ✓ *Creating a Military Task Force* to concert on the recruitment and retention of active duty students from the United States Armed Forces. Western has a strong tradition of serving over 600 veterans annually. To build future enrollment, the Senior Vice President for Strategic Planning and Initiatives visited nine military bases during FY18 to learn best practices in serving active duty military students and begin partnership explorations.

Resulting from these visits and FY17 and FY18 benchmarking completed by the Military Task Force, the University adopted federal tuition assistance for all military personnel, received a base housing allowance increase for students in the Quad Cities, and expanded the University’s online portfolio with 7 additional programs, raising the total to 12. Currently, the University is hiring a dedicated military student recruiter, and developing partnerships with the Community College of the Air Force, Fort Leavenworth (Kansas), Rock Island Arsenal (Illinois), and Scott Air Force Base (Missouri).

- ✓ *Establishing new degree programs and instructional formats.* Students in Macomb now have access to three new baccalaureate degrees (in Cyber Security, Fire Protection Services, and Middle Level Education), 20 new integrated degree programs (where academically qualified students can earn a bachelors and master’s degrees from the University in five years) and a new master’s degree in Applied Statistics and Decision Analytics.

Students in the Quad Cities now have access to a new baccalaureate degree in mechanical engineering, two new integrated degree programs, a new master's degree Applied Statistics and Decision Analytics, and a new doctoral program in Environmental Sciences.

Students also have access to Business Administration, College Student Personnel, and Community and Economic Development master's degree programs in new hybrid format. Students in these programs complete three weekends on campus, with the remainder of course work completed online.

FY19 academic planning includes expansion of undergraduate degree programs in Psychology, Social Work, and Speech Pathology and Audiology, as well as select Military Science (ROTC) courses to the Quad Cities campus. Western is nationally recognized as a "Military Friendly School" by *G.I. Jobs Magazine*. The quality of the ROTC program is demonstrated by being a three-time recipient of the General Douglas MacArthur Award for Best ROTC Program in Midwestern United States, and a four-time winner of the Best ROTC Program in the Brigade.

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

Expansion of distance learning and hybrid programs is mission-driven. Western Illinois University has the State of Illinois first and largest distance education program and is nationally recognized for excellence in online education. Western ranked 60th out of 347 colleges and universities from across the nation in *U.S. News and World Report's* "2018 Best Online Programs: Bachelor's" category. Western was one of only two Illinois public universities that placed in the top 75 nationally.

The University offers 463 online classes (320 undergraduate; 143 graduate). New online programs are now available in Accountancy, Anthropology (one of the first in the nation), Economics, Fire Protection Services, Law Enforcement and Justice Administration, Management, and National Fire Academy Curriculum for Fire Fighters.

These new educational opportunities are complemented by the University's five long standing online degree programs in Business Administration, General Studies, Instructional Design and Technology, and Nursing completion (RN to BSN). FY19 plans include placing Supply Chain Management (logistics) online.

As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) increased by 416 students (41.7%) from 998 students in fall 2012 to a total of 1,414 students in fall 2018.

2. **Access and Affordability.** Western Illinois University serves a very cost-sensitive population. Approximately 75% of enrolled students receive financial assistance, with 49% of the Macomb students and 32% of the Quad Cities students receiving federal Pell grants. The University held enrollment above 11,000 students in the years prior to the budget impasse, experienced enrollment declines during the budget impasse, and is beginning to stabilize enrollment after the budget impasse. Upholding the University's traditions and commitments to access and affordability is demonstrated by:

- ✓ *Lowering new student tuition by 3% in FY16 and not administering tuition increases between FY17-19.* As a result, Western Illinois University has the lowest tuition and fee rate of peer Illinois public universities.

	<u>Tuition</u>	<u>Fees</u>	<u>Total</u>
Western Illinois	\$11,245	\$9,580	\$20,825
Southern Illinois-Edwardsville	\$11,491	\$9,481	\$20,972
Illinois-Springfield	\$11,423	\$9,760	\$21,183
Eastern Illinois	\$11,678	\$9,736	\$21,414
Illinois State	\$14,061	\$9,948	\$24,009

- ✓ *Maintaining Cost Guarantees.* Western Illinois University is the only Illinois public university that guarantees new students no cost increases in tuition, fees, and room and board rates, provided that the student maintains continuous fall/spring enrollment.
- ✓ *Offering in-state tuition rates to all domestic undergraduate and graduate students.* Out-of-state enrollment as percent of total university enrollment increased from 11.0% in fall 2014 (the year prior to the statewide budget impasse) to 12.0% in fall 2017 (the last year of the budget impasse).
- ✓ *Reallocating institutional resources to provide automatic need and merit-based scholarship programs.* All dually enrolled high school students pay 1/3rd of published tuition costs and no fees. Additional information about automatic scholarships available to all new freshmen, transfer, and international student scholarships is available at www.wiu.edu/student_services/undergraduate_admissions/western_commitment, www.wiu.edu/student_services/undergraduate_admissions/transfer/westernCommitment.php, and www.wiu.edu/international_studies/student_activities/scholarshiplisting.php, respectively.

All of these actions are critical to the student population that Western Illinois University serves. Compared to the Illinois public university peers, Western has the highest percentage of students receiving need-based financial aid and the highest percentage of students using self-help (employment and loans) to finance their education. However, our actions have helped students become less reliant on loans. Western Illinois University had the lowest average student loan amount for academic year 2016-2017.

<u>Need Based Aid</u>	
Western Illinois	81%
Eastern Illinois	76%
Illinois-Springfield	68%
Southern Illinois-Edwardsville	67%
Illinois State	58%
<u>Self Help</u>	
Western Illinois	73%
Easter Illinois	57%
Southern Illinois-Edwardsville	53%

Illinois-Springfield	50%
Illinois State	48%
<u>Loans</u>	
Illinois-Springfield	\$8,863
Southern Illinois-Edwardsville	\$5,088
Illinois State	\$4,299
Eastern Illinois	\$4,195
Western Illinois	\$4,176
<i>Source: US News and World Report</i>	

3. Community Engagement in Recruitment and Retention. Western Illinois University has a \$473 million annual economic impact in its immediate 16 Illinois county service region. The Macomb campus is the largest employer in its host community and region. The Quad Cities campus serves a population where only 28% of residents in Illinois’ second largest Metropolitan Statistical Area have earned a baccalaureate degree or higher. It is mutually beneficial for the University and our host communities and regions to work together in student recruitment and retention. Examples of these partnerships include:

- ✓ *Hosting educational summits to identify regional needs.* In FY 17, Western Illinois University hosted 20 educational summits in 8 communities with 165 participants in attendance. A consistent theme in these summits was the need to recruit and retain more elementary and secondary teachers to address the statewide teacher shortage. As a result, the College of Education and Human Services reinstated its teacher recruitment fair for graduating seniors. In FY17, 30 schools and 42 students participated. Participation increased to 33 schools and 67 students in FY18.

In FY18, the University hosted 12 Education Summits in seven Illinois communities with 92 participants in attendance. A consistent theme in these summits was the need for Western Illinois University to increase outreach events in addition to regularly scheduled admissions events to keep more new freshmen local.

As a result, 769 students from 10 communities visited discipline-specific events on a Western Illinois University campus. For example, the College of Fine Arts and Communication Day and the Law Enforcement and Justice Administration Open House brought an additional 260 students from Iowa, Illinois and Missouri high schools and community colleges to the Macomb Campus.

Three Education Summits have been initially scheduled for FY19. Based on community feedback, this includes a Law Enforcement and Justice Administration summit in Quincy, Illinois, and Educational Leadership summits in Moline and Peoria, Illinois.

- ✓ *Cultivating external grants to support student recruitment and retention.* In FY18, President Thomas received \$100,000 from the Steans Foundation to support student persistence and completion. The University internally reallocated funds and used this gift to establish a centralized retention office on the Macomb campus. This office will work with students at risk of dropping out and academic and student support offices to design and implement individualized retention plans. At the end of FY18, the University received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus. Five students are in the initial class.
- ✓ *Recruiting working professionals to attend the University.* For FY17 and 18 combined, 318 Western Illinois University employees (duplicate headcount) utilized their institutional

tuition waiver benefit. An additional 93 external working professionals utilized their employee tuition waiver (direct pay) programs to enroll at the University. Four school districts/Regional Offices of Education also supported 23 sponsored credit courses for their practicing professionals to attend Western.

- 4. Persistence and Completion.** Retaining students through graduation achieves the primary mission of an academic institution, with the secondary benefit of increasing tuition and fee revenue. Western Illinois University engages in continuous improvement to advance student success.

To that end, the University joined the Commission's Persistence and Completion Academy (PCA) in Academic Year 2014-2015. The resultant actions (discussed below) are part of institutional support systems that have held new freshmen first-year retention rates constant at 67% for the past three years despite the statewide budget impasse. Additionally, the third-year continuation rate and four-year graduation rate of full-time, first-time freshmen increased from 55.6% to 60.1% and from 30.6% to 33.4% during this time. Additional retention and graduation rate information is available in Attachment M and in the 2017 Western Illinois University Fact Book, available at www.wiu.edu/IRP/factbook.php.

Through the PCA, Western:

- ✓ Developed a distributed database to support use of the predictive analytic framework, which provides data for new academic success coaches on the Macomb and Quad Cities campuses to develop individualized persistence and completion plans for students at risk of dropping out.
- ✓ Established Living-Learning Communities on the Macomb (residential) campus, and a new peer-based tutoring program on the Quad Cities (commuter) campus.
- ✓ Deployed use of Respondus lock down browser to enable distance education students to complete examinations online rather than having to travel to Western Illinois University campus or approved testing center location to complete academic requirements.

Even with the University's accomplishments, we recognize the need for continued improvement in student persistence and completion. The 2.8% increase in four-year graduation rates does not offset the decrease in six-year graduation rates from 53.1% to 50.4% in the last two six-year graduation rate comparisons. Western will continue to study and adapt practices in order to increase its overall graduation rate.

- 5. Finances and Efficiencies.** Western Illinois University was a leader in the FY18 restoration of fair and predictable funding to Illinois public higher education, and is an efficient steward of limited state resources. This is evident by:

- ✓ Hosting meetings with elected officials to coordinate institutional needs, plans, and legislative actions. In addition to annual budget testimony before the Illinois General Assembly (Senate Appropriations Hearing, the House Higher Education Hearing, and the House of Representatives Committee of the Whole), President Thomas met with state legislators and the Governor 10 times during FY16 and 17 to address institutional needs and concerns during the statewide budget impasse. President Thomas is also the only Illinois public university president to serve on the Illinois Board of Higher Education (IBHE), the State's coordinating board for Illinois higher education.

President Thomas met elected officials 20 times during FY18 to address institutional needs, plans, and legislative actions in the aftermath of the statewide budget impasse. This is in

addition to hosting the Governor on the Macomb campus, and the Governor and Lieutenant Governor on the Quad Cities Campus.

- ✓ During FY19, the Senior Vice President for Strategic Planning and Initiatives, Vice President for Administrative Services, Assistant to the President for Government Relations, and Budget Director were appointed to the IBHE's Public Funding Working Group. This team is charged with reviewing and recommending to the IBHE and Illinois General Assembly models of funding and performance-based funding for Illinois public higher education.
- ✓ Continuing to provide administrative and instructional cost per credit hour below the statewide average of the 12 Illinois public universities, as shown in Tables 8 and 9.
- ✓ Maintaining the highest percentage of institutional expenditures on the core mission of Western Illinois University—Instruction and Academic Support before and during the statewide budget impasse. In fact, the University's FY17 value is 1.5% higher than it was before the statewide budget impasse in FY14. Western Illinois University allocates its resources in alignment with its academic mission and priorities.

Table 17
Operating Costs by Function of Expenditure
Fiscal Years 2012-2017

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

Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php

Essential to the University’s success in strategic planning and the restoration of fiscal health are strong, annual planning processes. In academic year 2016-2017, the University implemented *Annual Strategic Plan Supplements* to address unforeseen challenges and opportunities at the time of writing an original 10-year strategic plan.

Many of the accomplishments mentioned above were informed by the *Academic Years 2016-2017 and 2017-2018 Strategic Plan Supplements*. Attachment E¹ contains the University’s *FY18 Strategic Plan Update* that summarizes academic year 2016-17 accomplishments and academic year 2017-2018 plans related to *Higher Values in Higher Education* and its corresponding *Strategic Plan Supplements*. The accomplishments discussed in this *Update* specifically reflect accomplishments occurring during FY17—the year for which the University’s CFI is being evaluated in this submission to the Commission.

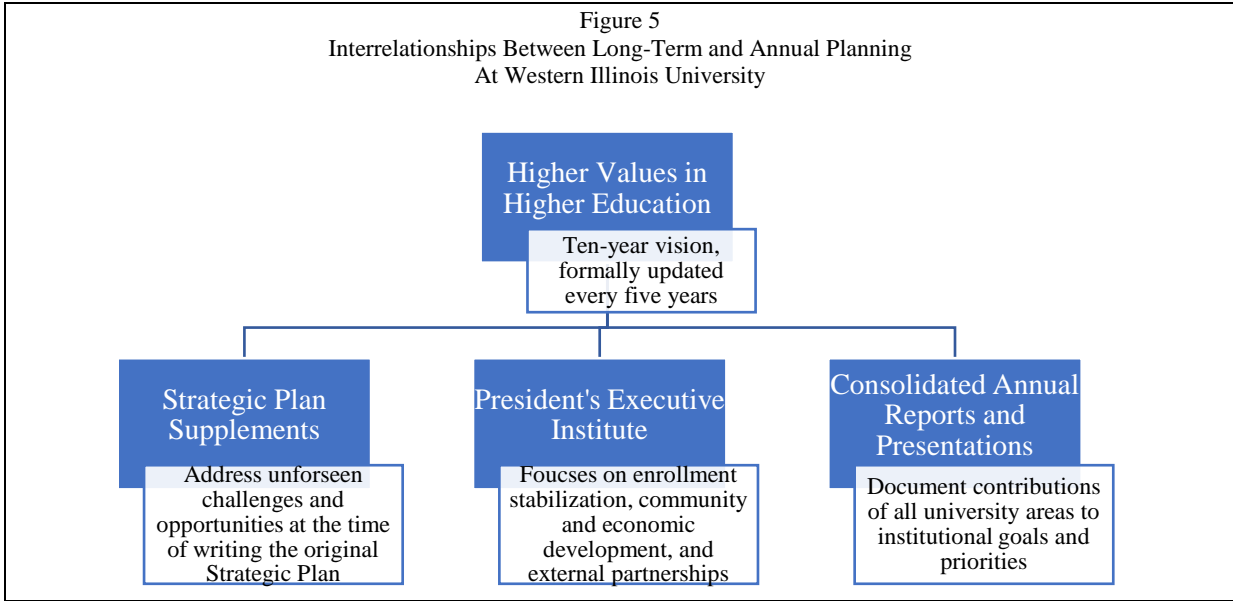
Academic Year 2016-2017 was also the year that the University that the University launched the President’s Executive Institute (PEI). The 30 faculty and staff members who serve on the PEI Steering Team assist the University in enrollment stabilization, community and economic development, and partnerships with external entities. The Education Summits, resultant actions, \$200,000 in recruitment and retention funding, and growing enrollments of working professionals are examples of PEI accomplishments.

Annual planning also occurs at the local level. Since Fiscal Year 2005, all academic departments and administrative units complete Consolidated Annual Reports. These annual reports discuss departmental plans, accomplishments, and goals in relation to those of the University. They are also the vehicle to request new resources. These reports are prioritized in annual Planning and Accomplishment Presentations made to the university community each spring by the vice presidents and a representative from areas that report to the president.

Figure 5 summarizes the interrelationship between the University’s annual and long-term planning processes. The accomplishments of this *Financial Recovery Plan* clearly show that through mission-driven strategic planning, coupled with conservative fiscal management, Western Illinois University demonstrates a sound understanding of its current and future capacity. Institutional environmental

¹ *Additional Strategic Plan Updates are available at www.wiu.edu/university_planning/annualstrategicplanupdates.php.*

scanning and planning has anticipated and successfully addressed the impacts of fluctuations in institutional sources of revenue from enrollment, the economy, and state appropriations.



4. Identify specific strategies that have been implemented to address revenue and expense components of the institution’s financial health.

Institutional response to Question 1 demonstrated how the University responded to State cash flow issues between FY11-15. Table 16 shows that the University reduced institutional expenditures by \$12.3 million 9.8% through implementation of the *FY16 and 18 Priorities and Reinvestment Plan*.

Table 18
Appropriated Funds Expenditures
Fiscal Years 2015 -2018

	Operating	Personal Services	Total	Savings			
				Amount		Percent	
				Annual Savings Amount	Cumulative Savings Amount	Annual Savings Percent	Cumulative Savings Percent
FY15	\$24,407,446	\$101,746,415	\$126,153,861	--	--	--	--
FY16	\$21,206,624	\$98,976,538	\$120,183,162	\$5,970,699	\$5,970,699	4.7%	4.7%
FY17	\$23,036,700	\$89,768,100	\$112,804,800	\$7,378,362	\$13,349,061	6.1%	10.8%
FY18	\$24,433,000	\$89,485,500	\$113,918,500	(\$1,113,700)	\$12,254,900	(1.0%)	9.8%

This *Plan* focused on increasing revenue and decreasing expenditures to reduce reliance on state appropriated funding, while continuing to deliver a high-quality, well-rounded educational experience grounded in core values of the University (academic excellence, educational opportunity, personal growth, and social responsibility).

Institutional Revenue

Section 1 demonstrated that FY16-18 revenue generation strategies focused on diversifying institutional revenue streams. This was achieved by identifying new markets of students, focusing on retention and graduation rates, implementing new and expanded partnerships with business and industry, and continuing

to advocate for the restoration of fair and predictable funding to Illinois public higher education. It was also achieved by increasing contract and grant activity and external revenue donations.

On an all-funds revenue base of \$218.9 million in FY16 and \$206.5 million in FY17, sample revenue diversification outcomes include:

- ✓ Faculty and staff engaging in \$22.3 million in external grant and contract activity during FY16 and 17. This is \$2.3 million (12%) higher than then the combined value received in FY14 and 15.
- ✓ The President’s Executive Institute (PEI) generating \$2.9 million for the University during FY17-18. This PEI did not exist in previous years.
- ✓ President Thomas advocating with elected officials for the restoration of fair and predictable higher education funding. The budget impasse ended after the Illinois public universities were provided with funding from Stop Gaps I, II, and full appropriations in FYs18 and 19. Values of appropriations to Western Illinois University were \$46.3 million and \$47.2 million, respectively.
- ✓ The Western Illinois University Foundation increasing contribution revenues from \$5.6 million in FY16, to \$7.3 million in FY17 and \$13.7 million in FY18². During this time, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million, as well.

Increased donations to the Western Illinois University Foundation benefit the institution and the students that we serve. *FY17 Audited Financial Statements of the Western Illinois University Foundation* (see Attachment O) show that the total net position of the Foundation was \$66.7 million in FY17, with \$459,540 in net investment in capital assets, \$29.4 million restricted for non-expendable purposes, \$13.6 million restricted for expendable purposes, and \$23.2 million unrestricted.

During FY17, the net position of the Foundation increased \$4.9 million (7.9%). The increase was primarily driven by the performance of the endowment investment pool. The endowment fund increased in value by \$7.9 million due to contributions of \$1.3 million, the transfer of the farmland held for investment to the endowment valued at \$3.2, million and the overall market performance of the investments.

Table 19 shows that one-year changes in allocations from the endowment fund are consistent with the University’s *Mission* and planning. Increases of \$265,648 (7.9%) to academic and student services and \$112,764 (4.0%) to scholarships are consistent with the highest priorities stated in the *FY16-18 Priorities and Reinvestment Plan*. The Foundation’s allocations support the provision of a high-quality, well-rounded educational experience; focus on student persistence and completion; and address the cost sensitivity of Western Illinois University students. Likewise, the \$207,701 reduction in institutional support is consistent with the institutional priority to operate at the highest levels of administrative efficiency.

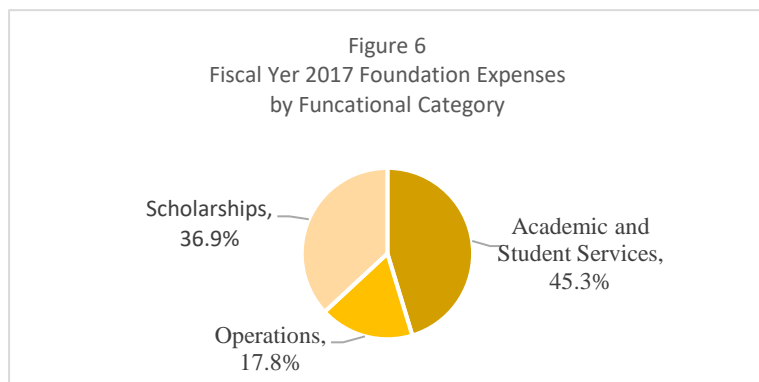
(In Thousands of \$)	FY2016	FY2017	Difference	
			Number	Percent
Academic and Student Services				
Instruction	\$1,237,067	\$1,379,963	\$142,896	11.6%
Organized Research	61,232	174,576	113,344	185.1%
Public Service	1,142,344	1,205,322	62,978	5.5%
Academic Support	123,018	150,069	27,051	22.0%
Student Services	780,129	699,508	(80,621)	(10.3%)
Subtotal-Dollars	<u>\$3,343,790</u>	<u>\$3,609,438</u>	<u>\$265,648</u>	7.9%
Subtotal-Percent	44.0%	45.3%	--	--

² Data do not match Foundation’s Annual Statements. Data reported follow CASE Standards and include planned giving in the totals.

	FY2016	FY2017	Difference	
			Number	Percent
Operations				
Institutional Support	1,323,557	1,115,766	(207,791)	(15.7%)
O&M of Physical Plant	114,661	306,938	192,277	167.7%
Subtotal-Dollars	<u>\$1,438,218</u>	<u>\$1,422,704</u>	(\$15,514)	(1.1%)
Subtotal-Percent	18.9%	17.8%	--	--
Scholarships				
Student Scholarships	1,547,087	1,690,798	143,711	9.3%
Donor Directed Scholarships	1,278,102	1,247,156	(30,946)	(2.4%)
Subtotal-Dollars	<u>\$2,825,189</u>	<u>\$2,937,954</u>	\$112,765	4.0%
Subtotal-Percent	37.1%	36.9%	--	--
Total Operating Expenses	<u>\$7,607,197</u>	<u>\$7,970,096</u>	<u>\$362,899</u>	4.8%

FY17 Audited Financial Statements of the Western Illinois University Foundation

Figure 6 also shows the consistency between Foundation revenue and allocations and the University's *Mission* and planning. The highest percentages of funds received by the University supported academic and student services, followed by scholarships. Increases to physical plant supported new projects and permanent improvements. The smallest percentage allocated was to operations that includes administrative costs.



Institutional Expenditures

Ongoing actions to decrease appropriated operating expenditures during FY16-18 included temporarily reducing departmental operating budgets by 25%, limiting spending to immediate operational needs, monitoring travel requests and expenditures, realizing cost savings from combining 18 departments into 10, reducing contractual services and equipment purchases, and delaying permanent (facilities) improvements.

However, external donations supported installation of a new crime laboratory to support Law Enforcement and Justice Administration, a signature academic program of Western Illinois University, and the 4th largest program in the country. Additionally, sale of university property that became expendable when the University opened its new Quad Cities campus location is supporting renovation to future new homes of Centennial Honors College in Simpkins Hall on the Macomb campus and in the Library on the Quad Cities campus.

Ongoing actions to decrease appropriated personal services expenditures included implementing a hiring freeze, lowering the size of the workforce, reducing 12-month contracts for select staff positions and departmental chairpersons/school directors, and pooling attrition savings. This is in addition to initiating a voluntary pay reduction program at the deans level and above, canceling salary increases for non-negotiated personnel, and requiring a furlough program for all non-negotiated employees earning more than \$40,000 annually (479 employees). Civil service employees were exempt from FY17 and 18 furlough programs.

One-time actions to reduce appropriated funds personal services expenditures include engaging in 110 layoffs (with 87 call backs) and implementing a retirement incentive program during FY16. In FY17, the

University closed the Quad Cities Executive Studies Center and merged Instructional Design and Technology with Engineering Technology. The University Professionals of Illinois (representing Western Illinois University’s faculty and academic support professionals) rescinded their 1% negotiated raise and reduced base salaries by 3% from FY16 levels for FY17 and 18 in response to the state budget impasse, under terms and conditions described in *Western Illinois University Board of Trustees Resolution 16.6/12*.

Mission-Driven Resource Allocations

Data in Tables 20-22 complement information presented in Table 18. Decreasing appropriated funds expenditures has been mission-driven. This is evident in the following three examples.

First, while Western reduced appropriated funds personal services expenditures by \$12.3 million (12.1%), the University continues to honor contractual agreements. This includes Professional Achievement Awards and Salary Minima in accordance with the University’s contract with the University Professionals of Illinois (UPI), which is available at www.wiu.edu/provost/upi_agreement/index.php.

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	Cumulative Reduction	
					<u>Amount</u>	<u>Percent</u>
Administrative	\$23,092,806	\$21,965,529	\$20,106,450	\$19,976,500	(\$3,116,300)	(13.5%)
Faculty	50,807,647	50,964,699	46,443,196	46,349,200	(4,458,500)	(8.8%)
Civil Service	22,094,879	20,575,680	17,681,424	17,911,700	(4,182,800)	(18.9%)
Extra Help and Overtime	502,224	390,193	534,442	328,400	(173,800)	(34.6%)
Student Help	1,148,841	978,977	998,905	992,100	(156,700)	(13.6%)
Graduate Assistants	2,563,030	2,495,397	2,445,528	2,456,000	(107,000)	(4.2%)
Summer Session	1,510,489	1,586,896	1,551,125	1,465,500	(45,000)	(3.0%)
Reimbursement/Award	26,499	9,167	7,043	6,100	(20,400)	(77.0%)
Total	\$101,746,415	\$98,976,538	\$89,768,113	\$89,485,500	(\$12,260,500)	(12.1%)

Source: Western Illinois University Appropriated Funds Budgets (www.wiu.edu/Budget)

Second, while the University reduced the size of the institutional workforce by 319 positions (13.0%) between FY15 and 18, staff-to-faculty reductions occurred at a ratio of 2.5:1. in order to protect the academic core of the University. Furthermore, the number of graduate assistantships increased by 16 (3.3%) during this time to continue addressing student cost sensitivity issues.

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	Cumulative Reduction	
					<u>Amount</u>	<u>Percent</u>
Civil Service	<u>806</u>	<u>781</u>	<u>657</u>	<u>630</u>	(176)	(21.5%)
Negotiated	233	416	342	315	82	35.2%
Prevailing Wage	40	43	36	37	(3)	(8.0%)
Non-Negotiated	533	322	279	278	(255)	(47.8%)

Table 21
-continued-

	2014	2015	2016	2017	Cumulative Reduction	
					Amount	Percent
Faculty	<u>705</u>	<u>679</u>	<u>615</u>	<u>608</u>	<u>(97)</u>	<u>(13.8%)</u>
Negotiated-Unit A ¹	450	454	412	412	(38)	(8.4%)
Negotiated-Unit B ²	121	130	120	106	(15)	(12.4%)
Non-Negotiated/Temporary	96	57	52	57	(39)	(40.6%)
Departmental Chairpersons	38	38	31	33	(5)	(13.2%)
Administrators	<u>315</u>	<u>311</u>	<u>279</u>	<u>263</u>	<u>(52)</u>	<u>(16.5%)</u>
Negotiated	73	71	66	62	(11)	(15.1%)
Non-Negotiated	242	240	211	199	(43)	(17.8%)
Non-Negotiated Temporary	--	--	2	2	2	100.0%
Professionals ³	<u>144</u>	<u>140</u>	<u>134</u>	<u>134</u>	<u>(10)</u>	<u>(6.9%)</u>
Negotiated	18	22	24	21	3	16.7%
Non-Negotiated/Temporary	126	118	110	113	(13)	(10.3%)
Graduate Assistant	<u>482</u>	<u>492</u>	<u>496</u>	<u>498</u>	<u>16</u>	<u>3.3%</u>
Total	<u>2,452</u>	<u>2,403</u>	<u>2,181</u>	<u>2,133</u>	<u>(319)</u>	<u>(13.0%)</u>

1. Unit A consists of tenured/tenure-track faculty, librarians, and counselors.
2. Unit B consists of associate faculty and academic support professionals.
3. Professionals consists of executive assistants and faculty assistants.

Source: Western Illinois University Fact Books, www.wiu.edu/IRP/factbook.php

Third, while it appears the University's appropriated funds operating expenditures remained constant between FY16-18, this observation does not account for internal, mission-driven reallocations. Western reallocated over \$2.6 million to the awards, grants, and matches category. Expenditures in this category primarily reflect institutional costs for Western Commitment Scholarship awards. These reallocations advance the University's core value of educational opportunity by helping to address the extreme cost sensitivity of Western Illinois University current and prospective students. Excluding these reallocations, Western Illinois University reduced appropriating operating expenditures by \$2.6 million (13.4%) through the *FY16-18 Priorities and Reinvestment Plan*.

Table 22
Appropriated Funds Operating Expenditures
Fiscal Years 2015-2018

	FY15	FY16	FY17	FY18	Cumulative Reduction	
					Amount	Percent
Fringe Benefits	\$94,799	\$119,386	\$125,130	\$191,700	\$96,900	102.2%
FICA	1,348,418	1,318,020	1,192,587	(157,600)	(157,600)	(11.7%)
Group Insurance	1,744,800	1,744,800	1,744,800	\$0	0	0.0%
Contractual Services	10,335,345	9,082,535	9,637,672	9,968,800	(366,500)	(3.5%)
Travel	674,645	342,277	272,736	347,900	(326,700)	(48.4%)
Commodities	1,271,601	752,249	890,986	975,000	(296,100)	(23.3%)
Equipment	1,488,095	113,474	143,465	1,152,600	(335,500)	(22.5%)
Library Books	1,222,894	1,208,842	1,242,345	880,300	(342,600)	(28.0%)
Telecommunications	475,281	367,899	327,298	319,600	(155,700)	(32.8%)
Automotive	274,631	173,000	126,091	133,500	(141,100)	(51.4%)
Awards, Grants, and Matches	4,849,968	5,968,060	7,300,574	7,487,800	2,617,800	53.8%
Permanent Improvements	626,969	16,082	33,200	39,700	(\$587,300)	(93.7%)
Grand Total	<u>\$24,407,446</u>	<u>\$21,206,624</u>	<u>\$23,036,884</u>	<u>\$24,433,000</u>	<u>\$5,600</u>	<u>0.0%</u>
Grand Total Less Awards, Grants and Matches	\$19,557,478	\$15,238,564	\$15,736,310	16,945,200	(\$2,612,278)	(13.4%)

Source: Western Illinois University Budget Office

Changes to the University's Academic Portfolio

There have been reductions to the University's academic portfolio as a result of the statewide budget impasse. The Western Illinois University Board of Trustees voted upon recommendation of the Interim Provost and Academic Vice President to disestablish bachelor degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies at its June 10, 2016, meeting. These programs are being phased out due to not meeting enrollment and degree thresholds required by the Illinois Board of Higher Education. A *Teach Out Plan* and *Update* on file at the Commission, and courses in these areas remain at the University in support of general education and other academic offerings

Additionally, the University discontinued offering the B.A. in Music in Macomb, as well as the Bachelor's in Early Childhood Education (ECE) and the Master's in Liberal Arts and Sciences (MLAS) at the Quad Cities campus in FY17. Students have the option to earn a Bachelor of Music and Master of Music, the ECE and MLAS degrees on the Macomb campus.

Fiscal Year 2019 Plans and Initial Accomplishments

The restoration of the University's fiscal health is guided by the *FY19 Positioning Western Illinois University for the Future Plan*. Building on accomplishments from the *FY16-18 Priorities and Reinvestment Plan*, the University continues to focus on increasing enrollment, retention, and graduation rates; revenue stream increases and diversification; expenditure reductions; reallocations; and organizational efficiencies.

Our planning is guided by the following premise. Western Illinois University will remain a strong and viable institution for the 21st century. We will continue to provide a world-class educational experience that prepares students to lead in dynamic and diverse communities. We will also continue to successfully advance the goals and priorities in *Higher Values in Higher Education, Annual Strategic Plan Supplements*, and the work of the President's Executive Institute, as we provide national leadership in quality, opportunity, and affordability.

Student Enrollment

There have been four accomplishments related to student enrollments thus far in FY19. First, as previously stated, fall student enrollment is 502 students (6.3%) ahead of projections and budgets. Second, on July 16, 2018, the Interim Provost announced an Academic Restructuring Exercise that will occur during academic year 2018-2019. The basis of restructuring is designed to provide collaborative opportunities and synergies in newly combined departments and schools and focus the University's academic portfolio in areas of high-demand and institutional strength.

As proposed by the Provost and to be finalized by the academic community this academic year:

- Within the College of Arts and Sciences, select departments will form two new schools: The School of Humanities and Social Sciences, and the School of Natural Science and Mathematics, in addition to biology, the School of Nursing, and psychology.
- Within the College of Business and Technology, economics will join accounting and finance to form the School of Accounting, Economics and Finance, and engineering technology will merge with the School of Engineering to form the School of Engineering and Engineering Technology.
- Within the College of Education and Human Services, emergency management will join the School of Law Enforcement and Justice Administration to capitalize on the natural commonalities in these disciplines. Social work will return to a department dedicated to that discipline with additional discussions underway about how best to support the remaining disciplines in health sciences. The various programs dedicated to education will merge to form the School of Education.

- Within the College of Fine Arts and Communication, graphic design and graphic communication will be brought together to increase and improve the student experience in the area of graphics.

This reorganization will create areas of strength that define the academic portfolio of the University (but not change the four-college structure). Specifically, as proposed and to be finalized this academic year:

- Business will focus on accounting, finance, human resource management, management, marketing (including fashion merchandising) and supply chain management.
- Education and Community Services will focus on education, law enforcement and justice administration, fire science, kinesiology (including dietetics/nutrition), social work and recreation, park and tourism administration (including hospitality).
- Regional Need will focus on agriculture, broadcasting and journalism, communication, counseling, economics, English, museum studies, math, music, nursing, theatre, public health, psychology and speech pathology and audiology.
- Science and Technology will focus on biology, chemistry, computer science, construction management, cyber security, engineering, engineering technology, GIS, information systems and physics.

Third, Western is exploring the addition of cooperative education to applicable academic disciplines. This program rotates semesters of study with semesters of full-time work. The literature demonstrates less reliance on financial aid and loans, as well as higher academic performance, persistence, completion, employment, and starting salary rates for students who participate in cooperative education compared to students who do not take advantages of this experiential opportunity. Institutionally, benchmarked universities (Drexel, Illinois State, Kettering, Northeastern, Purdue, University of Cincinnati, and the University of Toledo) have all used cooperative education as a means of institutional branding and to increase enrollments.

Fourth, Western Illinois University will be partnering with the Community College of the Air Force (CCAF) in its General Education Mobile program. The University will also partner in CCAF's Associate-to-Baccalaureate degree completion initiative. CCAF is the world's largest community college system. It annually awards over 22,000 associates in applied science degrees in 71 areas.

Institutional Revenue

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

Successful completion of the next comprehensive funding campaign will further position Western Illinois University for a strong financial future and help reduce reliance on state appropriations. The University concluded its last campaign in December 2014, raising \$62 million, \$2 million higher than its goal. As a result, the Foundation's endowment base increased from \$16 million to \$40 million, and the total asset base increased to \$55 million. These are important accomplishments. Earnings from the endowment support student scholarships, academic programs, critical University needs, and many initiatives on both campuses.

As previously indicated, President Thomas continues advocacy for fair and predictable funding for Illinois public universities. The Senior Vice President for Strategic Planning and Initiatives, Vice President for Administrative Services, Assistant to the Government Relations, and University Budget Director serve on the Illinois Board of Higher Education's Working Group that is recommending funding models to the IBHE

and General Assembly. The President's Executive Institute has set a \$2.4 million fundraising goal for FY19, and the Western Illinois University Foundation seeks to surpass its FY18 record setting total of \$13.7 million received in revenue contributions.

Institutional Expenditures

Western Illinois University has begun implementing plans for \$9.0 million in base funding reductions and reallocations. Initial savings will be realized in both FY19 and 20. Such actions are necessary as the University, even with its cost reductions, deficit spent by approximately \$4.0 million in FY18. This is not a sustainable practice for University reserves.

The University's \$9.0 million target is based on *2017 and 2018 Cost Analysis* performed by Institutional Research and Planning. These Analyses compared per Full-Time Equivalent student expenditures in eight areas (instruction, student services, research, public service, academic support, institutional support, auxiliary enterprises, and library) against Western Illinois University Peer Institutions and the Illinois public universities. The University's fiscal planning was also informed by the annual *Academic Discipline Cost Study* prepared by the Illinois Board of Higher Education. The *Cost Study* is the source for instructional and administrative cost per credit hour comparisons at the Illinois public universities.

Initial actions have been taken from the *Positioning Western Illinois University for the Future Plan*. The Board of Trustees charged President with oversight of an institutional review of all service operations to identify opportunities for efficiency enhancements and reduced costs. To further contain institutional costs, the university community was notified of the following changes to budgetary procedures (see <http://www.wiu.edu/Budget/news/fy19update-082318.php>). For operating budgets:

- As in recent years, operating budgets were loaded at 75 percent. However, effective FY19, this level becomes the permanent base budget allocation for departments, and eliminates options to request additional budget loads.
- Purchases that are not critical to maintaining an area's operations and appropriate levels of service should not be made.
- All areas should strive to spend under budget and avoid unnecessary expenditures.
- All travel, regardless of cost, must have vice presidential approval.
- Any expense of \$200 or more requires prior vice presidential approval.
- Prior to placing any purchases with a Procurement-Card, departmental fiscal agents must review expenditures to ensure funds are available.
- Budget balances should be consistently monitored. For budgeted accounts, approval for a transfer of funds must be obtained prior to any deficit spending.

And for personal services:

- For the remainder of this fiscal year, the University will maintain a hiring freeze with the exception of positions that are essential to University operations without sacrificing critical service levels and commitments made to students.
- Any position that becomes vacant during the year must be evaluated before being filled, regardless of fund sources (excluding grant accounts). All essential position requests must have Presidential approval.
- To conserve cash, all non-essential positions are expected to remain vacant for the remainder of the fiscal year. These positions will be reevaluated for Fiscal Year 2020.
- Transfers are not allowed between personnel and operating budgets.

Moreover, the Interim Provost and Academic Vice President announced 24 layoffs and the elimination of 62 vacant positions due to retirements and resignations to further align staffing levels with enrollment. The University’s target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.

In addition, all library faculty with greater than nine-month appointments will be placed on nine-month contracts beginning in FY20. Appropriated funding for Tri-States Public Radio (personal services and operating) will be eliminated in March 2019. However, the station will remain located on the Macomb campus and receive administrative support and space from the University. Staff positions in the Administrative Services, Student Services, and the Quad Cities campus have been eliminated, as well.

Changes in Academic Affairs

The Provost’s Office sent a proposal for streamlined general education to the Faculty Senate for review and recommendations. The Provost’s Office has communicated to the Faculty Senate and the University Professionals of Illinois Local 4100 its intention to convene an Academic Program Review and Elimination Committee by September 25, 2018.

By contractual agreement with the University Professionals of Illinois (UPI) Local 4100, “When the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit. The sole purpose of the APER Committee shall be to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee. The Union Chapter President will be notified of the intent to form this committee.”

Also by contractual agreement with UPI Local 4100, “In the process of developing its recommendations, the APER Committee shall review program costs and enrollment history, contributions of the program to the general education requirements, interdisciplinary and service functions, graduation requirements, the University curriculum, and contributions of the program to the mission and goals of the University.”

The areas determined for APER review are determined by criteria established by the Illinois Board of Higher Education (IBHE), which has statutory authority for degree approvals. Excluding Interdisciplinary Studies, which is an individualized major using existing courses, one pre-professional program, 18 undergraduate majors, one master’s degree, and one doctoral program fall under the IBHE three-year average enrollment and/or three-year average degrees conferred thresholds, and triggered APER review.

These programs are, therefore, subject to review, improvement, and/or elimination (phase out). A final report from the APER Committee is due December 2, 2018. The APER Report and subsequent action will be discussed at the December 14, 2018, Western Illinois University Board of Trustees meeting. Teach Out Plan(s) will be submitted to the Commission for any program(s) that will be disestablished.

Table 23 Illinois Board of Higher Education Rolling Three Year Thresholds That Trigger Academic Program Elimination Review Committee Initiation By Degree Level		
<u>Degree Level</u>	<u>Enrollment Threshold</u>	<u>Degrees Conferred Threshold</u>
Undergraduate Programs	Less than 40 majors	Less than 9 degrees conferred
Master’s Programs	Less than 10 majors	Less than 5 degrees conferred
Doctoral Programs	Less than 10 majors	Less than 2 degrees conferred

Assuring and Advancing Institutional Quality

Before, during, and in the aftermath of the statewide budget impasse, Western Illinois University continues to assure and advance institutional quality.

- Western remained a *U.S. News and World Report* “Top Midwestern Public Regional University” for the 14th consecutive year in 2017. In fact, the University advanced from 11th place in the fall 2016 rankings to 9th place in the fall 2017 rankings, despite the statewide budget impasse and the resultant “crisis of confidence” occurring during this time.
- Western was named a “Best Midwestern College” by *The Princeton Review* for 15th consecutive year in August 2018. We were one of 159 regional universities, and one of only two Illinois public universities included in the “Best in the Midwest” list.
- Western was highly ranked in the *Washington Monthly College Guide* for the sixth consecutive year, placing 13th among 385 Midwestern colleges and universities in the “Best Bang for the Buck” rankings, and 51st among 150 master's degree granting institutions from across the nation.
- Western was one of only two Illinois public institutions ranked in the top 75 best four-year colleges and universities serving adult learners.

Summary and Conclusion

Western Illinois University’s *Fiscal Year 2019 Financial Recovery Plan* was submitted at the request of the Higher Learning Commission in August 2018. Institutional submission was required because FY17 data submitted in April 2018 yielded Composite Financial Indicator (CFI) Score of 0.54. Values below 1.0 require a Commission Financial Panel Review. CFI scores can range between -4.0 and +10.0 on its scale.

The University’s inclusion in this financial panel was the direct result of the historic and unprecedented FY16 and 17 statewide budget impasse causing the Illinois public universities to receive partial FY16 funding in the 10th month of that fiscal year and again receiving partial funding in FY 17. Furthermore, 12-month reporting cycles triggering financial panels do not accurately reflect the one-time, state approved 18-month revenue and expenditure cycle for FY16-17 (combined).

With 73% of Western’s FY16 appropriated revenue not allowed to be recorded according to Illinois Legislative Audit Commission guidelines, the University had a CFI score of (0.30). With 48% of the University’s FY17 appropriation not reported, the University’s CFI improved to 0.54. Despite these conditions, the University improved its FY17 status on the net operating revenue, return on net assets, and viability ratios, while remaining constant on the primary reserve ratio during this time.

Nevertheless, the statewide budget impasse did have effects on the Illinois public universities. In the case of Western Illinois University, effects were felt in providing competitive faculty and staff salaries, delaying state appropriated permanent improvements and capital projects, maintaining an institutional reserve, and decreasing enrollments caused by the “Crisis of Confidence” in the financing of Illinois public higher education and the statewide need-based financial assistance program.

To successfully combat these effects, Western Illinois University focused on student recruitment, access and affordability, community engagement in recruitment and retention, persistence and completion, finance, and efficiencies. Implementation of the President’s Executive Institute and the Annual Strategic Plan Supplements enabled the University to successfully address unforeseen challenges and opportunities at the time of writing strategic plans on a timely basis.

Excluding the value of mission driven internal reallocations for Western Commitment Scholarship awards, Western Illinois University reduced total appropriated fund expenditures by \$14.9 million (12.2%) through implementation of the *FY16-18 Priorities and Reinvestment Plan*. While reductions were necessary, the University's decisions were mission-driven, protected the academic core, and continued to address student cost sensitivity. The University:

- Honored Professional Achievement Awards and Salary Minima in accordance with contractual agreements with the University Professionals of Illinois.
- Based staff-to-faculty reductions at a ratio of 2.5:1.
- Increased the number of graduate assistantships increased by 16 positions (3.3%).
- Applied over \$20.8 million to student scholarships.

Western is confident that the University's FY18 CFI score will be "above the zone" through a combination of institutional actions taken in the *Priorities and Reinvestment Plan* and the following factors:

- The statewide budget impasse ended.
- The State restored annual appropriations and reporting cycles beginning in FY18.
- State appropriations included in the University's FY18 financial indicators will increase \$6.5 million (16.3%), from \$39.8 million in FY17 to \$46.3 million in FY18.
- Western's efficiency in instructional and administrative costs per credit hour.
- The University has a strong and proven history of addressing state-imposed fiscal challenges, with the Illinois public universities addressing appropriated funds reductions for the last 17 fiscal years.

The University will have a sound fiscal future in the aftermath of the statewide budget impasse. The *FY19 Positioning Western Illinois University for the Future Plan* has already realized gains in student enrollment over projections, and the University continues to focus on increasing and diversifying revenue streams, engaging in \$9.0 million in appropriated funds reductions and reallocations, and increasing organizational efficiencies. Specific actions related to increasing enrollment and revenue from a wide array of sources, decreasing expenditures, and changes to the academic portfolio are progressing.

These actions show that Western Illinois University demonstrates a sound understanding of its current and future capacity. Environmental scanning, mission-driven strategic planning, and conservative fiscal management has anticipated and successfully addressed the impacts of fluctuations in institutional sources of revenue from enrollment, the economy, and state appropriations. Throughout the budget impasse, the University retained:

- The fiscal, staffing, physical, and technological resources to support our academic mission and service operations.
- *Strategic Plan* implementation with a realistic vision, mission, goals and priorities in light of the University's resources and opportunities.
- Conservative, mission-driven fiscal management.
- Commitments to our core values of academic excellence, educational opportunity, personal growth, and social responsibility.
- Placement and advancement in national ranking systems related to our *Mission* of preparing students to lead in dynamic and diverse communities and *Vision* of providing national leadership in quality, opportunity.

Western Illinois University is positioned well for the future.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/14

Bachelor of General Studies Degree Program Application to Air University's Associate-to-Baccalaureate Completion Program

The Community College of the Air Force's (CCAF) Air University's Associate-to-Baccalaureate Completion (AU-ABC) program allows airmen who have earned an Applied Associates in Science degree from CCAF the opportunity to complete a baccalaureate degree from partnering four-year institutions. Western Illinois University first learned about this program as part of President's Executive Institute partnership meetings at Scott Air Force base in Saint Louis, and the program has enrollment opportunities for Western Illinois University.

CCAF is the world's largest community college system, and is accredited by the Southern Association of Colleges and Schools. Demand for AU-ABC program participation is strong and growing. Since program establishment in 2007, 107,537 AU-ABC students have completed 205,827 courses. In calendar year 2017, student enrollment increased by 23,576 AU-ABC students who completed 30,195 courses. Southern Illinois University-Carbondale is the only Illinois public university that currently serves as a AU-ABC partner institution, and benefits from a strong and growing program.

Western Illinois University is entering this market with the application for the General Studies Degree program to participate in the AU-ABC program. This program's application is attached on the pages that follow, This Board is receiving this application in accordance with Higher Learning Commission expectations with regard to Board governance and oversight.

CCAF regulations allow a partner institution to have up to 10 programs participating in the AU-ABC program. A team from the Colleges of Arts and Sciences, Education and Human Services, and Fine Arts and Communication are evaluating and preparing additional CCAF applications, where appropriate to the discipline. Future Board meetings and monthly Strategic Plan Updates will keep the Board updated on university application status to the AU-ABC program.

Western Illinois University's Bachelor of General Studies Degree Program Application to
Air University's Associate-to-Baccalaureate Completion Program

1. *Confirm that your school has signed the Department of Defense (DoD) Memorandum of Understanding, agree to the DoD Instruction 1322.25 and will operate the AU-ABC program in accordance with both documents.*

Western Illinois University has signed the Department of Defense (DoD) Memorandum of Understanding, agrees to the DoD Instruction 1322.25, and will operate the AU-ABC program in accordance with both documents.

2. *AU-ABC Partner schools must be regionally accredited or accredited by the Distance Education Accrediting Commission. State your school's accreditation status, accrediting body and academic mission.*

Western Illinois University (WIU) is accredited by the Higher Learning Commission. The University was first accredited in 1913, and accreditation has been continuous since that time. [WIU is an open pathway institution, in good standing](#), and has its next comprehensive visit scheduled for April 2021.

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

The Vision, Mission, and Values of Western Illinois University are published in the University's [Undergraduate Catalog](#).

3. *Confirm your school's residency requirement is no more than 25% of the degree requirement and that there is no final year or semester residency requirement.*

Western Illinois University's residency requirement is no more than 25% of the degree requirement and there is no final year or semester residency requirement.

4. *Describe the course delivery methods used by your school that will be employed in the proposed AU-ABC program. List program related online services and other support that will be provided to students. Examples include student advisement, library and learning resources, delivery of course materials, online student services and technical support.*

All courses in Western Illinois University's participation in the AU-ABC program will be delivered online. Courses offered during the fall and spring semester are 16 weeks in length; courses offered during the summer session are up to 8 weeks in length.

All online learners have access to the wide array of [Student Success Tools](#). This is in addition to programs and services including the [Disability Resource Center](#), [University Libraries](#), [Veterans Resource Center](#), and all other resources available from the University's [A to Z index](#).

5. *Indicate which AU-ABC Category (I, II, or III) the proposed AU-ABC program will participate: Category I.*

6. *Confirm that your school will create an AU-ABC landing page containing the following.*

Western Illinois University will create an AU-ABC landing page containing all of the required information (described above). The URL for this site will be wiu.edu/au-abc.

7. *Confirm that the AU-ABC program is an established program and is listed in the current school catalog. Provide a link to your current school catalog.*

The General Studies Degree program is an established program at Western Illinois University, and is included in the University's [Undergraduate Catalog](#).

8. *Agree to notify AU-ABC Program Manager in writing of intent to withdraw from the program, AU-ABC degree program discontinuation, change to school accreditation status and all changes to AU-ABC programs or degree requirements; and to resubmit new AU-ABC program applications for AU-ABC programs that undergo catalog changes and/or degree requirement changes.*

I agree to notify AU-ABC Program Manager in writing of intent to withdraw from the program, AU-ABC degree program discontinuation, change to school accreditation status, and all changes to AU-ABC programs or degree requirements; and to resubmit new AU-ABC program applications for AU-ABC programs that undergo catalog changes and/or degree requirement changes.

9. *Describe the purpose and requirements of your school's baccalaureate degree program. Explain how the baccalaureate's coursework and the CCAF AAS coursework create a coherent course of study. Attach a copy of the PPF to illustrate how the CCAF transfer credits will flow into the baccalaureate's degree requirements.*

Purpose:

Western Illinois University offers a unique online Bachelor of Arts degree program designed to provide non-traditional students an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyles: The Bachelor of Arts in General Studies degree. This highly individualized and flexible program recognizes that adults may have attended a variety of educational institutions and accepts transfer of passing coursework taken at other regionally accredited colleges and universities.

BGS students may apply for academic credit through the preparation of a prior learning portfolio, which documents specific college-level knowledge gained through nonacademic pursuits that can be related to WIU courses. Students may also receive academic credit through the use of various proficiency examinations and testing programs. Students can apply WIU coursework offered online or at the two campus locations toward the completion of their degree and the 30-semester hour residency requirement.

Requirements:

All admissions, degree and university requirements are summarized in the University's [Undergraduate Catalog](#).

Curricular Coherence:

As stated above, this is a highly customized and individualized degree program based on each student's studies and interests. The program accepts transfer credit and applies to all CCAF degree programs. A copy of the PPF is attached to illustrate how CCAF transfer credits will flow into the program's degree requirements.

Internships:

The Career Internship (University 490) provides qualified students with a supervised program of practical experience in various career fields. Internship credits are available only for pre-approved work experiences that serve to expand the range of the student's college-level employment duties and responsibilities.

Each student must complete and receive approval for the Career Internship Application before the internship begins. As part of the application process, each intern must formulate a Proposed Training Schedule that includes a detailed summary of the college-level duties and responsibilities of the intern. This Schedule should follow the UNIV 490 Internship Semester Hour Credit Ratio: 40 hours of full-time, college-level internship work equals 1 (one) semester hour of credit.

An internship cannot be granted for duties and responsibilities performed as a current employee of the company (i.e., the student's current job duties). PDF downloads of the University 490 Career Internship Application and the University 490 Course Syllabus are available from the [Bachelors of Arts in General Studies homepage](#) in the current student section.

10. *Explain and comment on the baccalaureate degree program's specific education outcomes. State the assessment process your school uses to measure the degree's educational outcomes.*

Upon completion of the Bachelor of Arts in General Studies program, the student will have successfully completed all General Education, program, and university degree requirements. General Education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General Education provides a foundation for future learning. From the University's Philosophy and Goals of General Education, the graduate will demonstrate:

- Broad knowledge and understanding of the natural sciences, social sciences, and humanities;
- An ability to analyze, think critically, and form reasoned conclusions;
- Competence in communicating his or her views and ideas clearly and cogently;
- An understanding of the methods by which people pursue knowledge;
- An understanding of the differences and relative power among peoples, both in the United States and across the globe; and
- Knowledge of the principle of wellness for living a healthy and fit life, both physically and mentally.

General Education courses and learning outcomes (defined above) introduce students to different modes of inquiry, as they learn to collect, analyze, and communicate information. Discipline-specific mastery of these skills is achieved by successful completion course, minor, and degree requirements.

BGS Academic Advisors work with students each semester to ensure that the student has developed and is following an individualized plan of study customized to their future career and/or educational goals. As part of these individualized plans of study, students can complete up to three academic minors in the BGS program. The addition of minor(s) adds depth to a specialty area(s) of study and increases job options upon graduation.

As stated above, the BGS program is designed to increase baccalaureate degree completion of place bound, working professionals through individualized degree plans. WIU engages in annual assessment of student learning outcomes in General Education and all degree and certificate degree

programs. Program faculty define intended learning outcomes, collect and analyze data, and report on results and improvement plans/outcomes annually to the Provost's Office.

WIU also engages in program reviews of academic quality and viability in accordance with [cyclic review schedules](#) established by the Illinois Board of Higher Education. WIU also holds [discipline-specific accreditation from 17 agencies](#).

In addition to annually assessing student learning outcomes, Western Illinois University annually evaluates licensure/certification pass rates; retention, graduation and time-to-degree rates; and alumni survey results (the University surveys alumni 1, 5, and 9 years after graduation on a rotating three-year cycle).

WIU analyzes the percent of alumni continuing graduate and professional study after receipt of a baccalaureate degree, the percent of alumni both employed and employed in professions related to the student's major, and earning power of alumni. Analyses are conducted and improvement plans are made at the programmatic and institutional levels.

11. *Confirm that a degree contract will be offered to every student who enrolls in the AU-ABC program. Once completed, this document becomes the binding contract between your school and the student. Attach an example of the degree contract.*

Western Illinois University requires all students to see an academic advisor before the student can register for the next semester to ensure that students are making timely degree progression. The University keeps electronic degree plans for all students. The *Undergraduate Catalog* serves as an agreement between the institution and the student on the courses needed and provided for graduation. As seen on the program flat sheet for Engineering Physics (as an example of university process), the student's degree plan, including courses by semester are displayed (on page 2) and student progress to degree is monitored and planned in consultation with academic advisors.

The discussion of flat sheets is meant to illustrate plans of study for degree programs. Due to individualized nature of the BGS program, there is not a specific flat sheet with specific, individual plans of study. However, the flat sheet clearly states, "The BGS degree program is a non-majored baccalaureate program which requires 120 semester hours, including 40 semester hours earned at the upper-division level. A minimum of 30 semester hours must be earned through Western." Moreover, the [program website](#) clearly displays its and university degree requirements.

It should also be noted that Firefighters in the Bachelor of Arts in General Studies degree may utilize the [Fire and Emergency Services Higher Education \(FESHE\)](#) curriculum to earn National Fire Academy course certificates, a transcribed WIU certificate, and a minor in Fire Administration in addition to the BGS degree.


Any WIU student successfully completing a FESHE curriculum course is eligible to apply for individual course certificates from the National Fire Academy FESHE Recognition Program. These certificates are the same as those awarded for resident courses at the NFA in Emmitsburg, Maryland. The National Fire Academy will provide a NFA transcript showing completed courses. Students not interested in the 30 hour transcribed WIU certificate may still earn a Fire Administration minor by completing an 18-hour prescribed [Law Enforcement and Justice Administration curriculum](#) in conjunction with their degree. Additional information is on the [Bachelor of Arts in General Studies and Fire Service website](#)

In addition to this information, please note that all WIU students can also receive real-time data on course and degree planning. Western's Audit of Requirements for Degrees (WARD) is an automated record reflecting a student's academic progress toward degree completion in his/her declared major. By considering Western's work, transfer courses, and courses in progress, this analysis provides timely information on a student's progress toward meeting degree requirements. Students may view their WARD report through the Student and Alumni Registration System.

As described in the Undergraduate Catalog, a degree is awarded by satisfactorily completing the individual components in the areas of: general education, major, and minors. The WARD report details this overall degree criteria by itemizing the individual components. The requirement areas - general education, major, and minor - are further broken down into specific pieces known as sub-groups or sub-requirements. Each sub-group is independent and must be satisfactorily completed. The overall fulfillment of the requirement is dependent upon the total completion of all sub-groups therein contained. Conversely, the requirement will not be satisfied if any individual sub-group is deficient. Additional criteria may or may not be required at the requirement level (i.e., total hours, grade point average).



Air University Associate to Baccalaureate Cooperative (AU-ABC)
Bachelor of Arts in General Studies

 Degree Requirement	Required Semester Credits	CCAF Transfer Credits	Course Credits to take at Institution
Core/Area of Focus	53	34	19
CCAF Requirements			
Technical Education	24	24	0
Leadership, Management & Military Studies	6	6	0
Physical Education	4	4	0
WIU Requirements			
IS 325 - Global Social Networks (Fulfills Foreign Language/Global Issues requirement)	3	0	3
BCOM 320 – Business Communications	3	0	3
UNIV 390 - Career Preparation	1	0	1
UNIV 490 - Career Internship	12	0	12
General Education	40	15	25
CCAF (WIU is a GEM Partner)			
Communications	6	6	0
Mathematics	3	3	0
Social Science	3	3	0
Humanities	3	3	0
WIU			
Category 1: Communication Skills			
Successful completion of course not taken in CCAF Communications requirement, i.e., ENG 280 - College Writing II or COMM 242 - Fundamentals of Public Speaking	3	0	3
Category II: Natural Sciences and Mathematics			
CS 114 - Introduction to Computer Science	3	0	3
GIS 108 - Digital Earth	4	0	4



Air University Associate to Baccalaureate Cooperative (AU-ABC)
Bachelor of Arts in General Studies

Category III: Humanities and Fine Arts			
SOC 300 - Minority Peoples	3	0	3
WS 360 - Gender and Society	3	0	3
Category IV: Social Sciences			
MUS 394 - Music in World Cultures	3	0	3
REL 365 – Islam	3	0	3
Category V: Multicultural Studies			
ECON 351 - Global Economic Poverty Issues	3	0	3
Electives	27	15	12
CCAF: Refer to CCAF General Catalog	15	15	0
WIU: Approved by the student’s academic advisor.	12	0	12
Total Credits Required Bachelor of Arts, General Studies Degree	120	64	56

Place for notes/explanations

- Each student must complete and receive approval for the Career Internship Application before the internship begins. As part of the application process, each intern must formulate a Proposed Training Schedule that includes a detailed summary of the college-level duties and responsibilities of the intern. This Schedule should follow the UNIV 490 Internship Semester Hour Credit Ratio: 40 hours of full-time, college-level internship work equals 1 (one) semester hour of credit.

An internship cannot be granted for duties and responsibilities performed as a current employee of the company (i.e., the student’s current job duties). PDF downloads of the University 490 Career Internship Application and the University 490 Course Syllabus are available from the [Bachelor’s of Arts in General Studies homepage](#) in the current students section.

- CCAF General Education course requirements may be completed through WIU’s General Education Mobile Program. CCAF requirements and corresponding WIU course numbers and titles are: Communications (completing ENG 180, and either ENG 280 or COMM 242), Mathematics (STAT 171), Social Science (completing either ANTH 110, ANTH 111, or PSY 100), and Humanities (completing either ARTH 180 or ENG 200).
- WIU offers [Credit for Military Training](#), [Credit for Specialized Military Training](#), and [Credit by Proficiency Examination](#). Additional information on Credit by External Examination is available on page 32 in the University’s [Undergraduate Catalog](#).
- Students enrolled in the B.A. in General Studies Degree program can also earn credit through successful evaluation of a [prior learning portfolio](#). Additional information is available in the course description for UNIV 099 - BGS Prior Learning Portfolio Tutorial - in the [Undergraduate Catalog](#).

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

March 29, 2019

Report 19.3/15

Commission on College Nursing Education (CCNE) Information Request

The Commission on College Nursing Education (CCNE) requested information on Western Illinois University's School of Nursing (SON) with regard to the program's finances, enrollment, and faculty after it learned about the 132 employee layoffs at the University announced in March 2019. The Western Illinois University Board of Trustees is provided with copy of the institutional response to CCNE in keeping with Higher Learning Commission governance and fiduciary oversight expectations for the Board.

This *Report* shows that despite declining state funding, the statewide budget impasse, and its aftermath, SON enrollment increased by 67 students (33%), from 203 in fall 2015 to 270 in fall 2018. With no changes or additions in admissions standards, programs, or tracks, the prelicensure program increased by 50 students (38%), from 132 to 182. The RN-BSN completion program also increased by 17 students (24%), from 71 to 88. Furthermore, this *Report* shows how the SON and Western Illinois University continue to provide a high-quality, well-rounded educational experience.

On March 4, 2019, Western Illinois University's (WIU) School of Nursing (SON) was notified that "It has come to CCNE's attention that the University has had significant changes in finances, enrollment, and faculty." The hyperlinked article (above) from Inside Higher Ed stated, "[WIU] announced 132 layoffs including 29 faculty members. Officials cited financial challenges from, among other things, the impact of enrollment decreases."

While factually correct, an oversimplification of complex subject matter leads to an incomplete analysis. The article *does not* show how the Illinois public universities successfully addressed reduced and delayed appropriations (Fiscal Years (FY) 11-15), the historic and unprecedented statewide budget impasse (FY16-17), and its aftermath (FY18-20).

Furthermore, it *does not* show how WIU's conservative, mission-driven fiscal management sustained Higher Learning Commission (HLC) and CCNE accreditation criteria. Nor does it address the Western's financial recovery. Therefore, this response is divided into two Sections. Section I addresses institutional and statewide finances from a longitudinal perspective. Section II demonstrates the SON's continued compliance with CCNE accreditation standards. **WIU and the SON continue to provide a high-quality, well-rounded educational experience.**

SECTION I: INSTITUTIONAL AND STATEWIDE FINANCES

Provide an overview of the change: The *Report* addresses state funding periods, described above and detailed below.

Reduced and Delayed Appropriations: Between FY11-15, the State reduced and delayed annual appropriations to the 12 public universities. WIU's appropriations were reduced by \$4.8 million (9.1%), from \$56.2 million to \$51.4 million. Similar percentage reductions occurred at the other 11 Illinois public universities.

WIU maintained its fiscal health by: (1) Restricting spending, monitoring travel, and limiting replacement hiring; (2) Negotiating delayed salary increases with collective bargaining units; (3) Cancelling salary increases for non-negotiated personnel; (4) Increasing university reserves and carefully monitoring cash balances; (5) Introducing retirement incentives; (6) Implementing zero-based budgeting within Academic Affairs; (7) Consolidating 18 academic departments/units into 10, and four technology units into one; (8) Centralizing reporting lines for admissions, advisement, and the School of Graduate Studies between campuses; and (9) Holding at least 25% of annual appropriated departmental operating budgets.

These actions reduced state appropriated budgets by \$14.2 million in personal services and \$2.7 million in operating, totaling \$16.9 million in cost savings and avoidance. The size of the WIU workforce (headcount) was decreased by 163 positions (52 faculty and 111 staff). The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs during this time. WIU maintained 66% of all institutional expenditures on academics and academic support.

The Statewide Budget Impasse: Never in the 160-year history of Illinois public higher education have institutions received delayed and partial funding for two consecutive years. FY16 appropriations were made in the 10th month of the FY, 22 months since FY15 appropriations were made. WIU received \$14.9 million, representing 29% of its last appropriation. Similar percentage appropriations were made to all other Illinois public universities. WIU received a \$39.8 million FY17 appropriation, raising its total FY16-17 appropriations to \$54.7 million, equating to one-year of revenue for two years of expenses. Western sustained operations by diversifying all other revenue streams.

Faculty and staff engaged in \$22.3 million in contract and grant activity between FYs 16-17, a \$2.3 million (12%) increase over FYs14-15. President Thomas successfully worked with elected officials to end the statewide budget impasse. The WIU Foundation increased contributions from \$5.6 million in FY16, to \$7.3 million in FY17, and \$13.7 million in FY18. As a result, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million.

New cost containment strategies included a voluntary pay reduction program at the deans level and above, and a mandatory furlough program for all non-negotiated employees earning more than \$40,000 annually (479 employees). Civil service employees were exempt from FY17 and 18 furlough programs. WIU also engaged in 110 layoffs (with 87 call backs) and implemented a retirement incentive program.

The Aftermath of the Statewide Budget Impasse: WIU's FY18 appropriation increased by \$6.5 million (16.3%) over FY17, with a 2.0% increase for FY19, and a proposed 5% increase for FY20. However, the Illinois public universities did not receive retroactive funding for non-appropriated revenue during the budget impasse. Furthermore, FY 17 and 18 appropriations were 18% less than FY15. These facts and a decline of annual tuition income from \$75.5 million to \$63.8 million between FYs 15-18 necessitated the announced layoffs in March 2019. WIU continues to protect its academic core by enacting layoffs at a staff-to-faculty ratio of 2.8:1.

Furthermore, WIU continues demonstrating academic and financial integrity. No discipline-specific accrediting agency has placed WIU under negative status or action. Nor has the University ever been placed under financial restrictions from the United States Department of Education or any other federal, state, or accrediting agency. WIU maintains accreditation with [17 discipline-specific agencies](#), as well as accreditations for Beu Health Center and the University Counseling Center, and National Council for State Authorization and Reciprocity Act membership.

Additionally: (1) WIU has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations. (2) WIU's FY17 \$39.8 million appropriation included \$8.4 million from the Illinois Board of Higher Education, in recognition of best practices in fiscal management and new freshmen enrollment stabilization. (3) Total institutional debt decreased from \$101.1 million in FY14 to \$83.1 million at the end of FY17. This action was possible because restricted funds cannot be used in addressing institutional cash flow issues per Illinois Legislative Audit Commission guidelines; and (4) Standard & Poor's indicated that WIU was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State were rated as stable.

WIU continues to solidify its future fiscal foundation. HLC computes a Composite Financial Index (CFI) score for each institution annually following methodology documented in *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition)*. CFI scores range from -4.0 to +10.0, and are placed in one of three ranges (zones) to determine if further HLC review is required.

WIU's FY16 CFI was (0.30), placing the University "below the zone," and requiring annual HLC financial panel reviews until the CFI is "above the zone," (i.e., a value > 1.0). In evaluating Western's *Financial Improvement Plan*, the Panel concluded, "WIU approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI's that are in or above the zone."

HLC projections were realized. WIU's last CFI improved to 0.54. and is "in the zone." WIU's Financial Panel concluded, "The institution has responded well to declining revenues ... and continue[s] to do well in developing strategies to navigate these tumultuous situations that have mostly been due to decreased or unstable state funding."

Mission-driven, conservative fiscal management continues to serve WIU and the SON well. Western continues to provide strong service to students and strong support to our host communities and regions.

SECTION II: CCNE ACCREDITATION STANDARDS

Finances

Demonstrate compliance with Key Elements II-A, II-B, II-C, and II-E (CCNE Standards, 2018).

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed: The SON operating budget was reduced by \$10,000 (25%) from \$40,000 in FY15 to \$30,000 in FY19. Similar percentage reductions were applied across academic departments and schools. However, SON’s personal services budget was increased from \$1.14 million to \$1.18 million to support adding five new faculty members, two full-time and three part-time.

SON continues providing two programs, continuously enrolling students since 2008. NCLEX-RN pass rates remain above state and national averages, and alumni continue with a 100% job placement rate.

Contractually negotiated salaries support recruitment and retention of high-achieving faculty and staff. WIU’s *Strategic Plan* includes the goal to provide salaries that meet and exceed the mean of peer institutions. This goal has been achieved for professors and associate professors, with salaries 6.3% and 1.2% above peer group means, and is improving for assistant professors and lecturers (at 91.6% and 85.6% of their goals).

Academic program reviews and strict adherence to discipline-specific criteria ensure resource sufficiency. All academic departments/schools and administrative units complete Consolidated Annual Reports to identify fiscal needs that inform institutional, state, and donor funding requests.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed: Faculty and staff work space, classrooms, meeting areas, equipment and supplies accredited in 2015 remain sufficient. And the SON continues to work with donors to enhance learning facilities, recently receiving \$50,000 to support equipment purchase in two laboratories.

WIU continues to reallocate resources to instructional technology; 63 electronic classrooms and laboratories have been upgraded since Academic Year 2013-14. These upgrades have been supported by the purchase of 463 computers valued at \$442,171. Additionally, University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. Purchase of 272 iPads and Tablets support faculty and staff mobility. In 2019, WIU, the University of Illinois, Southern Illinois University, Milikin University, and Spoon River College applied for a \$800,000 NSF grant to increase high-speed bandwidth for advanced scientific instruction, including nursing.

The SON’s physical resources and clinical sites were accredited in 2015, and include five nursing skills laboratories, physical assessment and birthing laboratories, and one “apartment” for community-based scenarios. The SON also continues to build new partnerships. For example, the Illinois Healthcare Action Coalition awarded the SON \$1,500 to host a public health nursing workshop, providing health screenings and education.

II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis: Students benefit from support services engaged in annual evaluation/continuous improvement processes. University Libraries provide library instruction and house an extensive collection, with access to thousands of academic journals and publications. The SON has a designated library faculty liaison who provides library updates, collaborates on library acquisitions, and maintains a [department guide](#) to support discipline-specific inquiry.

The SON has access to 61 general-use electronic classrooms open to all colleges, in addition to its own classrooms deployed with discipline-specific technology. The SON also has access to 25 instructional laboratories open to all colleges, in addition to its discipline-specific facilities accredited in 2015.

All distance education students have access to web-based transactions available from the University's website. Sample items include [career exploration tools](#), [survey of student readiness to take online courses](#), [online tutorials from the Writing Center](#), [mathematical tutoring](#), and [computing self-help](#).

Students engage with faculty in scholarly and clinical activities through Living-Learning Communities, clinical observation and practice, independent studies, capstone requirements, Research Inspiring Student Excellence in the College of Arts and Sciences (where the SON is housed), Undergraduate Research Days, and the Quad Cities Research Conference. The SON provides students with access to a short-term study abroad program every spring, and a semester-long study abroad program each fall. All nursing students are advised by a SON advisor. Nursing majors participating in the Honors College and/or intercollegiate athletics are also served by advisors in these areas.

II-E. Faculty are sufficient in number to accomplish the SON's mission, goals, and expected program outcomes. All faculty members are academically and experientially prepared for the areas in which they teach: Changing finances did not change faculty hiring protocol. The SON sets qualifications, hires new faculty, and upholds CCNE accreditation standards. All SON faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach. All SON faculty have current RN licensure, and are experienced in their clinical area(s). A summary of each faculty members CV is available from the [SON website](#). SON faculty workloads are contractually negotiated. Student-to-faculty ratios provide adequate supervision and evaluation, as demonstrated by meeting CCNE accreditation standards.

Document how, if at all, the change affects the program's compliance with CCNE accreditation standards. SON resources enable the program and its high-achieving faculty (II-E) to fulfill its mission, goals, and expected outcomes (II-A), while providing physical resources and clinical sites (II-B), and academic support services that engage in annual evaluation/continuous improvement processes (II-C). **Changes in state funding have not affected SON compliance with CCNE accreditation standards.**

Enrollment

Address the scope and nature of the increase in student enrollment. SON enrollment increased by 67 students (33%), from 203 in fall 2015 to 270 in fall 2018. With no changes or additions in admissions standards, programs, or tracks, the prelicensure program increased by 50 students (38%), from 132 to 182, and the completion program increased by 17 students (24%), from 71 to 88. Enrollment growth has been assisted by \$53,000 in new scholarship support, and by automatic, annually renewable, merit and need-based scholarships for [new freshmen](#) (prelicensure students) [and transfer students](#) (completion students) provided by the institution.

Demonstrate compliance with Key Elements II-A, II-B, II-C, and II-E (CCNE Standards, 2018).

Accreditation Standard II-A: There has been no change in student success measures (NCLEX-RN pass rates and job placement rates) as SON continues to grow. Furthermore, WIU's budget supports continued growth. Since FY15, the SON has added two full-time faculty members, three part-time faculty members, and the number of staff has remained constant. SON staffing includes 13 full-time faculty, 6 part-time faculty, and 3 staff members.

Accreditation Standard II-B: Enrollment growth did not cause program barriers. Physical space and facilities, equipment and supplies, and clinical space remain sufficient. The Director continues to monitor strict adherence to CCNE accreditation standards.

Accreditation Standard II-C: Program growth did not compromise academic support services. Students receive support from University Libraries, University Technology, online resources, and Writing Centers. Students also engage with faculty in scholarly and clinical activities, study abroad, and receive academic advisement.

Accreditation Standard II-E: Enrollment growth did not change faculty hiring protocol, SON faculty workloads continue to be contractually negotiated, and student-to-faculty ratios remain constant. The SON continues to meet CCNE accreditation standards in these areas.

Document how, if at all, the change affects the program's compliance with CCNE accreditation standards. Enrollment growth was accompanied by high-achieving faculty (II-E) continuing to fulfill the program's mission, goals, and expected outcomes (II-A), while providing physical resources and clinical sites (II-B), and academic support services that are engaged in annual evaluation and continuous improvement processes (II-C). **Enrollment growth did not affect the SON's compliance with CCNE accreditation standards.**

Discuss how the program will address potential impact on all existing CCNE accredited nursing degree and/or certificate program(s), with respect to budgetary, physical, and faculty resources. The program should also address impact on the availability of clinical site placements if applicable. SON clinical sites will reach capacity, given that the program is located in a rural part of Illinois with limited healthcare options. The program can accommodate 50 new prelicensure students each fall. The completion program is online and not limited in clinical capacity. A future growth strategy may entail admitting prelicensure in more than one semester to maximize clinical space.

Faculty

Provide an overview of the change: The SON added five faculty members as described above.

Demonstrate compliance with Key Elements II-E and II-F if applicable (CCNE Standards, 2018).

Accreditation Standard II-E. In addition to information presented in the previous section, WIU and the SON support highly competitive salaries, based on \$60,000 for adjuncts, \$70,000 for Master's prepared instructors, and \$80,000 for tenure track faculty in order to attract high-achieving faculty members. Shortages apply equally to practicing nurses and nursing educators.

II-F. Preceptors if used by the program as an extension of faculty, are academically and experientially qualified for their role: This section is not applicable. The SON does not use preceptors.

Document how, if at all, the change affects the program's compliance with CCNE accreditation standards. Continuing to align faculty and enrollment growth demonstrates compliance with CCNE accreditation standards. There is a strong institutional commitment to the SON. Reallocated resources allowed the School to add five faculty positions during a period in which WIU reduced its instructional workforce from 584 positions in FY15 to 518 positions in FY18.

Discuss how the program will address potential impact on all existing CCNE accredited nursing degree and/or certificate program(s), with respect to budgetary, physical, and faculty resources. The SON and WIU will continue to allocate resources in a manner that supports CCNE and HLC accreditation standards, and state regulations.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Report 19.3/16 Western Illinois University's Participation in the Illinois Innovation Network

A power point presentation will be made at today's Western Illinois University Board of Trustees meeting overviewing the Illinois Innovation Network. In brief, the University of Illinois received \$500 million from the Illinois Department of Commerce and Economic Opportunity to establish the Illinois Innovation Network (IIN). IIN funding supports capital projects and technological applications in shared partnerships between the Illinois public universities and the public and private sectors to support community and economic development. The pages that follow are Western Illinois University application to support a Community Informatics Center in Macomb and the Quad Cities Innovation Network, as Western's contributions to the IIN and the statewide economy.

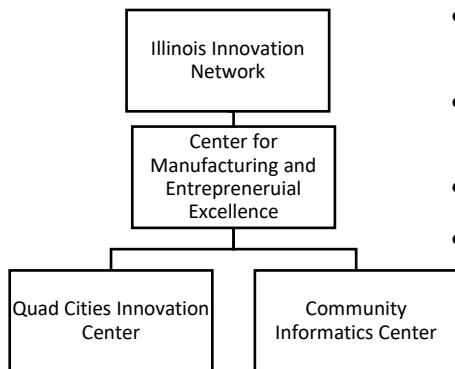
THE WESTERN ILLINOIS UNIVERSITY CENTER FOR MANUFACTURING AND ENTREPRENEURIAL EXCELLENCE

A Proposal to the Illinois Innovation Network and Illinois Department of Commerce and Economic Opportunity

Executive Summary

In partnership with four community colleges, eight businesses and industries, the United States Army, the United States Air Force, and the Governor’s Rural Affairs Council, Western Illinois University proudly applies to serve as an Anchor Hub for the Illinois Innovation Network. Our Hub, a new Center for Manufacturing and Entrepreneurial Excellence (CMEE and pronounced See Me) will have two locations: The *Quad Cities Innovation Center (QCIC)* and the *Community Innovation Center (CIC)*. These two centers will form one community and economic development park, with the express purpose of promoting and strengthening the empirically-based, global economy of the 21st century.

Each location deploys students, faculty, staff, civic leaders, business and industry professionals to:



- **Utilize** public-private partnerships in providing community and economic development services in person and online to
- **Advance** Illinois Innovation Network and Discovery Partners Institute Themes and Cross-Cutting Areas that
- **Address** the highest Quad Cities regional and statewide needs and
- **Raise** Western Illinois University’s \$473 million annual economic impact and Illinois public higher education’s \$1.2 billion annual economic impact.

The Quad Cities Innovation Center: Supporting Urban Communities

QCIC advances a 14-year partnership between the University of Illinois, Western Illinois University and the Quad Cities Chamber of Commerce. This partnership leveraged \$5.2 million in federal funding to create the Quad Cities Manufacturing Hub. The Hub will be embedded into CMEE to utilize technology roadmaps and playbooks to advance regional manufacturing needs in robotics, augmented and virtual reality, big data, and additive manufacturing.

QCIC expands community and economic development in a six-county, bi-state region that hosts several Fortune 500 corporations, including John Deere, 3M, Arconic, HNI Corporation, Sears Manufacturing, and one of the nation’s premiere military installations, the Rock Island Arsenal of the United States Army. These employers are joined by 30,000 additional businesses in a growing economy. The Quad Cities is home to more than 400,000 residents, has a diverse workforce of more than 500,000, and casts a net to 37 million residents in a 300-mile radius.

The Community Informatics Center: Supporting Rural Communities

CIC strengthens statewide collaboration between University of Illinois Extension, Western Illinois University, and the Governor’s Rural Affairs Council. Each of these entities have long-standing missions and traditions in advancing rural community and economic development.

CIC uses data analytics, visualization, and artificial intelligence at the community level across Illinois to improve economies, communities, and overall quality of life in rural Illinois. Our partners provide proven community and economic development solutions to all 102 Illinois counties.

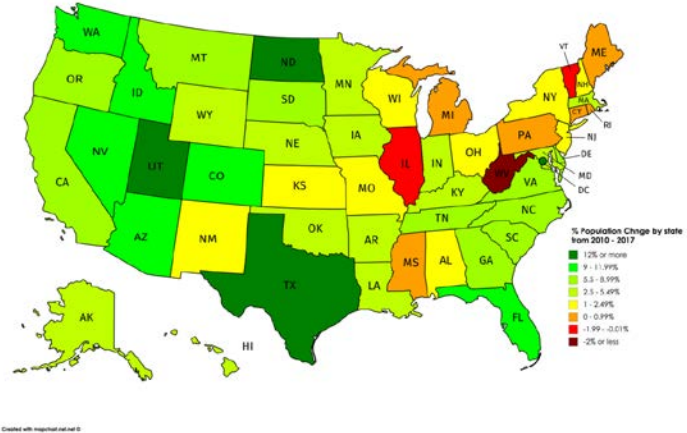
CMME: Creates One Community and Economic Development Park Supporting All of Illinois

We are requesting full CMME funding of \$27.0 million (\$26.0 million for QCIC and \$1 million for CIC). WIU will apply \$9.0 million in frozen capital funding to support a 1:3 funding match. Full funding is essential.

Urban and rural economies are interdependent and mutually reinforcing. By working in tandem, QCIC and CIC provide urban and rural communities training and access to state-of-the-art technologies needed to attract new business and industry while recruiting and retaining a high-achieving, skilled workforce.

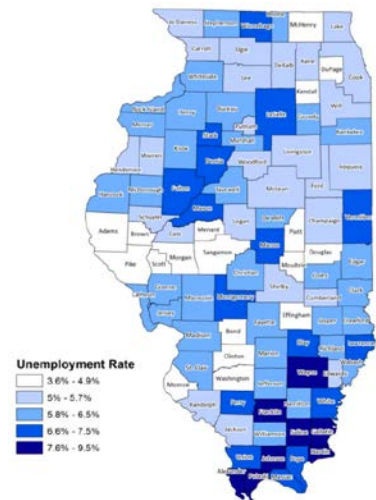
The benefactors of full CMME funding are the 12.7 million Illinois residents. Without full CMME funding, the State’s population trends and economic climate will contribute to a continued downward trajectory.

- Illinois is one of only seven states in the nation that had a negative growth rate in 2016. At -0.17% per year, the State is only ahead of only West Virginia.
- Illinois had the 2nd largest population decline between 2010 and 2017.
- If the State of Illinois is to maintain its population base of 12.7 million through 2040 as estimated by the [Weldon Cooper Center for Public Service](#) at the University of Virginia, it must attract business and industry and retain a highly skilled workforce.



Currently:

- Illinois has the 7th highest unemployment rate in the nation.
- Illinois has 24th highest percentage of residents living in poverty in the nation.
- *Business Insider* concludes that Illinois has the 16th worst economy in the nation.
- 12.3% of Illinois residents live in poverty, with rural poverty rates increasing by 12% during the last five years.
- Manufacturers, small businesses, and engineering and technology firms have documented shortages in skilled workers.



IIN’s focus on education and training, coupled with DCEO’s macroeconomic policies on business attraction and job creation/retention serve as a catalyst for advancing community and economic development in the Quad Cities region and across the state.

Return on full CMME investment is priceless. Focusing on and emphasizing robotics, augmented and virtual reality, big data, and additive manufacturing in the Quad Cities region and statewide deployment of data analytics, visualization, and artificial intelligence in rural communities *will* reverse serious economic challenges facing the State, and have economics strengthened locally, regionally, statewide, nationally, and internationally.

**THE WESTERN ILLINOIS UNIVERSITY CENTER FOR MANUFACTURING AND
ENTREPRENURIAL EXCELLENCE**

The Quad Cities Innovation Center (QCIC)
Supporting Urban Communities

1. How closely does the capital project and its activities align with IIN principles?

QCIC aligns very closely to IIN Themes of computing and data, Cross-Cutting Areas of education and workforce development, entrepreneurship and technology transfer, and public policy to the benefit of our culture and society

- 1.1. QCIC provides the centralized, leading edge, physical environment to drive innovation, workforce development, and economic growth in the top three employment sectors of the Quad Cities region (Manufacturing, Defense, and Agriculture). It will specifically focus in the areas of robotics, augmented and virtual reality, big data, and additive manufacturing.

QCIC creates new student enrollment pipelines (including high-school dual enrollment, community college dual enrollment, community college articulation agreements, and other institutional partnerships). WIU is currently creating new partnerships with Iowa Wesleyan University, Community College of the Air Force, Air University, and the United States Air Force to establish pre-engineering programs at these institutions to enable seamless student transfer into the University's general, civil, electrical, and mechanical engineering programs.

QCIC construction spurs economic growth and supports public policy. Businesses that build or relocate by WIU-QC will be eligible for *Illinois Prosper* tax incentives and tax increment finance benefits offered by the City of Moline. This is in addition to the economic impact benefits summarized in Section 3.1.

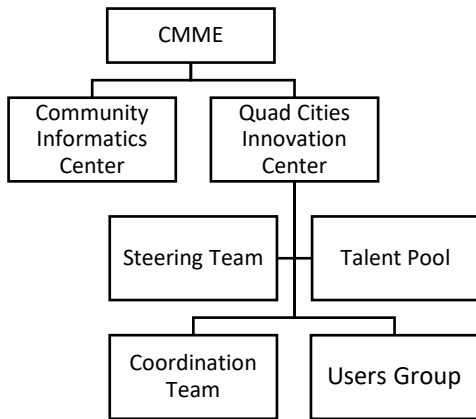
- 1.2. QCIC assesses and meets the needs of Quad Cities region. Business attraction and workforce recruitment/retention in the top employment sectors (identified above) are the highest priorities in the *Quad Cities Q2030 Regional Economic Development Plan* and corresponding *Make It Here Campaign*.
- 1.3. Through a combination of collaborative research conducted by QCIC, IIN and DPI partners, implementation of 18 public-private partnerships (identified in Section 3.7) and the entrepreneurship and training programs offered by the WIU's Small Business Development Center, International Trade Center, and Procurement and Technical Assistance Center, QCIC will be a vital and essential component to regional community and economic development. With the creation of this hub, the benefits of the QCIC will extend locally, nationally, and internationally.
- 1.4. QCIC is collaborating with IIN member institutions and Hubs across the State and will share best practices. Most recently, WIU joined the University of Illinois, Southern Illinois University-Edwardsville, Millikin University, Spoon River College, and the Illinois Century Network in applying for a three-year, \$800,000 National Science Foundation grant for increased bandwidth to support state-of-the-art instruction, research, and service. QCIC plans to initiate collaboration with the Quantum Information Science and Technology Center at the University of Illinois on shared priorities and initiatives.
- 1.5. QCIC and WIU will advocate for the value of higher education at state and federal levels. President Thomas (and all other Illinois public university presidents and chancellors) endorsed *Illinois Prosper* legislation. This and other QCIC actions will advance the \$473 million annual economic

impact of WIU to its 16-county service region and Illinois public higher education's \$1.2 billion annual economic impact.

2. How will you manage the capital project following completion?

2.1. *What resources are available to you to run the facility following completion?*

2.1.1. Leadership and Staffing: The Senior Vice President (SVP) will serve as the Hub Leader for Western Illinois University. The SVP and the Director of WIU's School of Engineering will co-chair QCIC, and form a Steering Team to oversee Center actions. Membership will be inclusive of Center participants, including student participants.



As part of CMME, QCIC will be permanently staffed by students, faculty, and staff from WIU's School of Engineering, the Quad Cities Manufacturing Laboratory, and the Quad Cities Director of Facilities. The SVP will appoint administrative and web support staff to support QCIC.

QCIC will have a Coordination Team (CT) comprised of students, representatives from each of the QCIC partners, and representatives from the Macomb Hub. There will also be a Users Group (UG) for capital projects as described in Section 2.2.1, following the same inclusive representation used in CIT.

QCIC, CIC, CT, and UG will be supported by Talent Pool. This includes nine programs and services that help to advance the goals and priorities of CMME. The talent pool initially includes representation from the Western Illinois University Board of Trustees, Administrative Services, Center for the Application of Information Technologies, Center for Innovation in Teaching and Research, Geographic Information Systems Center, the Office of Sponsored Projects, University Legal Counsel, University Libraries, and University Technology (described in Sections 6.1.2 of the CIC submission).

The Talent Pool also includes university-wide expertise and participation from members of Westerns colleges: [Arts and Sciences](#), [Business and Technology](#), [Education and Human Services](#), and [Fine Arts and Communication](#). It will also include expertise from the Quad Cities Chamber of Commerce. The Talent Pool will be expanded through commitments of QCIC partners as the needs of the Center evolve.

2.1.2. Funding: Operational support will be based on international reallocations from the Quad Cities budgets for administration (\$382,000), School of Engineering (\$640,00) Quad Cities Manufacturing Laboratory (\$443,000) and Quad Cities Facilities (\$676,000).

2.2. *Who is responsible for oversight of the capital project as well as management of the space once completed?*

2.2.1. The SVP will be responsible for capital project oversight. The Quad Cities Director of Facilities will serve as the Project Manager. The University's CIO will collaborate with the

Facilities Director on infrastructure planning and deployment. A Users Group with representation from WIU students, faculty, and staff and QCIC partners will advise the Quad Cities Director of Facilities and SVP to ensure that planning, design, and construction meet academic, technological, and programmatic needs.

2.3. *What experience do the leaders of the capital project bring to the table?*

2.3.1. The SVP has worked in Illinois public higher education for 29 years, specializing in community and economic development, and was responsible for the planning, design, and construction of Phases I and II of the WIU-Quad Cities campus. Both construction phases totaled \$59.2 million, were opened on time and under budget, and followed with the American's with Disabilities Act and Leadership in Energy and Environmental Design certification requirements.

2.3.2. The SVP was one of two Co-Principal Investigators at Illinois State University for a \$9.0 million federal grant that received funding to renovate and equip a high-tech facility and establish the University's Special Education Assistive Technology Center.

2.3.3. The Director of Quad Cities facilities served as the project manager for Phases I and II of WIU-Quad Cities construction (discussed above). He is also the University Architect, and has over 30 years of related experience in the public and private sectors.

2.3.4. The Director of the School of Engineering led an engineering alliance similar to IIN, DPI, and QCIC (Ustar) for Southern Utah University and the State of Utah, and was specifically recruited to and hired by Western Illinois University for these express purposes.

3. What are the outcomes of your capital project impact your community?

3.1. *Economic impact to the region.*

3.1.1. QCIC construction will generate an estimated one-time \$150 million economic impact and support approximately 100 jobs.

3.1.2. QCIC operation is estimated to raise the annual economic impact of WIU-Quad Cities from \$50 million to \$90 million annually. This will raise the University's overall economic impact to its immediate 16-county service region to \$513 million annually.

3.1.3. QCIC will report on new QCIC-related businesses attracted, jobs created, and overall rankings and individual variables contained in [Policom's National Economic Strength Rankings](#) (prepared by the Brookings Institute) for the Davenport-Rock Island-Moline IA/IL MSA. It will further report on population growth, student degree completion, earnings, jobs, and per capita income to provide transparency and accountability in the Center's roles and responsibilities for community, educational, and economic development.

3.2. *Will the project target underserved communities?*

3.2.1. QCIC focuses on underserved communities, as defined by population density, economic factors, and employment indicators. The Illinois Environmental Protection Agency defines underserved counties as those counties within the State of Illinois with a population density of 190 persons or less per square mile based on the most recent U.S. Census population

estimate. Four of the six Quad Cities regional counties and 15 of the 16 WIU immediate service area counties fit the definition of [underserved counties](#).

3.2.2. The Davenport-Rock Island-Moline IA/IL MSA is in the 49th percentile of the *2019 Policom Rankings*. Our unincorporated communities, town and cities are economically underserved.

3.2.3. QCIC construction and operation will follow WIU's [policy on Procurements from Businesses Owned by Minorities, Women and Persons with a Disability](#). All QCIC members who are aware of any businesses owned by minorities, females, or persons with disabilities will be asked to direct those firms to WIU's Purchasing Office for assistance in becoming certified with the State of Illinois and having their names placed on the CMS vendor list.

3.2.4. Compliance with Policy is essential. WIU is subject to the Illinois Procurement Code for the purchase of goods and services. This law requires that purchase transactions exceeding defined amounts for professional services and the purchase of goods and other services be awarded on the basis of formal competitive procedures.

3.3. *Will the project provide unique services to your community?*

3.3.1. By consolidating engineering functions and capabilities into one physical location, QCIC partners will lower operating and overhead costs, eliminate duplication of purchases, and gain organizational efficiencies.

3.3.2. A new IIN facility will aid in the recruitment and retention of students. The seven Quad Cities postsecondary institutions were one of only 19 applications nationally accepted for a Lumina Foundation grant to support increases in the number of certificates and degrees earned by regional residents.

3.4. *How will students engage with the capital project?*

3.4.1. Students will serve on the QCIC Coordination and Implementation Team, and the QCIC Users Group, as defined in Sections 2.1.1 and 2.1.2.

3.4.2. Students will complete courses, independent studies, internships, cooperative education opportunities, senior design projects, and research at the QCIC. For example, all WIU engineering majors are required to complete a Senior Design Project and the facilities at the QCIC provide necessary resources for the students to complete their work in concert with local businesses and firms. The same benefits hold true for engineering technology and other majors academically related to the QCIC.

4. How will the project allow for collaboration across the state?

4.1. Is there a component that will allow for collaboration with other IIN hubs? Yes. QCIC looks forward to:

4.1.1. Collaborating with IIN Hubs on shared goals and priorities.

4.1.2. Sharing resources (e.g., course availability, internship, and cooperative education opportunities) with IIN members.

4.1.3. Hosting IIN students, faculty, and staff members.

- 4.1.4. Partnering on shared grants between IIN Hubs.
- 4.1.5. Exploring other partnership opportunities identified by IIN members.
- 4.1.6. Following the DPI model and offer free access to IIN partners in need of space for IIN purposes.
- 4.1.7. Encouraging student participation in other IIN Hubs. For example, there are logical connections between the NIU's Center for Community Sustainability and the Western's Ph.D. program in Environmental Science: Large River ecosystems that is housed at WIU-QC. Dekalb and Moline are located just 104 miles (less than 90 minutes) apart.

4.2. *Is there a vision for this project to connect with the Discovery Partners Institute?*

- 4.2.1. Yes. All items discussed in Section 4.1.1-4.1.7 apply equally to the DPI.

4.3. *Describe other means of collaboration whether with community, community colleges, etc. Ten additional means of collaboration will be implemented.*

- 4.3.1. QCIC will build partnerships with Quad Cities First and other local economic development agencies (e.g., Renew Moline, Redeem East Moline) that specialize in business cultivation and workforce recruitment, training and retention.

- 4.3.2. QCIC will partner with municipal governments and other local agencies in seeking grant funding.

- 4.3.3. In support of IIN participation, WIU filed Notice of Intent with the Illinois Board of Higher Education to establish new undergraduate programs in civil and electrical engineering for 2019, thereby giving students (new freshmen and new transfer students) even more access to high demand and quality educational opportunities.

- 4.3.4. WIU's new degree programs give the University opportunity to expand dual enrollment relationships with regional high schools and community colleges.

- 4.3.5. WIU's new degree programs also give the University opportunity to expand articulation agreements where transfer students earn an associate's degree at a community college and are guaranteed admission to the University.

- 4.3.6. WIU's department of engineering technology is developing proposed models where students earn an Applied Associates of Science (AAS) degree and transfer/graduate from the University in a timely manner. The AAS degree requires more than 60 hours and can delay the students time-to-degree since not all courses transfer into degree programs, with the exception of General Studies (discussed below).

- 4.3.7. The Bachelor of General Studies degree allows students with an AAS degree to have two academic minors and graduate in four years. The program will promote QCIC participation for students who have academically related minors.

- 4.3.8. WIU's new degree programs were the impetus for discussions currently occurring with Iowa Wesleyan University (IWU) located in Mount Pleasant Iowa (located just 90 minutes from

WIU-QC) where students will complete the first two years of study in a new pre-engineering program at IWU and then transfer to WIU to earn a B.S. degree in Engineering.

4.3.9. Once the IWU-WIU agreement is formalized, the University has identified other regional colleges where pre-engineering agreements could apply, and partnership discussions will be initiated.

4.3.10. IIN participation was the basis for the Community College of the Air Force, Air University, and the United States Air Force agreeing to serve as a QCIC partner on February 16, 2019.

5. Project Budget

5.1. *How will you fund operations following completion of the capital project?*

5.1.1. Operations and Maintenance (O&M) will be reallocated from the WIU-Quad Cities Facilities budget.

5.1.2. Operating and Personal Services costs will be achieved through relocation of staff time and resources from existing WIU-QC budgets in the School of Engineering, Administration, and Quad Cities Manufacturing Laboratory.

5.1.3. WIU will seek and use donor and grant funding received that is related to the express purposes of QCIC.

5.1.4. Future QCIC capital needs will be funded through institutional and state budget allocations, grants, and donations.

5.2. *If you requested more than \$1 million in capital funding, can your project be rolled out in stages requiring less funding initially to get started?*

5.2.1. Yes.

5.3. *If so, what is the minimum amount of funding that would be adequate to begin the first stage of your project?*

The total amount to build a new facility for QCIC is \$35 million. The University is requesting \$26 million for the QCIC.

WIU offers three potential funding scenarios, ranked on the amount of economic return on investment for the State's resources. The University will seek release of \$9.0 million in frozen WIU-QC capital (construction) funding under Scenario 3 to create a 1:3 matching proposal.

5.3.1. Scenario 1: \$3.2 million is necessary for architectural and engineering physical program planning through final construction documents, including Capital Development Board management, and taking no more than 16 months from the point at which funds are released to complete. While this amount would start the process, it does not provide construction and the community and economic development benefits that IIN, DPII, and QCIC partnership affords.

Future grant funding of \$22.8 million will be needed to complete \$26 million in construction grant funding. Illinois Capital Development Board (CDB) release of frozen \$9.0 million construction funding for WIU-QC will complete this \$35.0 million construction project.

5.3.2. \$13 million in grant funding will support planning and building an Engineering Annex at WIU-QC. This will yield a third of the estimated community and economic development benefits IIN, DPI, and QCIC provide.

Future grant funding of \$13.0 million will be needed to complete \$26 million in construction grant funding. Illinois Capital Development Board (CDB) release of frozen \$9.0 million construction funding for WIU-QC will complete this \$35.0 million construction project.

5.3.3. Being fiscally conservative, if partial funding is awarded, WIU is seeking a lower construction amount than what was allocated to construct/establish the Center for Community Sustainability at Northern Illinois University, and the Quantum Information Science and Technology Center at the University of Illinois-Urbana/Champaign.

5.3.4. A complete \$35 million allocation, including the State's release of \$9 million in frozen WIU-QC construction funds, and \$26.0 million from this grant facilitates the full and immediate community, educational, and economic development associated with the IIN, DPI, and QCIC. The project would be completed in 30 months from the point funds are released.

6. Partnerships and/or matching funds

6.1. *Have you identified partnerships for your projects? If so, please describe and include a brief, but detailed description of how the partners plan to be involved with your project.*

6.1.1. Yes. Eighteen partnerships have been developed, and are being enacted.

6.1.1.1. WIU will provide student assistance through courses, internships, cooperative education opportunities and other means to successfully address business ideas and company problems. The WIU student workforce will be supervised by WIU faculty, and receive mentoring from the Service Corps of Retired Executives and Service Corps of Retired Engineers. Over 1,700 WIU students have completed internships over the course of the last two fiscal years.

6.1.1.2. The University of Illinois, Western Illinois University and the Quad Cities Chamber of Commerce leveraged \$5.2 million in federal Office of Economic Adjustment to create the **Quad Cities Manufacturing Hub** in 2015. The Hub will be embedded in the CMEE and as a result, will utilize created technology roadmaps and playbooks to advance the manufacturing needs of the Quad Cities and Western Illinois University region in the areas of robotics, augmented and virtual reality, big data, and additive manufacturing through the CMME and the Western Illinois University School of Engineering.

6.1.1.3. Western Illinois University is an active member of the **Digital Manufacturing & Design Innovation Institute (DMDII)**, led by UI LABS. The University continues to support this three-way partnership between industry, academia, and the government through the DMDII Quad Cities Chapter located at WIU's **Quad Cities Manufacturing Laboratory** will be relocated to the QCIC to continue development

and demonstration of digital manufacturing technologies, and to deploy and commercialize these technologies across key manufacturing industries.

- 6.1.1.4. **Black Hawk College, Carl Sandburg College, Eastern Iowa Community Colleges (Clinton, Muscatine, and Scott), and Sauk Valley College** are the regional community colleges closest to Western Illinois University-Quad Cities and all have articulation agreements with the academic programs at the University. Faculty and students from these institutions will be welcomed and encouraged to participate in the instructional and experiential programs of the QCIC.
- 6.1.1.5. **The Community College of the Air-Force** will provide student access to the WIU and the QCIC through the Associate to Baccalaureate Degree Completion program.
- 6.1.1.6. **The Community College of the Air Force (CCAF) and the United States Air Force** will provide access to Airmen enrolled in CCAF and in activity duty status to the degrees and certificates offered by WIU and QCIC partners.
- 6.1.1.7. **Iowa Wesleyan University** is developing an articulation agreement that will send Pre-Engineering students to WIU and the QCIC for baccalaureate degree completion.
- 6.1.1.8. **Eastern Iowa Community Colleges** operates the **Blong Technology Center (BTC)**, and will partner with the QCIC on the economic future and vitality of area manufacturers and students through human resource, technology and industrial development, in the areas of drafting, instrumentation, machining, welding, and pneumatics/hydraulics laboratories.
- 6.1.1.9. **The Service Corps of Retired Executives (SCORE)** is a national non-profit organization that counsels business owners and aspiring entrepreneurs. There are 389 SCORE chapters throughout the United States, offering counseling services to small businesses at no cost. Local SCORE members will serve QCIC partners and patrons in their professional capacity.
- 6.1.1.10. **The Service Corps of Retired Engineers** was developed locally in the Quad Cities and performs the same functions as SCORE, but in the field of engineering.
- 6.1.1.11. **The Quad Cities Chamber of Commerce** serves 2,000-member organizations with a mission to strengthen and enhance the business environment, represent membership interests, and foster growth in the Quad Cities Region. During 2017-2018, the Chamber helped to attract 1,108 new jobs and \$240.5 million in company expansion and relocation. Chamber Ambassadors attended 98 ground breakings and ribbon cutting during this time, representing 335 new jobs and \$1.1 billion in investment.

The Chamber will promote use of the QCIC to its membership and in its roles of business attraction, expansion, and retention. The Chamber will also promote and disseminate goods and services resulting from or offered by the QCIC, and staff the Quad Cities Manufacturing Innovation Hub.

- 6.1.1.12. **Quad Cities Manufacturing Innovation Hub** supports the manufacturing and defense industries. Within the last year, 32 companies received intensive business diversity training, seven defense contractors were connected to scholarships that funded training to meet new Department of Defense cybersecurity regulations, 15 regional suppliers

were connected with a federal prime contractor seeking new business relationships, eight online playbooks were launched to guide companies in adapting to new technologies, and 723 participants attended 32 technology focused events. The Hub will refer clients to the QCIC.

- 6.1.1.13. **The Rock Island Arsenal** is home of First Army headquarters and is the largest government-owned weapons manufacturing arsenal in the United States. It provides manufacturing, logistics and base support services for the United States Armed Forces. The Arsenal is the only active U.S. Army foundry, and manufactures ordnance and equipment, including artillery, gun mounts, recoil mechanisms, small arms, aircraft weapons sub-systems, grenade launchers, weapons simulators, and a host of associated components. The Arsenal has 6,000 employees, a \$1.0 billion annual economic impact in the Quad Cities region, and provides the facilities for two QCIC partners:
- 6.1.1.14. **The Quad Cities Manufacturing Laboratory (QCML)** is located on the Rock Island Arsenal and will be relocated to the QCIC. The QCML is a national resource for manufacturing research and development serving aerospace, agriculture, automotive, defense, energy, and manufacturing entities in the public and private sector. Western Illinois University's School of Engineering recently completed 30 senior design projects for private industry and students participated in over \$2.0 million in contracted research, development, and technology transfer in advanced materials and manufacturing processes through the QCML.
- 6.1.1.15. **The Joint Manufacturing Technology Center (JMTC)** occupies 1.5 million square feet on the Rock Island Arsenal, and is the only multi-purpose and vertically integrated metal manufacturer in the Department of Defense. JMTC offers machinist apprenticeships and other training programs to qualified applicants. The JMTC just received \$24 million federal grant and is working with the QCIC to integrate engineering and cyber security instruction, research and development into the Department of Defense.

JMTC looks to the QCIC as its primary partner. In fact, the Senior Vice President for Strategic Planning and Initiatives will join members of the JMTC at a Department of Defense briefing and national conference on educational partnerships in March 2019.
- 6.1.1.16. **The Roy J. Carver Foundation** is a funding partner that has supported two gifts for technology and equipment for the QCIC. A \$161,000 gift established "makers space" that provides students and area regional manufacturers a place to create, test, and analyze designs using various machines and tools. The space has also been used to support student internships and senior design projects. Students partner with area businesses leading to additional collaborations and job opportunities after graduation.
- 6.1.1.17. A \$500,000 gift enabled the purchase of state-of-the-art equipment and technology supports three-dimensional printing (additive manufacturing), integrated robotics manufacturing, robotic welding, and software application in Western Illinois University's School of Engineering,
- 6.1.1.18. **Deere and Company and the Moline Foundation** are funding partners that donated \$1.75 million for the growth and expansion of Western Illinois University's AACSB internationally accredited College of Business and Technology and its ABET accredited School of Engineering in the Quad Cities.

6.2. *Do you have proposed matching funds? If so, please describe.*

6.2.1. Western does not have matching funds for the \$3.2 million and \$13.0 million partial funding options discussed in Sections 5.3.1-5.3.4.

6.2.2. Attempts to leverage part of the WIU' frozen \$9 million in capital funding against the \$3.2 million and \$13.0 million thresholds jeopardize partial project completion. The State of Illinois has not had a capital bill in 10 years and there are no guarantees that a project at this level would be funded if funding became available. \$13.0 million is the bare minimum required to yield a third of the community and economic development benefits that that IIN, DPI, and QCIC accord.

6.2.3. If \$25 million in funding is received, WIU would leverage this award with the state to allow for the release of \$9 million in frozen WIU-QC construction funding for a IIN facility. Full funding yields full community, educational, and economic development benefits that the IIN, DPI, and QCIC provide.

7. Do you anticipate any conflicts or concerns with your projects?

7.1. *Is operation funding a concern?*

7.1.1. There are no conflicts of interest with this project.

7.1.2. There are no concerns with this project. It facilitates reduces costs and eliminates duplication of expenditures between project partners.

7.2. *Experience level with leadership overseeing project?*

7.2.1. Qualifications for the Leadership Team for this project were discussed in Section 2.1. In addition to the aforementioned information, the Senior Vice President for Strategic Planning and Initiatives has experience managing budgets as large as \$220 million (as Assistant to the President for Planning and Budget at Western Illinois University), currently oversees the WIU-QC campus budget, is the Chief Operating Officer for WIU-QC, and is responsible for strategic planning and initiatives on both WIU campuses.

The Community Informatics Center (CIC)

Supporting Rural Communities

1. How closely does the capital project and its activities align with IIN principles?

CIC aligns very closely to the IIN Themes of computing and data, food and agriculture, environment and water, and health and wellness, and Cross-Cutting Areas of education and workforce development, entrepreneurship and technology transfer, and public policy to the benefit of our culture and society.

1.1. CIC will provide rural communities, the agriculture sector, and employers from small businesses with strategic visioning and planning processes supported by data analytics, visualization, and artificial intelligence in order to advance workforce development and economic growth. This is a critical need. [US Census data](#) shows that 12.3% of Illinois residents live in poverty, with rural poverty rates increasing by 12% during the last five years.

CIC will create new student enrollment pipelines by developing pathways for students to enter WIU's graduate program (M.A.) in community and economic development. Since this degree program accepts undergraduates from a diverse array of majors, there will be opportunities to build dual enrollment partnerships and 2+2 articulation agreements with high schools and community colleges.

CIC deployment of technology and infrastructure (the requested grant funding discussed in Section will advance public policy and spur economic growth. Businesses that build or relocate near WIU will be eligible for *Illinois Prosper* tax incentives. This is in addition to the economic impact benefits summarized in Section 3.1.

- 1.2. CIC will begin with 10 WIU offices and programs and the Governor's Rural Affairs Council (which includes 18 state agencies, Illinois Extension, rural partners, and 6 citizens appointed by the Governor) to advance rural community and economic development, which benefits local, state, and national supply chains and economies.
- 1.3. CIC will collaborate with IIN Hubs across the State and will share best practices. This includes proven practices by the Illinois Institute for Rural Affairs (IIRA) to promote community and economic development. For example, in Fiscal Year 2017 IIRA received 31 state and federal grants valued at over \$1.4 million, conducted 109 presentations, analyzed 25 surveys, delivered 150 training programs, hosted 7,235 conference participants, which helped to create or retain 497 jobs, and provided access to over \$1.0 million in debt and equity financing to small businesses.
- 1.4. CIC plans to initiate collaborations with the Quantum Information Science and Technology Center as we share missions in the use of distributed data. The CIC also plans to work collaboratively with the Peoria (located just 50 miles from Macomb) and Springfield Hubs on shared priorities related to startup businesses, as well as the needs of rural communities in supporting the healthcare systems, manufacturing and agriculture sectors, and educational enterprises that drive the Peoria and central Illinois economies.

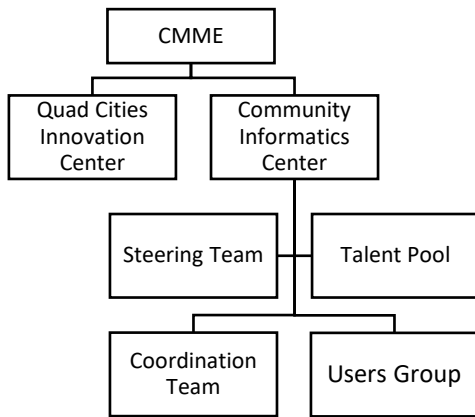
These collaborations build upon existing collaborations. The IIRA, as part of the CIC, already collaborates extensively with University of Illinois (UI) Extension. For example, the IIRA director recently presented research on rural economic development at an UI Extension local government webinar. UI Extension works with IIRA to host the annual Midwest Community Development Institute. The IIRA has also worked with UI Extension on EDA-funded flood impact studies. The IIN will enhance the already robust relationship between the CIC, IIRA, and UI Extension.

- 1.5. QCIC and WIU will advocate for the value of higher education at state and federal levels. President Thomas (and all other Illinois public university presidents and chancellors) endorsed *Illinois Prosper* legislation. This and other QCIC actions will advance the \$473 million annual economic impact of WIU to its 16-county service region and Illinois public higher education's \$1.2 billion annual economic impact.

2. How will you manage the capital project following completion?

2.1. *What resources are available to you to run the facility following completion?*

- 2.1.1. Leadership and Staffing: The Senior Vice President (SVP) will serve as the Hub Leader for Western Illinois University. The Director of the Illinois Institute for Rural Affairs will chair CIC and form a Steering Team to oversee Center actions. Membership will be inclusive of Center participants, including student participants.



As part of CMME, CIC will be permanently staffed by students, faculty, and staff from IIRA. The IIRA Director will appoint administrative and web support staff to support CIC.

CIC will have a Coordination Team (CT), comprised of students, representatives from each of the QCIC partners, and representatives from the Quad Cities Hub. There will also be a Users Group for capital projects as described in Section 2.2.1, following the same inclusive representation used in CIT.

The CIC, QCIC, CT, and UG will be supported by a Talent Pool. This includes nine programs and services that help to advance goals and priorities of CMME. The talent pool initially includes the Western Illinois University Board of Trustees, Administrative Services, the Center for the Application of Information Technologies, the Center for Innovation in Teaching and Research, the Geographic Information Systems Center, the Office of Sponsored Projects, University Legal Counsel, University Libraries, and University Technology (described in Sections 6.1.2 of the CIC submission).

The Talent Pool also includes university-wide expertise and participation from members of Westerns colleges: [Arts and Sciences](#), [Business and Technology](#), [Education and Human Services](#), and [Fine Arts and Communication](#). The Talent Pool will be expanded through commitments of QCIC partners and the needs of the Center evolve.

2.1.2.Funding: Operational funding will be established on reallocations from a base of \$1.1 million, or the total of IIRA’s annual appropriated budget. Grant funding related to CIC will also be applied.

2.2. *Who is responsible for oversight of the capital project as well as management of the space once completed?*

2.2.1.WIU’s CIO will oversee technological deployment. The IIRA Director will be responsible for all other project aspects. A Users Group with representation from CIC students, faculty, staff and partners will advise the Director and CIO to ensure technological and program planning, design, and delivery meets intended needs.

2.3. *What experience do the leaders of the capital project bring to the table?*

2.3.1.Dr. Christopher (Chris) Merrett is Director and Professor in the Illinois Institute for Rural Affairs. As IIRA director, he oversees a university-based research, outreach, teaching, and policy development unit comprised of 20 community development faculty and professionals.

2.3.2.Dr. Merrett serves on the Governor’s Rural Affairs Council (a CIC partner), is current Chairperson of Rural Partners, and has raised over \$9 million in external grant funding to support community and economic development outreach and research. His research focuses on cooperatives and community development and he co-edited two books on this topic: *A Cooperative Approach to Local Economic Development* (2001) and *Cooperatives and Local Development: Theory and Applications for the 21st Century* (2003).

2.3.3. Dr. Merrett has also published in a range of journals on topics including value-added agriculture, cooperatives, rural land use, social justice, and rural community and economic development. He received his Ph.D. in Geography from the University of Iowa, with a focus on regional development and international trade.

2.3.4. Ms. Rebecca Slater serves as WIU's Chief Information Officer, and previously served as the Director of University Technology-User Support Services. She also brings a wealth of experience from the private sector, working as the information security officer at Memorial Health System (Springfield, IL) and at the Federal Reserve Bank of St. Louis, as a business continuity coordinator, project manager, and an information security application analyst.

2.3.5. In their CIC capacities, the CIC Leaders will report to the WIU Hub leader. The qualifications of Senior Vice Rives were highlighted in Section 2.3 of the QCIC proposal. Dr. Rives also supervised University technology for four years before WIU hired a CIO.

3. What are the outcomes of your capital project impact your community?

3.1. *Economic impact to the region.*

3.1.1. The CIC region is the State of Illinois, with emphasis on rural counties. As a unit, IIRA has received 92% of the grants applied for which it applied, served 120 Peace Corps Fellows, worked with 242 rural communities (delivering 1,142 presentations and 2,353 training programs), which resulted in 2,762 jobs created or retained, and provided access to over \$16.6 million in debt and equity financing for small businesses.

3.1.2. By deploying technology in rural communities, CIC outcomes will exponentiate. A recent publication from Economics Discussion cites a meta analysis from Austrian Economist Joseph Schumpeter which indicated that "Technology can be regarded as primary source in economic development and the various technological changes contribute significantly in the development of underdeveloped countries...Inventions and innovations have been largely responsible for rapid economic growth in developed countries." Leading economist Robert Solow estimates technological change accounts for 2/3rds of growth in the U.S. economy.

3.1.3. CIC will coordinate the measuring and reporting on new CIC-related businesses attracted, jobs created/retained, and the overall rankings and individual variables contained in Policom's *National Economic Strength Rankings* prepared annually by the Brookings Institute for (e.g., earnings, per capita income).

3.1.4. IIRA has a strong tradition of serving students. It has 20 student workers, engaged 120 Peace Corps Fellows, and currently serves 18 students in the M.A. in Community and Economic Development program. CIC will coordinate student enrollment reporting in community and economic development programs, the number of new articulation agreements (with high schools, community colleges, and other postsecondary institutions) and degrees conferred in academic disciplines related to CIC. This, along with the reporting identified in Section 3.1.3, provides transparency and accountability for CIC.

3.2. *Will the project target underserved communities?*

Yes. The Governors Executive Order establishing the Illinois Institute for Affairs identifies its service area for 76 Illinois counties that have no municipalities with population higher than 50,000, or in rural areas with populations under 25,000. With Illinois Extension and other CIC partners, the program will serve all 102 Illinois counties, from Adams to Woodford-and all points between.

To further serve underserved communities, CIC technical deployment and operation will follow WIU's policy on *Procurements from Businesses Owned by Minorities, Women and Persons with a Disability*. All CIC members who are aware of any businesses owned by minorities, females, or persons with disabilities will be asked to direct those firms to WIU's Purchasing Office for assistance in becoming certified with the State of Illinois and having their names placed on the CMS vendor list.

Compliance with this policy is essential. Western Illinois University is subject to the Illinois Procurement Code for the purchase of goods and services. This law requires that purchase transactions exceeding defined amounts for professional services and the purchase of goods and other services are based on formal competitive procedures.

3.3. *Will the project provide unique services to your community?*

3.3.1. IIRA and Illinois Extension have outstanding track records in serving Illinois communities. To build upon these successes, CIC will focus on those communities that do not use or minimally use data analytics, visualization, and artificial intelligence to improve economies, communities, and the overall quality of life in rural Illinois and beyond. The result of these efforts includes streamlined and enhanced community and municipal planning and reporting, job creation and retention, and larger per capita incomes.

3.4. *How will students engage with the capital project?*

3.4.1. Students will serve on the CIC Coordination and Implementation Team, and the CIC Users Group, as defined in Sections 2.1.1 and 2.1.2.

3.4.2. Students enrolled at partner institutions (including undergraduate student workers, graduate assistants, AmeriCorps, Peace Corps Fellows, and Volunteer In Service To America participants) will have opportunities to complete courses, independent studies, internships, masters theses, and service learning assignments through CIC.

4. How will the project allow for collaboration across the state?

4.1. *Is there a component that will allow for collaboration with other IIN hubs?*

4.1.1. Yes. Examples were provided in Section 1.4, and empirically-based planning is a universal tool of community and economic development that can apply to all IIN Hubs.

4.1.2. Additionally, CIC looks forward to:

4.1.2.1. Expanding resource sharing (e.g., course availability, internship, and cooperative education opportunities, etc.) to promote student engagement in the Hub's mission. IIRA is working with SIU-Carbondale to host a student conference promoting the cooperative business model to drive small town economic innovation. Resource sharing is vital as [unemployment](#) is above 10% in 75 Illinois rural communities.

- 4.1.2.2. Hosting IIN students, faculty, and staff with interests in community and economic development.
 - 4.1.2.3. Partnering in shared grants with IIN Hubs.
 - 4.1.2.4. Exploring other partnership opportunities expressed by IIN members.
 - 4.1.2.5. Following the DPI model by offering free CIC access to IIN partners in need of space for IIN purposes.
- 4.2. *Is there a vision for this project to connect with the Discovery Partners Institute?*
- 4.2.1. Yes. All items discussed in Section 4.1.2 apply equally to the DPI.
 - 4.2.2. Moreover, there is a symbiotic relationship between urban and rural development. The success of rural supply chains (e.g., agriculture, manufacturing, wind energies, biodiesel and alternative fuels) impact urban economies. Likewise, high-tech solutions used in urban communities benefit rural communities.
- 4.3. *Describe other means of collaboration whether with community, community colleges, etc.*
- 4.3.1. CIC will expand existing and build new partnerships with local economic development agencies and small businesses by introducing new methodologies that specialize in business cultivation and employer recruitment and retention.
 - 4.3.2. CIC will increase partnerships with municipal governments and other local agencies in grant funding. IIRA collaborates with 242 communities, and numerous state agencies and nonprofit organizations (e.g. Rural Partners) to receive state funding and engage in project collaboration. Since 1990, IIRA has received 92% of the grants for which it has applied.
 - 4.3.3. By working across the state, CIC looks for opportunities to build articulation agreements with high schools, community colleges, and other four-year institutions.

5. Project Budget

- 5.1. *How will you fund operations following completion of the capital project?*
- 5.1.1. Technology hardware and software purchased through the grant and used by CIC will be maintained and replaced by University Technology. Community end users are responsible for costs associated with their hardware, software, and internet connectivity.
 - 5.1.2. Operating and personal services costs associated with running CIC will be a relocation of staff time and resources from the Illinois Institute of Rural Affairs and University Technology budgets.
 - 5.1.3. CIC will use donor and grant funding received that relate to the express purposes of CIC.
 - 5.1.4. Future CIC capital funding requests will be made through WIU budgeting processes, grants, and external donations.

5.2. *If you requested more than \$1 million in capital funding, can your project be rolled out in stages requiring less funding initially to get started?*

5.2.1. Not Applicable. CIC's request is \$1.0 million for technological hardware and software.

5.2.2. *If so, what is the minimum amount of funding that would be adequate to begin the first stage of your project?*

6. Partnerships and/or matching funds

6.1. *Have you identified partnerships for your projects? If so, please describe and include a brief, but detailed description of how the partners plan to be involved with your project.*

6.1.1. Yes. CIC is built on 10 WIU offices and programs and the Governor's Rural Affairs Council. CIC will reach out to potential new partners (e.g., Spoon River College, other IIN Hubs, DPI) if funded. Through CIC, there is an established client base for Hub members (described below) to have an immediate and sustainable impact on rural community and economic development.

6.1.1.1. **Illinois Institute for Rural Affairs (IIRA)** By Governor's Executive Order, IIRA serves as the academic clearinghouse for rural development data and initiatives, coordinates rural development initiatives through the Office of the Lieutenant Governor, and cooperates with the Governors Rural Affairs Council to produce an Annual Report on the State of the Rural Economy, assessing rural economic indicators and making recommendations to the Governor and General Assembly.

6.1.1.2. **IIRA**, as part of CIC, is supported by state appropriated funding and external grants totaling \$2.4 million. As illustrated below, funding will support community and economic development through the:

6.1.1.3. **Illinois Value Added Sustainable Center** helps community-owned businesses start up and grow, with emphasis on service sustainable providers (e.g., grocers, agriculture, local foods, and renewable energy). Center funds include a \$200,000 USDA Rural Development Grant, a \$10,000 National Renewable Energy Laboratory (US Department of Energy) grant, and just received a \$75,000 Google Impact Challenge grant (placing in the top 4% of all 241 grant applications received). This Center will collaborate with NIU on local foods initiatives.

6.1.1.4. **MAPPING Program** provides strategic visioning and planning process for rural communities to create a long-range vision for the economic development of their community and a plan of action for achieving it. Program funds include a \$160,000 Illinois Department of Commerce and Economic Opportunity (DCEO) grant, and a \$35,000 AmeriCorps VISTA grant. This program frequently works with UI Extension and Northern Illinois University.

6.1.1.5. **Peace Corps Fellows (PCF)** serve an eleven-month internship in a rural community, leading local development projects, such as: downtown revitalization, business retention and expansion, tourism development, health education, volunteer management, and disaster preparedness. Fellows build local capacity, mobilize people, and make sustainable progress. Program funds include a \$125,000 AmeriCorps grant and a \$75,000 USDA Rural Business Development Grant. UI Extension hosts Peace Corps Fellows and serves as advisors to PCF students.

- 6.1.1.6. **Illinois Procurement Technical Assistance Center** assists employers in applying for government contracts. Local, state and federal governments purchase more than \$500 billion in goods and services from small businesses annually. Program funds include a \$140,000 DCEO grant.
- 6.1.1.7. **Rural Economic Technical Assistance Center** offers economic and fiscal impact studies, business marketing and feasibility studies, pooled retail trade programs, and business retention and expansion services. This program is supported by contracts, including a recent \$25,000 Illinois Corn Marketing Board economic impact.
- 6.1.1.8. **Small Business Development Center** and **International Trade Center** assists small businesses in the areas of feasibility, business planning, funding, and international growth opportunities. These programs are funded through a \$340,000 DCEO grant. This program has worked with UI Extension on business pitch (Shark Tank) competitions and other economic development initiatives.
- 6.1.1.9. **The Governor’s Rural Affairs Council (GRAC)** was founded in 1986 by *Executive Order* to serve as a link between state and local agencies to improve the delivery of State of Illinois services, support innovative rural development initiatives, and to recommend programs and policies to help improve the quality of rural life in Illinois. GRAC membership is displayed below

- | | |
|--|--|
| <ul style="list-style-type: none"> • Department on Aging • Department of Agriculture • Department of Commerce and Economic Opportunity • Department of Employment Security • Department of Human Services • Department of Natural Resources • Department of Public Health • Department of Transportation • Environmental Protection Agency • Community College Board | <ul style="list-style-type: none"> • State Board of Education • University of Illinois Cooperative Extension Service • Housing Development Authority • Southern Illinois University • Illinois Institute for Rural Affairs • Illinois Finance Authority • Illinois Agricultural Association • Rural Partners • Six Citizens appointed by the Governor |
|--|--|

6.1.2. Work of CMME and all its component parts will be supported by a Talent Pool contributing expertise and assistance to the QCIC and CIC, and their corresponding Coordination Teams and Users Groups. The Talent Pool will expand as CMME members contribute and the needs of CMME continue to evolve. The current nine members include representation from the:

6.1.2.1. **Western Illinois University Board of Trustees** will receive reports of all CMME (QCIC and CIC) purchases between \$100,000 and \$500,000 and approve those expenditures above \$500,000 at quarterly meetings. The Board will also receive regularly scheduled CMME, IIN, and DPU updates from the Senior Vice President for Strategic Planning and Initiatives.

6.1.2.2. **Administrative Services**, the Office of the Vice President for Administrative Services is responsible for obtaining all required approvals contracted services in advance of service delivery. New contracts also engage **University Legal Counsel**. (perhaps procurement should be listed here too)

6.1.2.3. **Center for the Application of Information Technologies (CAIT)** was established as an Illinois Board of Higher Education-approved Center, and provides innovative and practical technology solutions, technical consulting, and sound e-learning to state agencies, educational institutions, businesses, public agencies, and nonprofit organizations.

Since 1996, CAIT has worked on a variety of online systems for a broad range of clients including Fortune 500 corporations, non-profits, and governmental agencies. All of CAIT's developments use responsive web design techniques, and deliver content in compliance with the web accessibility needs defined in the *Illinois Information Technology Accessibility Act*. CAIT will bring statewide and national leadership to the CIC and QCIC.

- CAIT is one of the top two providers nationally in selling digital test preparation materials for the GED examination.
- The Center developed i-Pathways to support distance learning curriculum and classroom instruction. It has been used by tens of thousands of students across the nation, and is currently being deployed statewide in the Illinois Department of Corrections after a six-month pilot in seven institutions. This is the first time an Internet-based curriculum resource has been deployed by the Illinois Department of Corrections.
- CAIT at the request of its clients and in response to state legislation and regulation developed a mandated reporter system. Clients currently using the system include Illinois Department of Children and Family Services, Pennsylvania State University, Mandated Reporter Child and Family Services Agency of Washington D.C., the University of Arkansas, and Louisiana Department of Children and Family Services Mandated Reporter training

6.1.2.4. **Center for Innovation in Teaching and Research** provides professional development opportunities and resources supporting research development, and application-linking scholars with similar research agendas across the University. Supporting these efforts, **University Libraries** maintains a searchable University Authors database supporting customized queries, resources, and referrals.

- 6.1.2.5. **University Libraries** provides research assistance, hosts regional archives, and is a Federal Repository. The libraries house an extensive collection and offer online database access to thousands of academic journals and publications. University Libraries has two specialized branch libraries for music and curriculum.
- 6.1.2.6. **Geographic Information System (GIS) Center** completes GIS and GPS work for federal, state and local entities, partners with WIU faculty members on research projects, provides hands-on GIS and GPS training for Western Illinois University students, and responds to state emergencies. For example, in December 2018, the GIS Center Director and students were deployed in Taylorville, Illinois, to conduct drone, real-time assessment of tornadic damage; 100 homes were damaged in the community of nearly 11,000 people. Most recently, the GIS Center created maps of warming centers across the state to assist with the record-low temperatures. GIS applications will be applied in the CIC and QCIC.
- 6.1.2.7. **Sponsored Projects** provides comprehensive support services to the University community for the successful submission and administration of externally sponsored projects, which includes full compliance with external sponsoring agency guidelines.
- 6.1.2.8. **University Technology** provide secure, reliable and high-speed technological infrastructure; an efficient, effective operations environment; integrated information management solutions, and other high-quality, timely services.

6.2. *Do you have proposed matching funds? If so, please describe.*

6.2.1. Not for CIC capital funding associated with technological deployment.

6.2.2. However, CIC operations and personnel will be funded by reallocation of staff time.

7. Do you anticipate any conflicts or concerns with your projects?

7.1. *Is operation funding a concern?*

7.1.1. There are no conflicts of interest with this project.

7.1.2. There are no concerns with this project. It facilitates reduced costs and eliminates duplication of expenditures between project partners.

7.2. *Experience level with leadership overseeing project?*

7.2.1. Qualifications for the Leadership Team for this project were discussed in Section 2.1. In addition to the information provided in this Section, the Senior Vice President for Strategic Planning and Initiatives who serves as WIU's Hub Leader and QCIC Co-Chair has experience managing budgets as large as \$220 million, currently oversees the WIU-QC campus budget, is the Chief Operating Officer for WIU-QC, and is responsible for strategic planning and initiatives on both WIU campuses.

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

March 29, 2019

Resolution No. 19.3/8 Calendar Year 2020 Board Meeting Schedule

Resolution:

WHEREAS Western Illinois University is subject to the requirements of 110 ILCS 690/ which states: “Meetings of the Board shall be held at least once each quarter on the campus of Western Illinois University...;” and,

WHEREAS the Vice Presidents, Budget Director, Board Treasurer, University Attorney, Institutional Research and Planning Director, Equal Opportunity and Access Director, Internal Auditor, Alumni Director and the Assistant to the President for Governmental Relations were consulted regarding the State of Illinois, IBHE and Board of Trustees deadlines and regulations:

THEREFORE be it resolved that the Board of Trustees approves the following meeting dates for calendar year 2020:

March 26-27, 2020 – WIU, Macomb

June 11-12, 2020 – WIU, Quad Cities

October 8-9, 2020 – WIU, Macomb

December 17-18, 2020 – WIU, Macomb

July 2020 Board Retreat date and location will be determined by the Board after the 2019 Retreat