Western Illinois University

EQUITY PLAN
May 2024

Welcome to the Equity Plan for Western Illinois University.

This plan was created to provide additional structure to the justice, inclusion, diversity, and equity work being done at Western Illinois University.

Congratulations and thanks are given to the diverse group of students, faculty, staff and community members who made up the Anti-Racism Task Force for their work in creating this document.

Our thanks are also given to the students, staff, and faculty members on the Macomb, Quad Cities and online campuses for completing the Campus Climate Surveys, which provide additional insight into the needs of the community.

Although this Equity Plan is presented as a guide for the WIU community, please note that this plan is a living document, that will continue to be updated and parts will change to reflect the changing realities and needs of the day.

The Equity Plan will help to guide practices and ensure that the values for the creating and maintaining of an equity-minded community are promoted and upheld.

Dr. Lorette Oden
Co-Chair, Anti-Racism Task Force
Dean, Centennial Honors College
Professor – Department of Health Sciences and Social Work
Equity Plan Contact for WIU

Carl Ervin
Co-Chair, Anti-Racism Task Force
Director, Office of Justice, Inclusion, Diversity, and Equity
Equity Plan Contact for WIU

Overview of Western Illinois University

WIU Quick Facts (Fall 2022-2023)

- **Total Enrollment:** Undergraduate 5,186 (67.0%), Graduate 2,278 (29.8%), Non-Degree 179 (2.3%)

- **Undergraduate Enrollment Intensity:** Full-Time 4,468 (86.2%)/ Part-Time 718 (13.8%)

- **Undergraduate Enrollment Type:** Dual Credit (Non-Degree) 113, First-time Undergraduate 1,074 (20.7%), New Transfers 630 (12.1%), Continuing Students 3,482 (67.1%)

- **Transfer type (New Transfers):** Illinois Community College 350 (55.6%), Other 280 (44.4%)

- **Undergraduate Gender:** Female-2,955 (57.0%), Male-2,231 (43.0%)

- **Average Age Undergraduate** – 23.0, <25 - 83.8%; 25+ 16.2%

- **Average Age Graduate** – 31.2, <25 – 32.3%; 25+ 67.7%

- **Veterans:** 328 (4.3%)

- **Pell Recipients:** 2,282 (44.0%)

- **MAP Recipients:** 2,299 (44.3%)

- **Urbanicity/Rurality Undergraduate:** Rural 26.3%, Urban 73.7%

- **Undergraduate Residency:** Illinois Residents 4,408 (85.0%), Domestic Non-IL 680 (13.1%), International 98 (1.9%)

Source: IBHE IHEIS Fall Enrollment Collection 2022-2023

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Source: IBHE Equity Plan and Practices Framework Baseline Plan

b. Indicate how often campus climate surveys or assessments are administered and when the most recent climate assessment was completed. If an assessment has not yet been undertaken or is underway, indicate when it will be completed, and data analyzed.

c. Summarize the key findings of the campus climate assessment that will inform your Equity Plan and Practices.

V. Policies, Strategies, Services, & Practices: Based on the data analysis, campus climate assessment, evaluation of any current programs/services, outline an integrated, holistic plan of research- or practice-informed policies, services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups. Include strategies to close gaps in enrollment, persistence, advancement, completion, and student loan repayment rates. Describe the connection between the analysis, the research, and the strategy chosen.

a. Outline curricular or pedagogical changes, academic support, student support (including basic needs), faculty /staff diversity efforts, financial assistance (and increasing awareness of financial assistance available), policy, or other changes to be implemented.

b. Include a timeline for implementation with appropriate milestones.

c. Identify approaches to assess near-term and long-term outcomes of the strategies. Include data and metrics that will be collected and reviewed.

d. Describe the institution's approach to the development of the equity plan, including efforts taken to ensure all staff including but not limited to, faculty, student, executive leadership, institutional committees, staff, students, administrative personnel, and transfer coordinators, participated in the design of this plan and how feedback and buy-in at all levels occurred.

e. Describe the relationship of this equity plan to other institutional plans (e.g., institution strategic plan, enrollment management plans, other DEIA plans).

f. Describe the intuition's plans.to solicit ongoing feedback and how information will be shared with staff, students, and faculty as well as the community.

II. INTRODUCTION

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A. Institution Vision of Diversity, Equity, Inclusion, and Accessibility

1. Adopted Institution Diversity, Equity, Inclusion, and Accessibility Statements

WIU's Commitment to Diversity, Equity, Inclusion and Anti-Racism

Western Illinois University fosters respect, equity, and inclusion for all students, faculty, and staff. WIU is committed to anti-racism, anti-oppression, equity, social justice, and diversity. We value inclusion as a core value and as an essential element of Western's public service mission.

WIU embraces individual uniqueness and a culture of inclusion that supports broad and specific diversity initiatives. Western believes in the educational and institutional benefits of diversity in society as integral to the success of all individuals.

At WIU, we will:

- Maintain a safe and secure environment for all members of our University communities.
- Educate and empower students, staff, and faculty to be social justice advocates.
- Provide curricula, programs, training, resources, and environments that reflect and strengthen the diversity of our communities, and to elevate cultural awareness and understanding.
- Ensure fair, equitable, and inclusive access to University facilities, programs, resources, and services.
- Create inclusive and equitable policies and practices.
- Diversify the University's workforce by assessing hiring practices to attract, retain, and develop talented staff and faculty from diverse backgrounds.
- Address intergroup disparities through areas as representation, retention, learning outcomes, and graduation rates.
- Create a University-wide diversity plan to ensure a continued commitment to anti-racism, anti-oppression, equity, social justice, and diversity.

2. Adopted Institution Mission, Vision, Value Statements

Our Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

Our Mission

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

Our Core Values

Academic Excellence
Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. WIU's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. Western is committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity
Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth
Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility
Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

3. ***Other institutional statements and goals that support DEIA efforts (such as College, Division, or support areas)***

Below are a sample of the large number and wide range of statements and goals that support DEIA efforts that can be found across WIU.

- Student Government Association
  The SGA Constitution and Bylaws - Diversity, Equity and Inclusion Statement
  https://wiu.presence.io/organization/student-government-association-sga/documents

- Office of the Provost and Academic Vice President
  Diversity is a priority at Western Illinois University.
  https://www.wiu.edu/provost/diversity.php

- University Diversity Council
  The UDC is a working group and serves in an advisory capacity to the president of
  Western Illinois University on issues regarding diversity, equity and inclusion
  https://www.wiu.edu/faculty_senate/committees/wiu_councils_committees/diversity.php

- Black Faculty and Staff Council
  The BFSC is dedicated to improving the quality of the Black experience at WIU by
  fostering an inclusive campus climate. We are committed to establishing a proactive
  environment that is sensitive to the issues and concerns that Black faculty, staff and
  students face including issues related to recruitment, retention, graduation, and
  promotion
  https://www.wiu.edu/jide/bfsc.php

- University Committee on Sexual Orientation Gender Identity and Expression
  UCOSOGIE's mission is to design policies that promote the fair treatment and
  acceptance of all sexual orientations and gender identities and that reduce or eliminate
  acts of homophobia and heterosexism at WIU, to ensure that those policies are being
  implemented.
  https://www.wiu.edu/equal_opportunity_and_access/ucoso/

- Discrimination, Harassment and Sexual Misconduct Policy
  For all Faculty, Students, Employees and Third-Parties
  https://www.wiu.edu/policies/dhsm.php
  COMPLETE POLICY: https://www.wiu.edu/policies/docs/WIU-D_H_SM-Policy.pdf

- Policies on Services for Students with Disabilities
  For all Faculty, Students, Employees and Third-Parties
  https://www.wiu.edu/policies/disability.php

- The Lesbian Gay, Bi-Sexual, Trans*, Queer/Questioning, Asexual/Ally Resource Center
  The LGBT*QA Resource Center offers a welcoming and inclusive environment for people
  of all sexualities and gender identities/expressions. It also serves as a connection to
  resources, support, education, programming and advocacy.
  https://www.wiu.edu/student_success/mcc/lgbtqa/

B. Institutional Vision for Equity

Western Illinois University is committed to providing a world class education for all students. We will achieve this by:

1. Fostering inclusion by identifying and removing institutional obstacles and equity gaps that often prevent access and limit the achievements of marginalized(underrepresented) students.
2. Encouraging genuine and direct engagement of faculty and staff in the shared responsibility of student success.
3. Developing a culture of collaboration, caring, and a community that is reflective of the diversity of our students, faculty and staff.
4. Identifying and providing each student with the resources needed to achieve their personal and academic goals regardless of their race, ethnicity, sexual orientation, economic backgrounds, and membership in a protected class.
5. Granting opportunities to participate in educational experiences that will challenge creativity, foster innovation, and create ethical leaders within the campus community.
6. Promoting our core values: *academic excellence, educational opportunities, personal growth*, and *social responsibility*.
7. Taking into account the different and disparate backgrounds of our university community and actively working to address historical injustices and achieve equity.

III. ANALYZE DATA

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Assess the equity gaps for Black, Latino, low-income, adult, rural students, students with disabilities, and other underrepresented groups, as identified in 110 ILCS 205/9.16.

A. ***IBHE/ICCB will provide data on current gaps and five-year trends in enrollment, persistence, advancement, completion, and student loan repayment rates, as collected statewide.***

General Characteristics of WIU

Public universities nationally overall experienced an enrollment decline from 2019 to 2023. There has been a slight improvement in the Fall 2023-2024 academic years. Western Illinois University also experienced similar enrollment trends (Table 1). Since 2013 WIU has experienced approximately a 50% decline in undergraduate student enrollment, which included a 37% decline in enrollment of African Americans and 21% decline for Latinos (Tables 15, 16 and 35).

Overall the diversity of the student body at WIU has increased in this timeframe as the reduction in the number of African American and Latino students was not as steep as the overall

enrollment decline. Among the public universities in the state of Illinois WIU has just over 4% of all enrollments. Nevertheless, WIU contributes to a larger share of the educational diversity of the state with 6.6% of the African American enrollments and completions for Fall 2023-2024 (Table 23). The completion rates for Latinos (52%) at WIU have narrowed in recent years compared to the rates for White students (around 61%), with the largest narrowing of the gap occurring for Latino males (54%) (Tables 37- 42).

Not only does WIU rank third among public universities in Illinois for the number of female undergraduate students enrolled at 59%, (Table 3), it is also ranked above the state average for the number of adult undergraduate students enrolled at 16.2% (Table 4). Approximately 86% of the adult learners at WIU are full-time students (Table 5).

More than 50% of the new freshmen are from underrepresented groups (38% African American, 13% Latino, 1% Asian, 2.6% International /Not Reported) (Table 10). Of the incoming freshmen to WIU in the Fall of AY 2022–2023, 45.5% had GPAs of 3.5 and above (Table 13).

State-wide Illinois public universities have seen a decline in low-income undergraduate student enrollment (Table 43). WIU has experienced a similar decline. However, low-income students account for a slightly larger proportion of the university's overall enrollment (Table 45). Of the Pell and MAP recipients at WIU approximately 35% are African American students and 16% are Latino (Table 44).

B. *Provide any additional relevant institution-specific data that you analyzed.*

RETENTION

Connections Mapping Overview

Connections Mapping represents one of Western Illinois University's efforts to identify students who may benefit from extra support early in the semester. While countless factors contribute to student success, the Connections Mapping initiative provides valuable insight into student trends and how we can best support those who may be in danger of not retaining to Western Illinois University. By identifying student connections to campus compared to other decisions students make during their first weeks of the semester, we have determined students at risk earlier in the semester to intentionally provide one-on-one follow-up and campus resources.

Data related to decisions students make during the first 5-weeks of the semester is compiled and used to identify connections to Western Illinois University, the community, and other students. Connections Mapping occurs before any formal academic outcomes are provided, like early warning grades or end-of-semester grade-point averages. By collecting information earlier and identifying students of concern, we hope to intervene before it is too late in the semester.

Data collected and utilized for our Connections Mapping process includes:

- Event Attendance
- Meal Plan Usage
- Use of Handshake Career Platform
- Western Online Use
- Registered Student Organization Activity
- Student Recreation Center Use
- Tutoring Support Service Use
- University Writing Center Use
- University Housing and Dining Reporting
- Student Conduct Interaction
- Use of Text Resources and Support

Data is compiled, and students are assigned a status of "high," "mild," or "low" concern. Connections Mapping has proven to be a strong indicator of early warning grades, end-of-semester grade point averages, and student retention for spring and fall semesters.

The goal once concern levels are identified through Connections Mapping is to have a meaningful intervention with students related to their needs. Our hope is to connect students to Western Illinois University.

All students need and receive timely updates about resources throughout the semester. We hope for all students who are identified as "mild" or "high" concern to have some type of conversation with someone at the University to discuss their progress, connection to campus, and how to find success.

The following represents the fall 2023 connections mapping breakdown by race for students with freshman class status.

Fall 2023 Freshman Status Connection Mapping By Race

Race	Count	Percent of Group
UNKNOWN	34	
Low	23	67.6%
Mild	8	23.5%
High	3	8.8%
2 OR MORE	49	
Low	27	55.1%
Mild	14	28.6%
High	8	16.3%
AMERICAN INDIAN	2	
Low		
Mild	1	50.0%
High	1	50.0%
ASIAN	18	
Low	8	44.4%
Mild	9	50.0%
High	1	5.6%
BLACK	489	
Low	212	43.4%
Mild	164	33.5%
High	113	23.1%
HISPANIC	165	
Low	83	50.3%
Mild	57	34.5%
High	25	15.2%
OTHER	21	
Low	13	61.9%
Mild	7	33.3%
High	1	4.8%
PACIFIC ISLANDER	2	
Low	1	50.0%
Mild	1	50.0%
High		
WHITE	484	
Low	273	56.4%
Mild	166	34.3%
High	45	9.3%
Total	1264	

Connections Mapping Data Summary

Our Connections Mapping Process notes our students of color are more likely to be identified as 'high' concern, meaning they are connected and using WIU resource and support networks less frequently than their white counterparts.

When diving deeper into the individual data sets making up Connections Mapping, trends also indicate our under-supported students are less involved and connected to campus. For example, Resident Assistants in University Housing and Dining Services report 35.6% of our black students with first-year status are not connected, compared to 13% of our white students by the 5th week of the fall semester. When we look at event attendance in the first five weeks of the fall semester, 33.9% of white freshman-status students did not attend any events, compared to 37.6% of our Hispanic student population.

EdSights / Rocky Bot Overview

EdSights is a bot tool combining institutional information and resources with logic and conversational text messaging ability. Using an SMS chatbot, students can text questions and get responses 24 hours a day. The tool also allows for campaigns to be sent focused on registration, new student initiatives, etc. The tool collects real-time, non-cognitive data from students about their college experience and uses this information to connect them to the right resources at the right time.

The following represents the fall 2023 EdSights risk levels and use levels breakdown by race for students with freshman class status.

Fall 2023 Freshman Status EdSights Level by Race

Race	Count	Percent of Group
UNKNOWN	34	
LOW_RISK	11	32.4%
MEDIUM_RISK	2	5.9%
HIGH_RISK		
No EdSights Use	5	14.7%
NOT_APPLICABLE	16	47.1%
2 OR MORE	49	
LOW_RISK	21	42.9%
MEDIUM_RISK	2	4.1%
HIGH_RISK	2	4.1%
No EdSights Use	1	2.0%
NOT_APPLICABLE	23	46.9%
AMERICAN INDIAN	2	
LOW_RISK	1	50.0%
MEDIUM_RISK		
HIGH_RISK		
No EdSights Use		
NOT_APPLICABLE	1	50.0%
ASIAN	18	
LOW_RISK	7	38.9%
MEDIUM_RISK		
HIGH_RISK	1	5.6%
No EdSights Use	1	5.6%
NOT_APPLICABLE	9	50.0%
BLACK	489	
LOW_RISK	162	33.1%
MEDIUM_RISK	26	5.3%
HIGH_RISK	11	2.2%
No EdSights Use	50	10.2%
NOT_APPLICABLE	240	49.1%
HISPANIC	165	
LOW_RISK	75	45.5%
MEDIUM_RISK	7	4.2%
HIGH_RISK	3	1.8%
No EdSights Use	11	6.7%
NOT_APPLICABLE	69	41.8%
OTHER	21	
LOW_RISK	6	28.6%
MEDIUM_RISK		
HIGH_RISK		

No EdSights Use	10	47.6%
NOT_APPLICABLE	5	23.8%
PACIFIC ISLANDER	2	
LOW_RISK	1	50.0%
MEDIUM_RISK		
HIGH_RISK		
No EdSights Use		
NOT_APPLICABLE	1	50.0%
WHITE	484	
LOW_RISK	197	40.7%
MEDIUM_RISK	33	6.8%
HIGH_RISK	15	3.1%
No EdSights Use	17	3.5%
NOT_APPLICABLE	222	45.9%
Total	1264	

EdSights Data Summary

EdSights data focused on our Rocky Chat bot gives us insight into student use of the platform. Students can text Rocky questions 24 hours a day, seven days a week. Rocky also does proactive outreach to students who can respond. Rocky then takes that information to develop a risk level.

We can see above that 89.8% of our black students were using Rocky in some form, 93.3% of Hispanic students were using Rocky, and 96.5% of white students were using Rocky by the 5th week of the fall semester. Last year, Rocky answered over 25,000 questions from students.

By November 1st of the fall 2023 semester, we saw use continue to enhance with an under-supported student population. When looking just at freshman use on November 1st, 2023, our black students are engaged with EdSights at a 61% rate (black females, 66%, black males, 53%), Hispanic students engage at a 65% rate (Hispanic females 65%, Hispanic males 65%) and White students at a 65% rate. When we look at all undergraduate students, overall, 58% of black students engage, 54% of Hispanic students engage, and 47% of white students engage.

Early Warning Grades

Each semester, instructors submit early warning grade information to alert students to their current grades in courses. The following data highlights the information submitted for students with freshman status for the fall 2023. Data only reflects if faculty submitted information.

Fall 2023 Early Warning Grades by Race

Early Warning Grade	Count	
Unknown	34	
No	15	
Yes	19	55.9%
2 OR MORE	49	
No	17	
Yes	32	65.3%
AMERICAN INDIAN	2	
No	1	
Yes	1	50.0%
ASIAN	18	
No	10	
Yes	8	44.4%
BLACK	489	
No	93	
Yes	396	81.0%
HISPANIC	165	
No	69	
Yes	96	58.2%
OTHER	21	

No	17	
Yes	4	19.0%
PACIFIC ISLANDER	**2**	
No	2	
WHITE	**484**	
No	272	
Yes	212	43.8%
Total	**1264**	

Early Warning Grades Summary

81% of our Black students with freshman status received at least one early warning grade in the fall of 2023. This is higher than their white counterparts at 43.8%. 58.2% of our Hispanic freshman students received some form of early warning grade.

Academic Activity Reporting

To meet Title IV compliance and ensure students are establishing eligibility for federal student aid, instructors are asked to complete verification of academic activity for courses. This process benefits both the Office of Financial Aid for compliance with Federal Student Aid and our retention efforts.

For students who were reported as not starting academic activity, both the Office of Financial Aid and the Student Outreach and Support Office reach out via email and calls.

The following represents the fall 2023 academic activity report breakdown by race for students with freshman class status. Please note these would be each reported instance, so one student would have multiple entries from faculty depending on the number of courses they were enrolled.

Fall 2023 Academic Activity Report by Race

FRESHMAN	**6873**	
2 OR MORE	**300**	
BEGAN	202	
DID NOT BEGIN	5	1.7%

NOT REPORTED	93	
AMERICAN INDIAN	**10**	
BEGAN	6	
DID NOT BEGIN		0.0%
NOT REPORTED	4	
ASIAN	**90**	
BEGAN	54	
DID NOT BEGIN		0.0%
NOT REPORTED	36	
BLACK	**2531**	
BEGAN	1569	
DID NOT BEGIN	78	3.1%
NOT REPORTED	884	
HISPANIC	**887**	
BEGAN	554	
DID NOT BEGIN	13	1.5%
NOT REPORTED	320	
OTHER	**110**	
BEGAN	72	
DID NOT BEGIN	1	0.9%
NOT REPORTED	37	
PACIFIC ISLANDER	**11**	
BEGAN	7	
DID NOT BEGIN	1	9.1%
NOT REPORTED	3	
WHITE	**2745**	
BEGAN	1809	
DID NOT BEGIN	23	0.8%
NOT REPORTED	913	
(blank)	**189**	
BEGAN	129	
DID NOT BEGIN	1	0.5%
NOT REPORTED	59	

Academic Activity Report Summary

Academic activity reporting shows a clear difference between our white, Hispanic, and Black student populations who did not begin coursework. When looking at what instructors submitted, 3.1% of our freshman-status students had not started coursework compared to 1.5% of Hispanic students and 0.8% of our white student population.

Withdrawal Form

WIU requests that students complete a Withdrawal Form so that the university may better understand the reasons for the students' departure, address concerns and increase retention. The results of the 2022-2023 and 2023-2024 are found on the following [spreadsheet](#).

Policy / Practice Updates

Over the past few years, Western Illinois University has aimed to review policies and practices that may negatively impact our under-supported population disproportionality. While this process is ongoing, below are some highlights of some of the focuses over the past couple of years.

Reach Program

Our alternative admission program, the Reach Program, serves a significant number of under-supported students. We have updated the Reach agreement to allow greater participation in campus events and groups, like fraternity and sorority life. Previously, students in the Reach program were discouraged from being active on campus in their first year. A review of this practice and policy proved counterproductive to up-to-date research and student support knowledge.

NPHC

In order to continue to support student connection, involvement, and activities, Fraternity and Sorority Life within the Office of Student Engagement is working with student leadership from our Black Greek Letter Organizations on the redevelopment and implementation of a National Pan-Hellenic Council here at Western Illinois University.

Reporting Concerns

To streamline the process for reporting concerns to the University, wiu.edu/report was developed as a one-stop page for reporting safety, equity, or student concerns.

Chicago Public Schools

Through financial support through a grant from the Chicago College Compact, our Outreach and Retention Office has implemented an incentive program to encourage positive academic behavior of our current first-year students who are alums of Chicago public schools. This focus allows students to earn small micro-financial support throughout the semester for completing tasks like meeting with their instructors, adding tutoring, etc. Additionally, the grant via the Chicago College Compact will allow WIU to host mini-retreats for incoming alums of Chicago Public Schools to become exposed to Western Illinois University and Macomb before starting classes in the fall.

TRIO SSS Application

The Division of Student Success and representatives from Academic Affairs and Institutional Research and Planning have created a small team to work with McAlister and Quinn on developing a TRIO Student Support Services (SSS) Grant. The team is collecting data and

completing the initial project assessment with McAlister and Quinn to assess WIU's readiness and ability to compete in the grant process.

University Retention Initiative Plan

A copy of the University Retention Initiative Plan can be found [here](). The plan details equity considerations and impacts throughout outlined action items. A reinvestment in the plan will occur with new campus leadership now in place in key roles.

STUDENTS WITH DISABILITIES

Disability Resources

Overview

The role of Disability Resources in the SDSC is to facilitate equal access to University classes, programs, and activities for students with disabilities. Because access is a shared University responsibility, the SDSC serves as a resource for faculty, staff and administrators on creating accessible and inclusive environments.

While WIU is committed to access and inclusion, it is not possible to anticipate all barriers that might exist for individuals with disabilities. Therefore, the SDSC is the campus department designated by the University to work with students through an interactive process to determine disability and hear requests for reasonable accommodations.

Mission

A commitment to equity, social justice and diversity is embedded in the values of Western Illinois University. We recognize disability as a naturally occurring aspect of the diversity of life that is integral to society and to the campus community. To that end, the Student Development and Success Center partners with the University community to create environments that are usable, equitable, inclusive and sustainable.   We promote awareness and access through training, partnerships, innovative programs and accommodations.

Disability Resources and Student Development

Academic year 2020-2021

- Total students
    - 572
- Gender:
    - Male 194
    - Female 378
- Race/Ethnicity
    - Not completed 9
    - WHITE 322
    - BLACK 125
    - HISPANIC 71
    - ASIAN 4
    - AMERICAN INDIAN 2

- o OTHER 12
- o PACIFIC ISLANDER 2
- o 2 OR MORE 25

Academic year 2021-2022

- Total students
  - o 573
- Gender
  - o Male 186
  - o Female 387
- Race/Ethnicity
  - o Not completed 7
  - o WHITE 331
  - o BLACK 125
  - o HISPANIC 72
  - o ASIAN 4
  - o OTHER 14
  - o PACIFIC ISLANDER 1
  - o 2 OR MORE 19

Academic year 2022-2023

- Total students
  - o 621
- Gender
  - o Male 196
  - o Female 425
- Race/Ethnicity
  - o Not completed 6
  - o WHITE 348
  - o BLACK 150
  - o HISPANIC 74
  - o ASIAN 6
  - o AMERICAN INDIAN 1
  - o OTHER 14
  - o 2 OR MORE 22

LEATHERNECK CARE REFERRAL

Overview

Leatherneck Care Referral

Western Illinois University is committed to the emotional and physical well-being of all students, as well as their academic success. The Leatherneck Care Referral program offers an easy-to-use tool to share nonemergency-related concerns about student behaviors and potential barriers to

success. Staff from the Student Development and Success Center lead the coordination of the Leatherneck Care Referral program and are trained to assist.

Any individual connected with the Western Illinois University community is welcome to submit a Leatherneck Care Referral. Upon submission, the referrer will receive an email receipt confirming the referral, which indicates staff will activate a coordinated response to support the student or students involved.

If a concern involves an immediate safety risk to self or others, individuals are instructed to call 911 or the Office of Public Safety at 309-298-1949. Leatherneck Care Referrals are for nonemergency-related concerns only.

Student Development/Care Reporting

Academic year 2020-2021

- Total number of care cases 697
- Gender
  - Female 403
  - Male 250
  - No response 44
- Race/Ethnicity
  - Unknown 52
  - 2 or More 30
  - Asian 18
  - American Indian 1
  - Black 194
  - Hispanic 77
  - Other 12
  - Pacific Islander 0
  - White 313

Academic year 2021-2022

- Total number of care cases 1059
- Gender
  - Female 660
  - Male 351
  - No response 48
- Race/Ethnicity
  - Unknown 55
  - 2 or More 37
  - Asian 19
  - American Indian 1
  - Black 342
  - Hispanic 106
  - Other 35
  - Pacific Islander 1
  - White 463

Academic year 2022-2023

- Total number of care cases
    - 1470
- Gender
    - Female 971
    - Male 453
    - No response 46
- Race/Ethnicity
    - Unknown 71
    - 2 or More 54
    - Asian 13
    - American Indian 1
    - Black 527
    - Hispanic 176
    - Other 38
    - Pacific Islander 3
    - White 587

When the Student Development and Success Center receives a care report a graduate student or staff member calls the student. If we do not reach them, we send a text message and an email. If after three attempts of calling, texting, and emailing the student, we do not make contact the case is closed as non-responsive. A new case is created for subsequent reports. SDSC speaks to many different constituency groups about how to identify a student in distress and how this may manifest. We encourage reporting through the Leatherneck Care Referral process. SDSC continues to work closely with Student Rights and Responsibilities about how to address certain behaviors (ie- through conduct, care, or both). These processes can be going concurrently.

C. *Use IBHE/ICCB data and additional institutional data provided from Parts A and B above to identify gaps to be addressed.*

The completion rates for African American and Latino students largely remained unchanged since 2013 (Table 20). During the 2021-2022 timeframe, there was a slight decline in completion rates which may have been partly due to the change in instructional delivery modes prompted by the COVID-19 pandemic. The teaching delivery modes have since mostly returned in-person. The completion rates beyond 2022 will be monitored to evaluate the need for deeper interventions.

The retention and advancement rates of African American freshmen at WIU are lower than those at a majority of Illinois Public Universities (Table 29). The completion rate at WIU for African American males (31%) is the lowest compared with White students (around 60%) and African American females (37%) (Table 30). Although these numbers are low, the percentage who graduate within six years is near the statewide median for African Americans who start as freshmen (Table 31).

There has been a downward trend in the retention and advancement of African American transfer students at WIU compared to the statewide averages (Table 32). Transfer students from Illinois community colleges show a large advancement gap for African American students compared to their White counterparts (Table 33). There is no retention gap between these groups. WIU's graduation rate of African American transfer students is below the statewide median (Table 34).

The retention and advancement rates of Latino freshmen at WIU experienced a recent decline starting in 2020-2022 which has led to WIU falling below state-wide averages (Table 36-pg 39). This decline may be partly explained by the influence of COVID-19 on the educational experience of students which included several challenges. Students were faced with learning how to navigate their social environment, engage both inside and outside of the classroom, and access and transition from in-person learning to online instructional technologies.

The graduation rate at WIU for Latino freshmen is currently above the state median (Table 39-page 41). However, the university remains committed to narrowing the gap and achieving higher graduation rates for Latino students.

There remains room for improvement in completion rates for WIU's African American and Latino student groups. Section III.E of this plan lists the efforts being implemented to address this gap.

D. *Identify major barriers in policy and practices that have led to equity gaps for each group identified above.*

A review of university policies as noted in the Policies Review Document identifies areas for improvement. The overwhelming majority of policies did not appear to contribute to equity gaps. The policies

University Policies
https://www.wiu.edu/policies/#D

Policies Review Document
https://docs.google.com/spreadsheets/d/1VpyLxUUqQF3Msbnx3iLlqeC3VyIfVSU8L6Ed8fmPYvY/edit#gid=0

E. *Assess programs, efforts, curricular, or pedagogical changes that have been implemented to address the equity gaps and their outcomes. Describe any "lessons learned" that inform this plan and the practices/policies recommended.*

A retention initiative team was created in the Fall of 2020. Retention, equity gaps, and barriers to success were addressed by this campus-wide initiative.

Retention Initiative Plan

The Retention Initiative generated programs, efforts and changes that added to the resources and assistance that is available to students and to the faculty and staff committed to their success.

Among the changes are the following:

- More in-person contacts with students
- Early warning grade reporting timeline was revised to occur earlier than in the past.
- Increased monitoring of academic progress through more frequent meetings with academic advisors.
- A chatbot was developed to provide 24 hour assistance to students, faculty and staff.
- Departments are required to conduct student learning assessments and submit the results as well as impact statements to the university assessment committee. The impact statement requires faculty to identify and describe any modifications they have made in their courses to assist students who have met and those who have not met the assessment objectives. This assessment occurs during each academic semester.
- Greater engagement of student organizations such as the Black Student Association, the NAACP-WIU Student Chapter, Latin American Student Organization, Unity (LGBTQ+) among others, in planning events, providing feedback and assisting in the fostering of a supportive and inclusive campus.
- The Student Success Center offers peer mentors, student ambassadors, tutors, academic support, social support, and mental health resources.
- The Leatherneck Care Referral Program was initiated to assist students in need.
- The Scholarship application process has been simplified by the creation of a scholarship portal that provides access to all of the available scholarships through a single application. Students who meet the eligibility criteria for specific scholarships are entered into the review process for those scholarships.

The university is continuously evaluating and making changes to enhance the effectiveness of the initiatives. This is and will remain an ongoing process of improvement based upon the lessons learned. We will review the new practices with the intention of improving justice, inclusion, diversity, and equity initiatives at WIU.

Based upon the data obtained and utilized for this equity plan, it is recommended that the university identify resources to better assist the growing number of low-income students and underrepresented students at the university. Such resources have the potential to increase the the retention, advancement, and completion rates of WIU students. The university obtaining such initiatives may decrease and close the gaps that currently exist in retention, persistence, advancement and completion.

IV. ASSESS CLIMATE (Campus Climate Surveys)

_____

A. *Describe the institution's methods or approaches used to assess the campus climate and culture, including the campus community's perceptions and experiences of diversity, equity, belonging, inclusion and other relevant factors. This must include describing the institution's process for engagement with, at a minimum, staff, faculty, students-including those who are minorities, from marginalized and underrepresented populations, low-income, rural, are individuals with disabilities, adult students, other underrepresented backgrounds. The institution may also include processes to engage local perspectives of key partners providing services to minority, marginalized, and underrepresented populations. Partners may include but are not limited to education, community, policy makers, and employers. Examples of methods or approaches used may include formal campus climate surveys, online surveys, focus groups, etc. Institutions should consider accessibility to ensure inclusion of all minority, marginalized, and underrepresented populations.*

Information found in Section III. B.

B. *Indicate how often campus climate surveys or assessments are administered and when the most recent climate assessment was completed. If an assessment has not yet been undertaken or is underway, indicate when it will be completed, and data analyzed.*

Campus climate surveys will be administered every two years. The most recent survey was completed in the May 2023 spring semester.

C. *Summarize the key findings of the campus climate assessment that will inform your Equity Plan and Practices.*

During the spring 2023 semester Campus Climate Surveys were administered to faculty, staff and students. Survey results were shared and discussed with various constituency groups during town hall meetings. Selected results can be found in the link below.

Spring 2023 Selected Climate Survey Findings

V. POLICIES, STRATEGIES, SERVICES, & PRACTICES

_____

Based on the data analysis, campus climate assessment, and evaluation of any current programs/services, outline an integrated, holistic plan of research- or practice-informed policies,

services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups. Include strategies to close gaps in enrollment, persistence, advancement, completion, and student loan repayment rates. Describe the connection between the analysis, the research, and the strategy chosen.

A. *Outline curricular or pedagogical changes, academic support, student support (including basic needs), faculty /staff diversity efforts, financial assistance (and increasing awareness of financial assistance available), policy, or other changes to be implemented.*

Financial support for Faculty/Staff

https://www.wiu.edu/human_resources/benefits/index.php

https://www.wiu.edu/facultytravel/

https://www.wiu.edu/human_resources/civil_service_handbook/b.php#book

- WIU Employees may be eligible to waive up to 6 credit hours at WIU or any other State of Illinois school.
- Children of employees at any Illinois public university that have been employed for at least 7 cumulative years at 50% or more may receive a waiver for 50% off tuition at WIU or any other State of Illinois school.
- Children of employees employed at 50% or greater may receive the Double Room Waiver at WIU only. There is no minimum length of time of employment required for the room waiver.
- WIU retirees are able to waive 3 credit hours per semester at WIU.
- Children of a WIU Retired employee can receive the 50% Tuition Waiver. The Retiree must have been employed by the University for at least seven cumulative years.
- WIU employees receive a discount to the Macomb YMCA.
- Beginning July 1, 2014, employees are eligible to receive a maximum $200.00 rebate toward the cost of an approved weight-loss program once every three plan years.
- Members and their enrolled dependents are eligible to receive a maximum $200.00 rebate upon completion of an approved Smoking Cessation Program.
- State of Illinois employees have access to many types of discounts through our insurance providers.
- Employees who adopt children are eligible for reimbursement of adoption expenses up to $1500.00 through the Adoption Benefit Program.
- The State offers Flexible spending accounts administered by ConnectYourCare. The advantage of these programs are the tax savings, as they are pre-taxed dollars set aside from your payroll to use for the appropriate account.
- WIU employees enrolled in one of the University health plans, receive the vision coverage at no extra cost.
- The Provost Award for Faculty Travel provides financial assistance to Unit A (tenure/tenure track) faculty who will be presenting scholarly/professional activities at professional conferences or meetings and to encourage continued publication of active research and support invited performances in the creative arts.

- The Provost Award for Associate Faculty and Academic Support Professional (ASP) Travel has been established to provide financial assistance to Unit B faculty and ASPs who will be presenting scholarly/professional activities at professional conferences or meetings and to encourage continued publication of active research and support invited performances in the creative arts. The Unit B Awards can also be used to support faculty or ASP for professional development and/or training. Thus, unlike the Unit A awards, the Unit B Awards can be used to provide financial assistance to Associate Faculty and ASPs who are attending or participating in a workshop or training, but are not presenting their scholarly or creative work.
- Book Awards for Civil Service Employees: Five recipients are chosen at random from Civil Service employees actively enrolled at WIU each semester. These awards are subsidized by the Civil Service Award Fund, a WIU foundation fund initiated and supported by employee contributions.

  Hiring

- Jobs are posted on WIU webpage, WIU social media, Chronicle of Higher Ed, Macomb Chamber of Commerce, and 8 diversity sites. HR can also request paid advertising of job listings at the expense of the department/office.
- In an effort to recruit and retain underrepresented minority faculty and administrative staff, the University has Competitive Benefits Plans, the Dual Career Retention and Recruitment Program, and the C.T. Vivian Teaching Scholars Program and Visiting Professor Programs. These initiatives are essential to positioning Western as a premier institution, to be noted for its excellence, richness, and vibrancy as it relates to a diverse faculty and administrative staff.

B. *Include a timeline for implementation with appropriate milestones.*
- Fall 2024 - Incorporate revisions to the Equity Plan from IBHE

  > Share the plan with WIU and surrounding communities

  > Implement the plan

- Spring 2025 - Review and conduct preliminary evaluation of the plan

- Spring 2025 - Conduct Climate Surveys (Faculty - including adjuncts, Students, and Staff)

- Fall 2025 - Analyze the data, compile a report, and share the data from the Climate Surveys

  > Revise and update the diversity and equity plan as needed

C. *Identify approaches to assess near-term and long-term outcomes of the strategies. Include data and metrics that will be collected and reviewed.*

Near-term Outcomes and Strategies

- Review enrollment of underrepresented first-year and transfer students during the fall semester
    - October 2024 - Share the data via community conversations (e.g., Faculty Senate, Civil Service, SGA, student organization, community, etc.) and posting on the ARTF webpage
- Review retention rate of fall semester underrepresented first-year students by race
    - March 2025 - Share the data via community conversations (e.g., Faculty Senate, Civil Service, SGA, student organization, community, etc.) and posting on the ARTF webpage
- Review the persistence rate of underrepresented transfer students
    - March 2025 - Share the data via community conversations (e.g., Faculty Senate, Civil Service, SGA, student organization, community, etc.) and posting on the ARTF webpage
- Conduct community conversations with various stakeholders
    - Identify specific topics to be addressed at the community conversations
    - October 2024 - Enrollment; adjusting to new campus environment; living in a rural community; student expectations and experiences; available services and resources; and other relevant topics
    - March 2025 - Share retention and persistence rates; obtain feedback on the strategies to support students; identify gaps in services and available resources (Goal - find out what is working well and how can we build upon that)

Long-term Outcomes and Strategies

- Update the plan based on the fall 2024 and spring 2025 community conversations, the climate survey results, and other relevant data and reports.

D. ***Describe the institution's approach to the development of the equity plan, including efforts taken to ensure all staff including but not limited to, faculty, student, executive leadership, institutional committees, staff, students, administrative personnel, and transfer coordinators, participated in the design of this plan and how feedback and buy-in at all levels occurred.***

The Anti-Racism Task Force (ARTF) was charged with developing a diversity plan and identifying anti-racism initiatives for the university. The efforts of the Task Force aim to complement and improve the work associated with justice, inclusion, diversity and equity at WIU. The ARTF is composed of faculty, staff, students and community members from a broad range of specialties and backgrounds. The Task Force developed a diversity plan for the university in 2023 and was later charged with expanding the plan to incorporate it into the WIU equity plan to be submitted to the IBHE in May 2024. The ARTF conducted three campus climate surveys for students, faculty and staff in spring 2023. Participants of the surveys included faculty, students, executive leadership, institutional committees, staff, administrative personnel, transfer coordinators and

others at all levels. This was followed with both designated and combined town hall meetings for staff, faculty, students and community members. During the town halls, survey data was shared and feedback was collected from the attendees.

Members of the ARTF also visited offices across the WIU campus to share and gather information as well as discuss issues relevant to DEI. Individuals representing diverse voices were also invited to attend and present their ideas at ARTF meetings. The work of the ARTF and the creation of an equity plan with the invitation for input was widely and repeatedly shared with the campus. Support for the plan flowed from the top as it was mentioned at the meetings of the Board of Trustees and repeatedly by the former university president, Dr. Guiyou Huang, who created the Anti-Racism Task Force and was a strong advocate for justice, inclusion, diversity and equity at the university.

The Anti-Racism Task Force (ARTF) membership represents a wide-range of constituencies and buy-in at all levels.

Anti-Racism Task Force and its subcommittees

- Access and Inclusion
  - Kishor Kapale (Chair), Professor/Chair - Physics
  - Carl Ervin, Director- Office of Justice, Inclusion, Diversity and Equity
  - Winter Unverzagt, Student - Vice President of DEI/ Student Government Association
- Curriculum
  - Rebekah Buchanan (Co-Chair), Professor – English
  - Jim LaPrad (co-Chair), Professor/Director – School of Education
  - Barry McCrary, Professor – Law Enforcement and Justice Administration
- Effective and Sustained Communication
  - Alisha Looney (Chair), Interim VP of Communications, Marketing, and Media Relations
  - Jeff Hamer, Community Member - City of Macomb Chief of Police
  - Ted Renner, Interim Director – Facilities Management
  - Derek Watts, Director- Public Safety
- Student Success and Retention
  - Tracy Davis (Co-Chair), Professor – Counselor Education
  - Tim Johnson (Co-Chair), Academic Advisor – University Advising and Academic Support
  - Merrill Cole, Professor – English
  - Fiifi Godwyll, Community Member
- Faculty and Staff Retention and Promotion
  - Lorette Oden (Chair), Professor/ Dean Centennial Honors College
  - Katy Valentin, Director – Multicultural Center
  - Andrea Henderson, Community Member

- PAST MEMBERS OF THE ARTF

- o Sterling Saddler, Assistant to the President for Diversity & Inclusion; Co-Chair ARTF
- o Devon Bradley, Student – Information Systems
- o Jalen Carlos, Student – Political Science
- o Ariahnna Hightower, Student - Vice President of DEI/ Student Government Association
- o Rob Jeter, WIU Head Men's Basketball Coach
- o Jerel Jones, Community Member - City of Macomb Chief of Police
- o Johna Lawens, Student – Student Affairs
- o Hector Maymi-Sugranes, Professor/Dean – University Libraries
- o Heather McIlvaine-Newsad, Professor - Sociology and Anthropology
- o Michelle Narvaez, Student – Art; Foreign Languages and Cultures
- o MaCherie Placide, Professor – Political Science
- o Curtis Pointer, Student – College Student Personnel
- o Darcie Shinberger, Assistant VP for University Communications and Marketing
- o Shaozhong Zhang, Assistant Professor - Chemistry

E. *Describe the relationship of this equity plan to other institutional plans (e.g., institution strategic plan, enrollment management plans, other DEIA plans).*

The equity plan expands the WIU Diversity Plan that was created and submitted to the WIU President and the WIU Board of Trustees in April 2023. The WIU Diversity Plan and this equity plan have the same goal, which is to provide additional structure to the justice, inclusion, diversity and equity work being done at Western Illinois University.

This equity plan ties directly with the institution's strategic plan [Higher Values in Higher Education 2022-2027](#) (HVHE) which was adopted in September of 2022.

The goal of the strategic plan that directly aligns with the equity plan is Goal 2: Advance Educational Opportunity, which aims to provide high-quality academic programs and learning communities to high-potential, diverse learners. Specific action items pertaining to the equity plan are HVHE Actions 1 through 5.

Action 1: Establish and implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps;

Action 2: Focus on quality and accessibility in every aspect of the institution, including the student's campus experience, classroom experience, and residential life experience;

Action 3: Engage in educational outreach and recruitment activities targeted to populations historically underrepresented in higher education;

Action 4: Advance affordability and decrease time-to-degree dates;

Action 5: Increase retention and graduation rates with focus on the opportunity gap.

This equity plan and other institutional plans, [integrated parallel plans](#), which includes the Enrollment Management Plan, the University Distinctiveness Plan, and the Retention Plan and others that contributed to the Higher Values in Higher Education 2022-2027 strategic plan. They

are on the same accord in regard to the importance of diversity, equity and inclusion in sustaining and moving the institution forward.

F. *Describe the institution's plans to solicit ongoing feedback and how information will be shared with staff, students, and faculty as well as the community.*

Diversity, equity, inclusion and closing the gaps in attainment are and will remain at the forefront of the university's priorities. The equity plan will be posted on a university web page with periodic invitations for the WIU community to review and provide feedback. There will be town hall meetings, campus climate surveys, programs, workshops, invited speakers, and reports to constituency groups such as, but not limited to, Faculty Senate, Student Government Association, Black Student Association, University Diversity Council, Black Faculty and Staff Council, University Committee on Sexual Orientation Gender Identity and Expression, Council of Administrative Personnel, and the Shared Community Action Group (a campus and city committee), and opportunities for public forums.

LIST OF TABLES

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The list of tables was copied from the document Assessing Equity in Illinois Higher Education. The page numbers listed with the pages are from the IBHE equity update.The tab

Illinois Board of Higher Education. (2024, March 1) *Assessing Equity in Illinois Higher Education*. [PowerPoint slides]. IBHE. www.ibhe.org

Table 1 - Page 2

Overall public university enrollment fell back to fall 2018-19 levels. Recently, small increase in undergraduate enrollment reversing several years of declines.

	Undergraduate	Graduate and Professional
Fall 2023-24	126,927	55,730
Fall 2022-23	126,589	57,173
Fall 2021-22	128,294	56,454
Fall 2020-21	129,512	53,074
Fall 2019-20	130,857	51,312
Fall 2018-19	133,232	49,315

■ Undergraduate   ■ Graduate and Professional

Source: IBHE FES I 2018-2022

Table 3 - Page 4
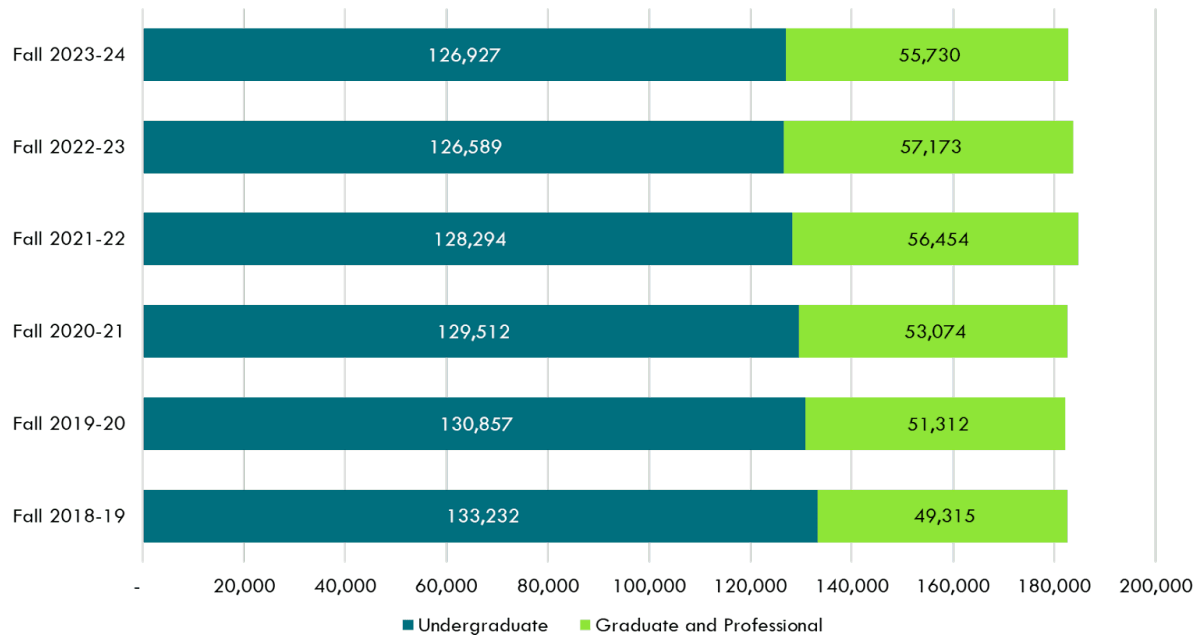
UIUC is the only public university with an undergraduate male majority. WIU serves the third highest proportion of female undergraduates at 59%.

Undergradates' Gender

	UIUC	SIUC	NIU	UIC	ISU	UIS	SIUE	EIU	NEIU	WIU	GSU	CSU	Total
Male	52.8%	48.6%	46.9%	46.5%	44.0%	44.0%	43.5%	42.7%	42.5%	41.3%	38.2%	31.0%	46.9%
Female	47.1%	51.1%	53.1%	53.2%	56.0%	55.5%	56.1%	57.3%	57.5%	58.7%	61.8%	68.9%	53.0%

■ Female ■ Male ■ Not Incidated/Other
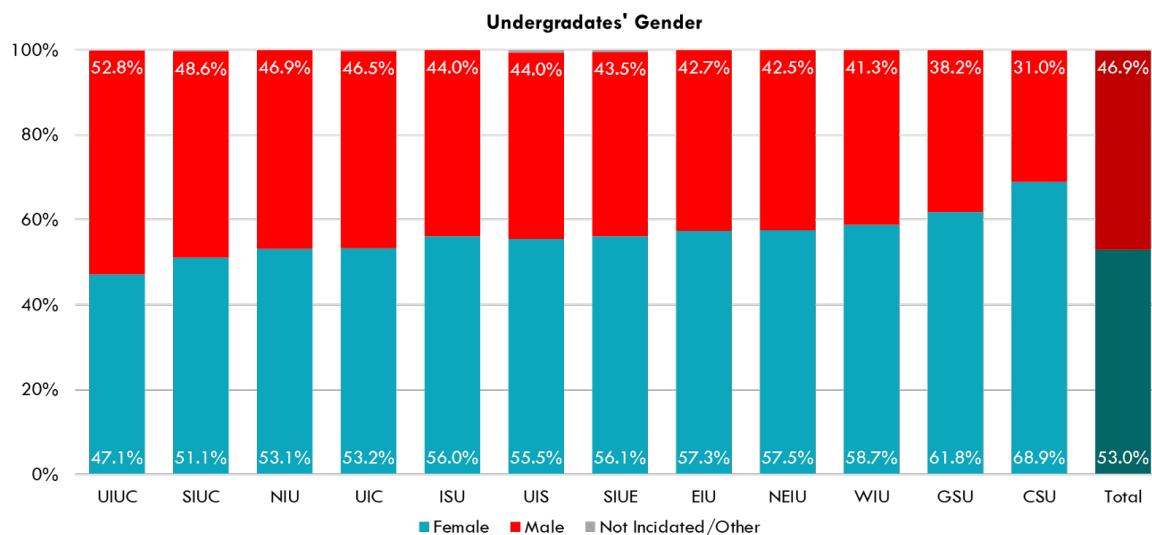
Source: IBHE FES I Supplemental AY2023-2024 | Percentages may not total 100% due to rounding

Table 4 - Page 5

Institutions like CSU, GSU, NEIU, and UIS have a largely adult undergraduate population – those over age 25. WIU is above the statewide numbers.
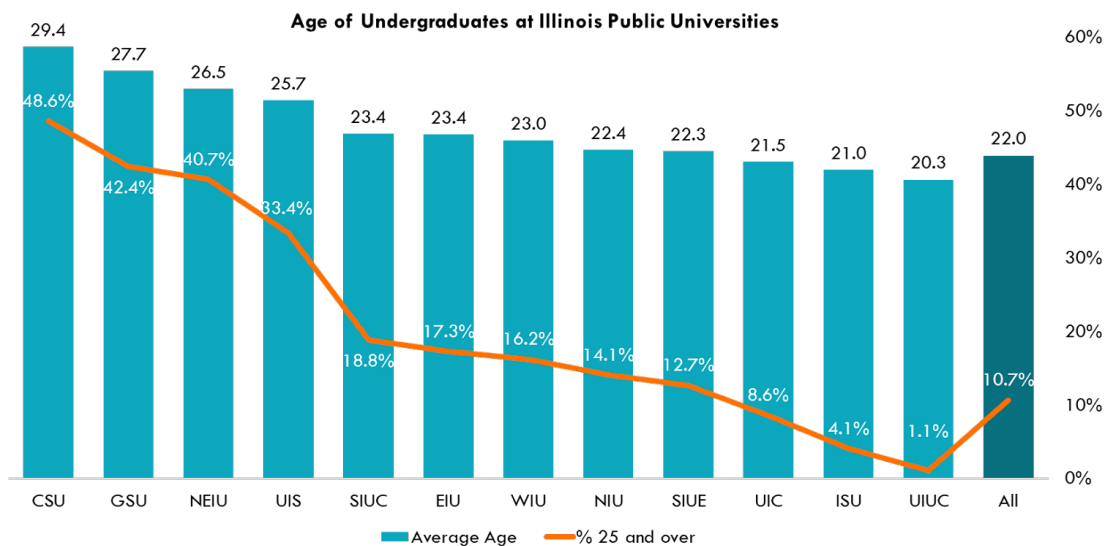
Age of Undergraduates at Illinois Public Universities

	CSU	GSU	NEIU	UIS	SIUC	EIU	WIU	NIU	SIUE	UIC	ISU	UIUC	All
Average Age	29.4	27.7	26.5	25.7	23.4	23.4	23.0	22.4	22.3	21.5	21.0	20.3	22.0
% 25 and over	48.6%	42.4%	40.7%	33.4%	18.8%	17.3%	16.2%	14.1%	12.7%	8.6%	4.1%	1.1%	10.7%

■ Average Age — % 25 and over

Source: IHEIS Fall Enrollment AY2022-2023 | Percentages may not total 100% due to rounding

Table 5 - Page 6

Institutions that serve large percentages of adult learners also have high proportions of students attending part-time. WIU is at 14% part-time.
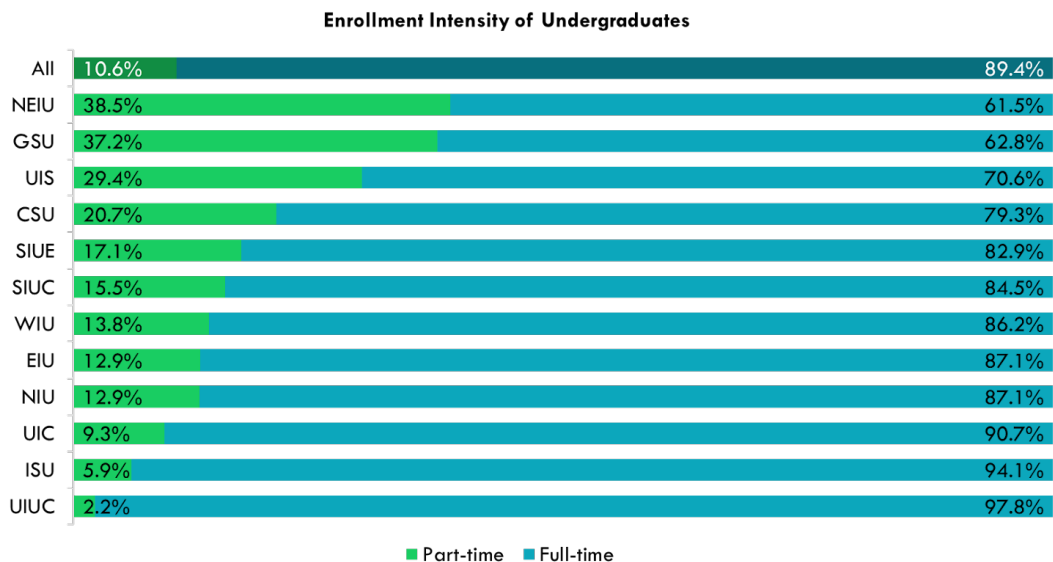
Enrollment Intensity of Undergraduates

Institution	Part-time	Full-time
All	10.6%	89.4%
NEIU	38.5%	61.5%
GSU	37.2%	62.8%
UIS	29.4%	70.6%
CSU	20.7%	79.3%
SIUE	17.1%	82.9%
SIUC	15.5%	84.5%
WIU	13.8%	86.2%
EIU	12.9%	87.1%
NIU	12.9%	87.1%
UIC	9.3%	90.7%
ISU	5.9%	94.1%
UIUC	2.2%	97.8%

■ Part-time ■ Full-time

Source: IHEIS Fall Enrollment AY 2022-2023 | Percentages may not total 100% due to rounding

Table 10 - Page 11

The race distribution of new transfers from Illinois community colleges to WIU varies from that of new freshmen and includes a higher proportion of whites and a lower proportion of African Americans.

Racial/Ethnic Distribution of New Full-Time Students

	African American	Latino	White	Asian	Other	International/Not Reported
New IL CC Transfers	11.5%	15.7%	69.3%			
New Freshmen	37.8%	13.0%	41.8%			

■ African American ■ Latino ■ White ■ Asian ■ Other ■ International/Not Reported
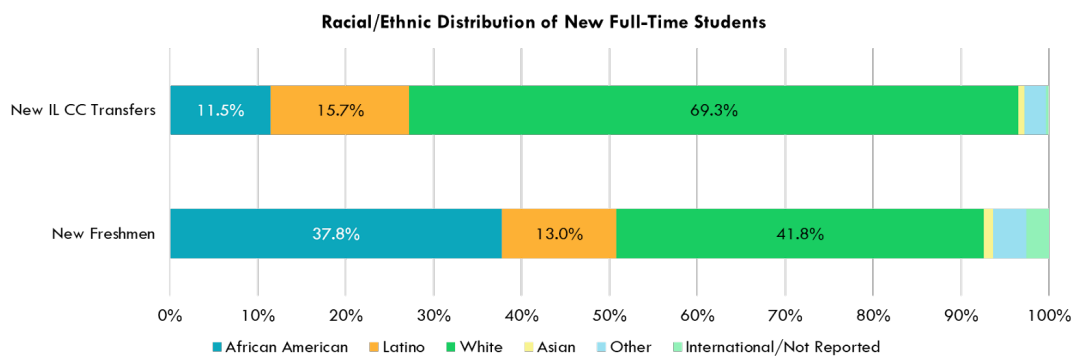
Source: IHEIS Fall Enrollment AY 2022-23—taken from IBHE's Transfer Dashboards IBHE | Transfer Enrollments

Table 13 - Page 14

At UIUC, nearly 90% of incoming freshmen had HS GPAs above 3.5, while 45% of freshmen at WIU did.

Source: IBHE IHEIS Fall Enrollment 2022-23
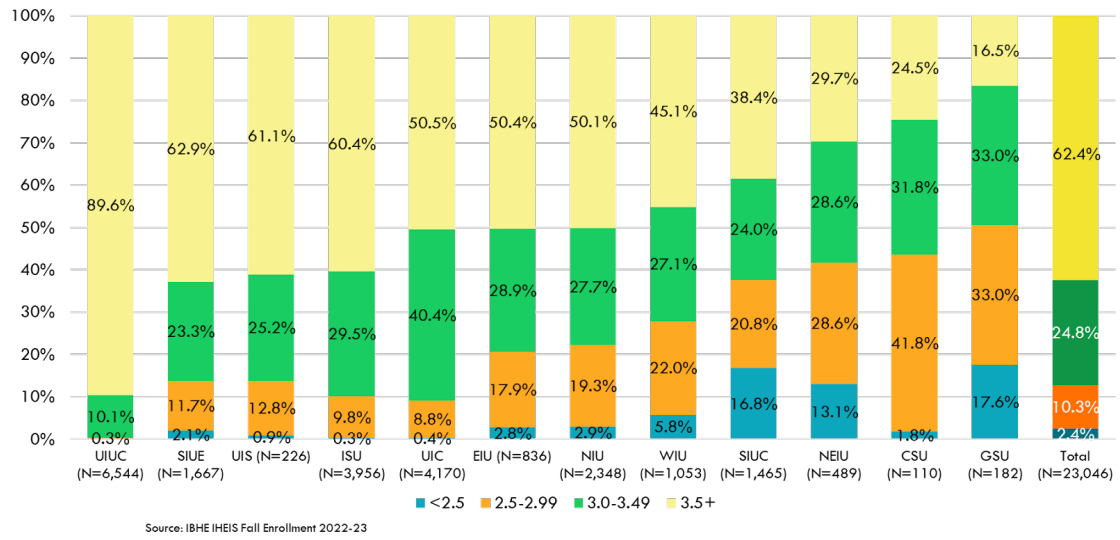
Table 15 - Page 16

Since 2013, undergraduate enrollment dropped by half with a 37% decline for African Americans and 21% decline for Latinos

Source: IPEDS Fall Enrollment Survey: 2013 to 2020 and IBHE Supplemental Fall Enrollment Collection 2021 to 2023-includes all undergraduate enrollment
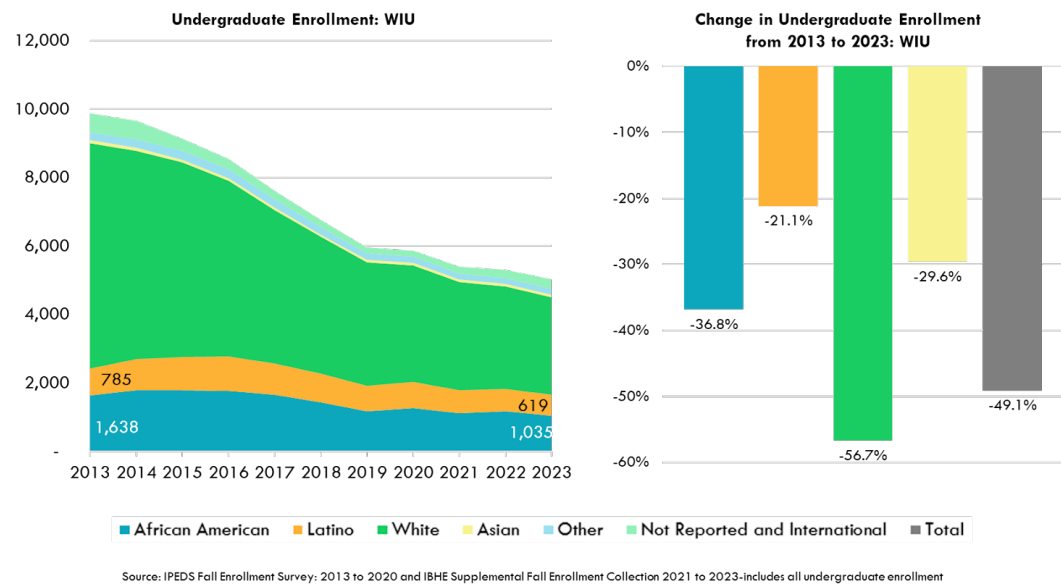
Table 17 - Page 18

While African American undergraduate enrollment dropped by 21.9% since 2013, three institutions increased, led by ISU.

African American Undergraduate Enrollment at Illinois Public Universities

Source: IPEDS Fall Enrollment Survey: 2013 to 2020 and IBHE Supplemental Fall Enrollment Collection 2021 to 2023 — includes all undergraduate enrollment
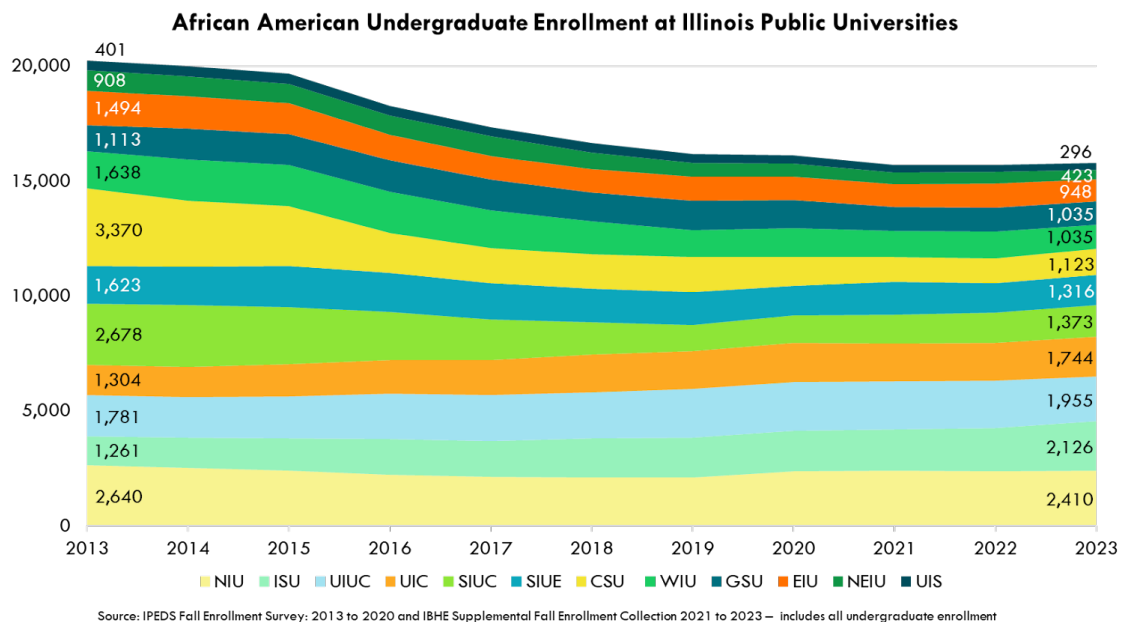
Table 18 - Page 19

Overall Latino enrollments increased by over 46% with variation across the public universities.

Change in Latino Undergraduate Enrollment: 2013 to 2023

Source: IPEDS Fall Enrollment Survey: 2013 to 2020 and IBHE Supplemental Fall Enrollment Collection 2021 to 2023-includes all undergraduate enrollment
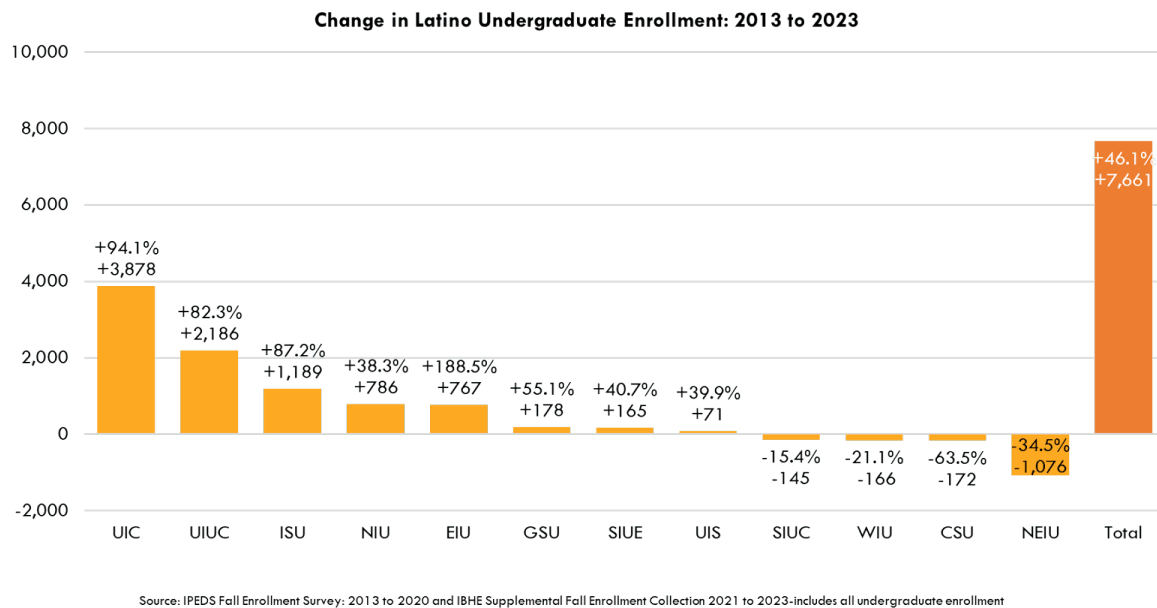
Table 20 - Page 21

Completions for African American and Latino students at WIU are like 2013 numbers, with a huge decline in white completions during that timeframe.

Undergraduate Completion Trends: WIU

Change in Completions 2013 to 2022: WIU

African American -2.4%
Latino -2.3%
White -56.7%
Asian -18.8%
Total -48.3%

128 … 125
207 … 202

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

■ African American ■ Latino ■ White ■ Asian ■ Other ■ Not Reported and International ■ Total

Source: IPEDS Completions Survey: 2013 to 2022
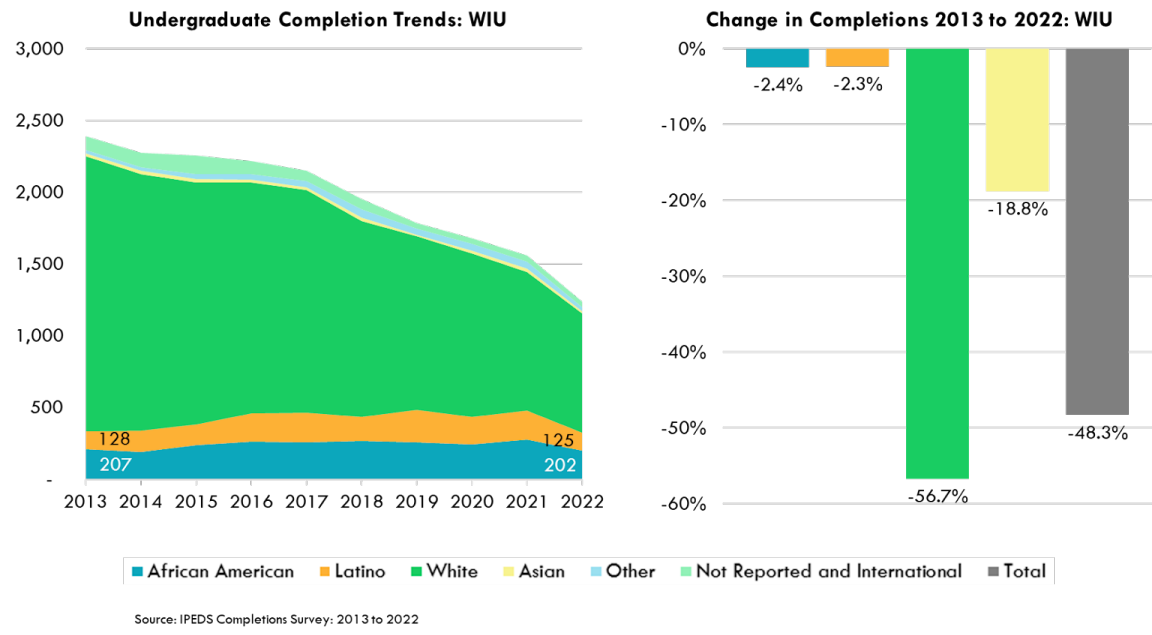
Table 21 - Page 22

African American completions are down by nearly 25% from 2013 with only five of the Illinois public universities experiencing increases

African American Undergraduate Completions: 2013 to 2022

2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

■ UIUC ■ UIC ■ NIU ■ ISU ■ SIUE ■ GSU ■ SIUC ■ CSU ■ WIU ■ EIU ■ NEIU ■ UIS

Source: IPEDS Completions Survey: 2013 to 2022-includes 1st and 2nd majors
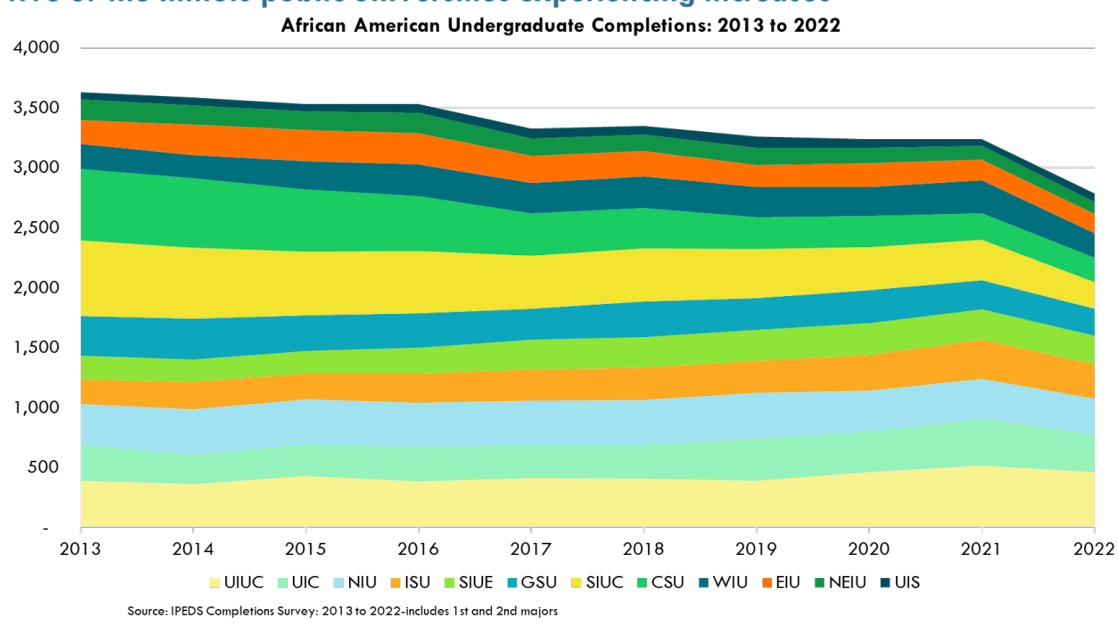
Table 23 - Page 24

WIU comprises 6.6% of public university African American enrollments and completions while representing just over 4% of all enrollments.

WIU Share of Undergraduate Enrollments by Race/Ethnicity: Fall 2023-24

Race/Ethnicity	Percentage
African American	6.6%
Latino	2.5%
White	5.0%
Asian	0.5%
Other	3.9%
Not Reported and International	2.6%
Total	4.0%

WIU Share of Undergraduate Completions by Race/Ethnicity: 2022

Race/Ethnicity	Percentage
African American	7.3%
Latino	2.4%
White	5.1%
Asian	0.4%
Other	2.7%
Not Reported and International	1.5%
Total	3.9%

Legend: ■ African American ■ Latino ■ White ■ Asian ■ Other ■ Not Reported and International ■ Total

Source: IBHE FES I AY 2023-24 Supplement, IPEDS Completions Survey: 2022

Table 27 - Page 29

African Americans have consistently comprised around one-fifth of undergraduate enrollments and WIU enrolls a much higher proportion relative to all Illinois Public Universities

African Americans as a % of WIU Undergraduates

Year	Percentage
2023	20.6%
2022	22.0%
2021	20.7%
2020	21.6%
2019	19.6%
2018	21.1%
2017	21.8%
2016	20.8%
2015	19.5%
2014	18.5%
2013	16.6%

As a % of Undergraduates

WIU: 2013 = 16.6%, 2023 = 20.6%
All IL Public Universities: 2013 = 13.9%, 2023 = 12.4%

Legend: ── WIU ── All IL Public Universities

Source: IPEDS Fall Enrollment Survey: 2013 to 2020 and IBHE Supplemental Fall Enrollment Collection 2021 to 2023-includes all undergraduate enrollment

Table 28 - Page 30

WIU retains and advances lower percentages of African American freshmen with large gaps.
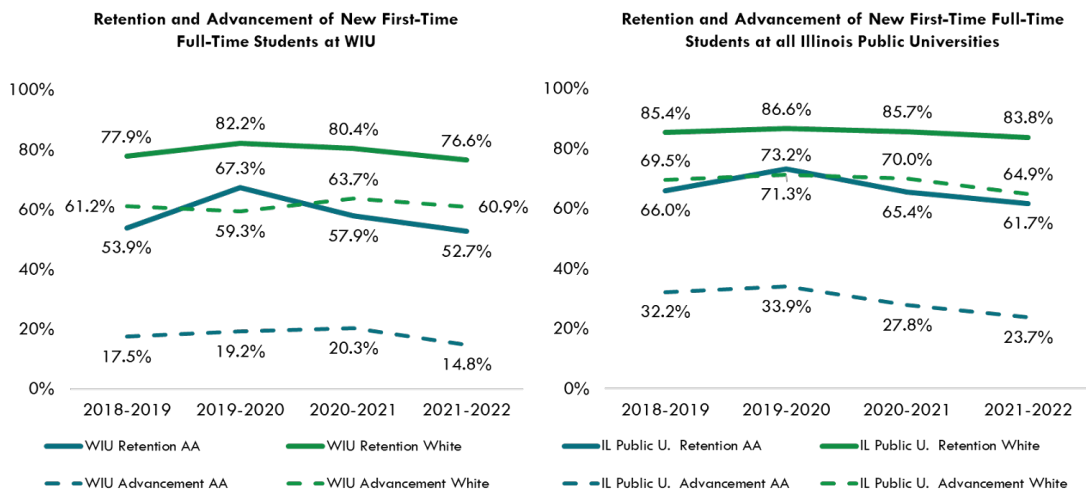
Retention and Advancement of New First-Time Full-Time Students at WIU

Legend:
- WIU Retention AA
- WIU Retention White
- WIU Advancement AA
- WIU Advancement White

Retention and Advancement of New First-Time Full-Time Students at all Illinois Public Universities

Legend:
- IL Public U. Retention AA
- IL Public U. Retention White
- IL Public U. Advancement AA
- IL Public U. Advancement White

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.

Table 29 - Page 31

Completion rates and gaps at WIU are similar to 2016 cohort rates. African American males have the lowest graduation rates.
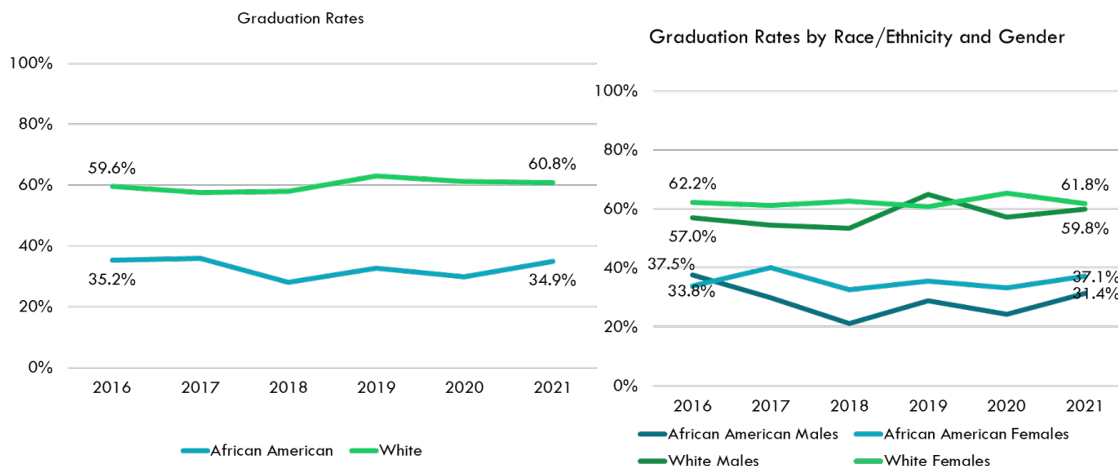
Graduation Rates

Legend:
- African American
- White

Graduation Rates by Race/Ethnicity and Gender

Legend:
- African American Males
- African American Females
- White Males
- White Females

Based on 2016-2021 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Table 30 - Page 32

Most institutions graduate African Americans who started as *freshmen* at low rates. All graduate African Americans at rates lower than whites. WIU falls near the statewide medians for the rate and gap.

% of African Americans graduated within 6 years and gap to whites

	Current African American Grad. Rate	Grad. Rate Gap with Whites	Prev. African American Grad. Rate

Source: IPEDS Six-Year Graduation Rate 2021
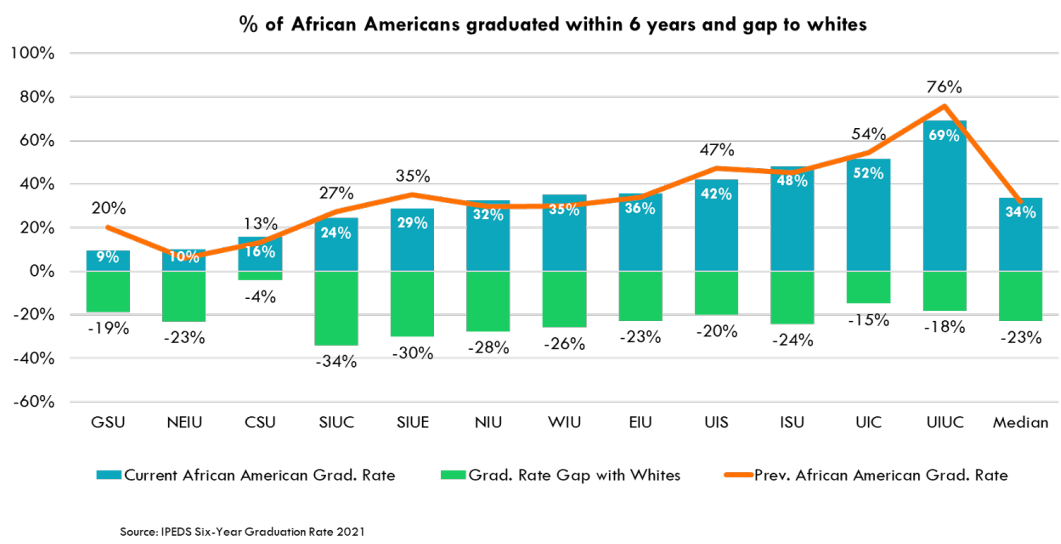
Table 31 - Page 33

Retention and advancement of African American transfer students has been trending down at WIU and lower than statewide rates.

Retention and Advancement of New Transfer Full-Time Students at WIU

Retention and Advancement of New Transfer Full-Time Students at all Illinois Public Universities

	WIU Retention AA	WIU Retention White
	WIU Advancement AA	WIU Advancement White

	IL Public U. Retention AA	IL Public U. Retention White
	IL Public U. Advancement AA	IL Public U. Advancement White

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.

Table 32 - Page 34

African American community college transfer students at WIU have no retention gap, but a large advancement gap.
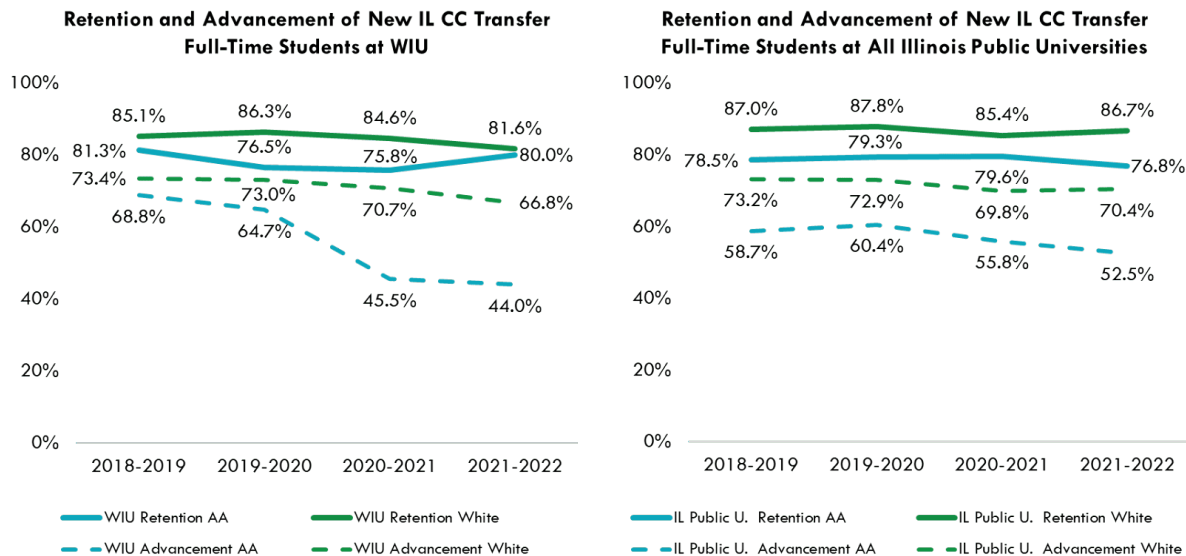
Retention and Advancement of New IL CC Transfer Full-Time Students at WIU

Retention and Advancement of New IL CC Transfer Full-Time Students at All Illinois Public Universities

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.
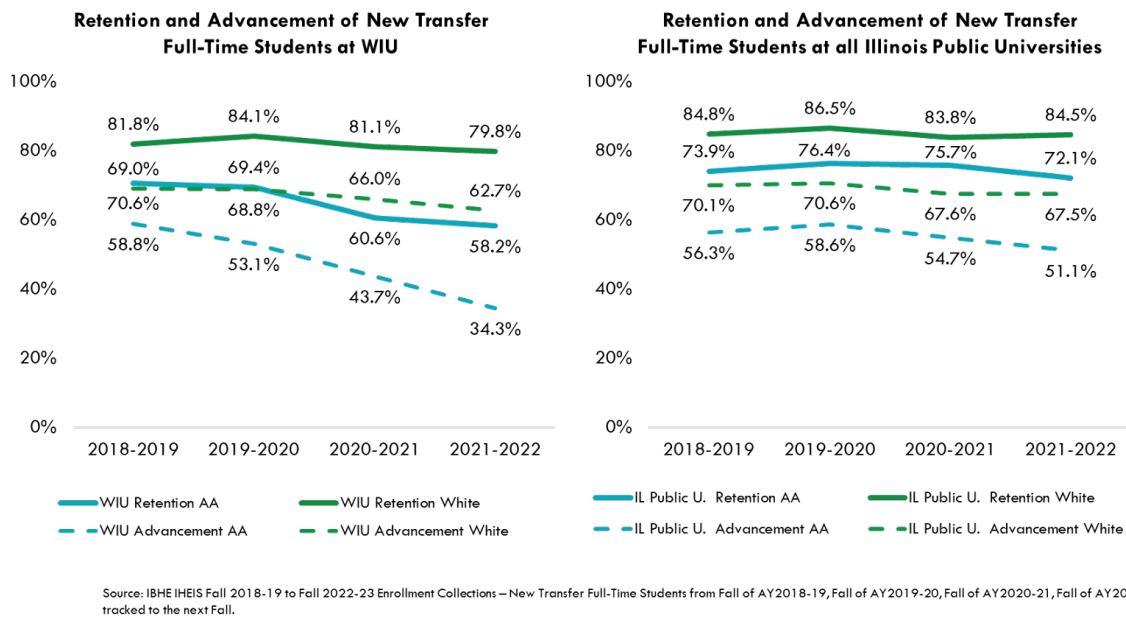
Table 33 - Page 35

Overall, public universities graduate African American *transfer students* at rates below whites. WIU is lower than the statewide medians.
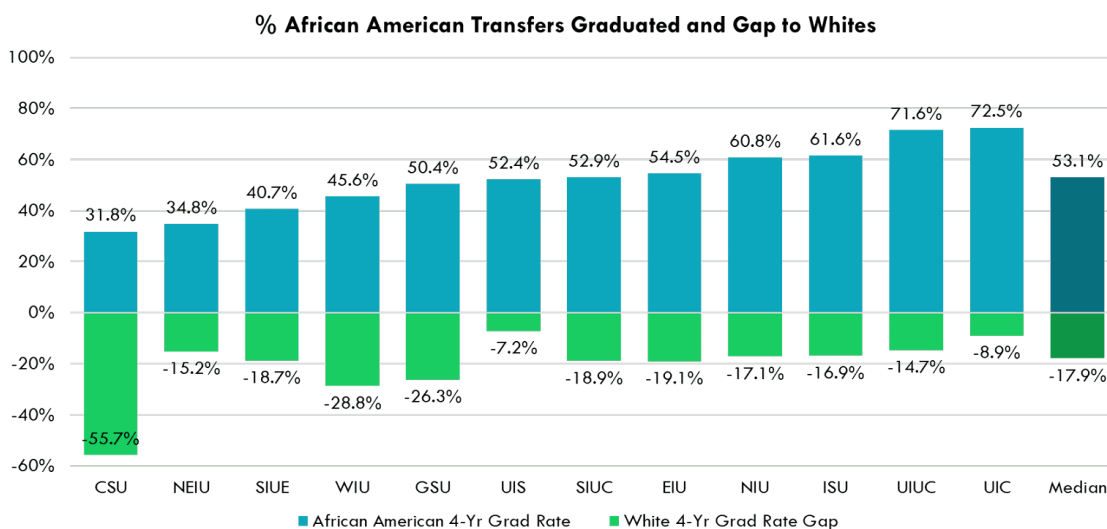
% African American Transfers Graduated and Gap to Whites

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22

Table 34 - Page 36

More than half of African American community college transfers to WIU complete degrees within four-years, but WIU has the second largest gap.

% African American IL CC Transfers Graduated and Gap to Whites

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22

Table 36 - Page 39
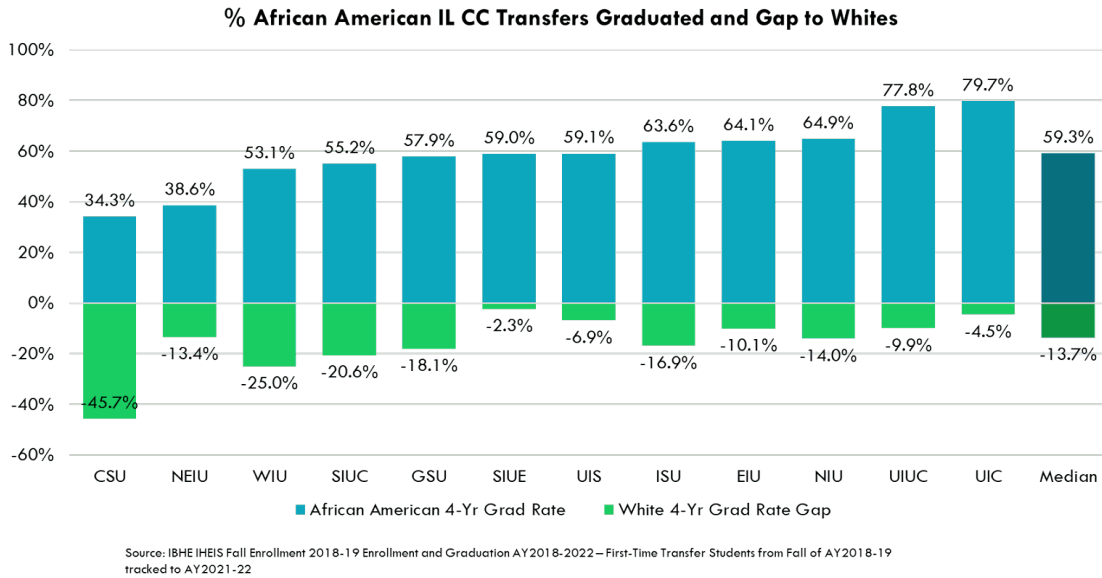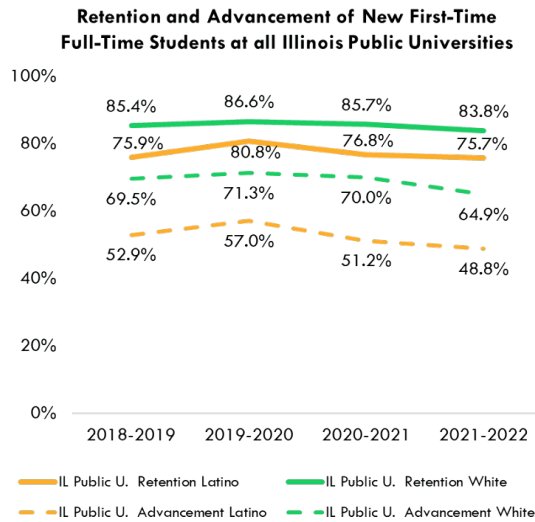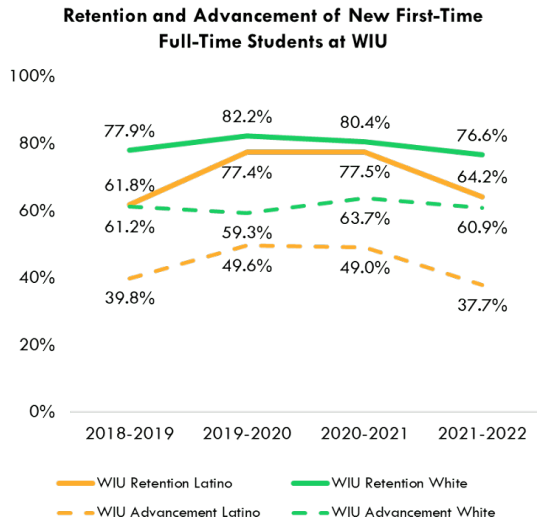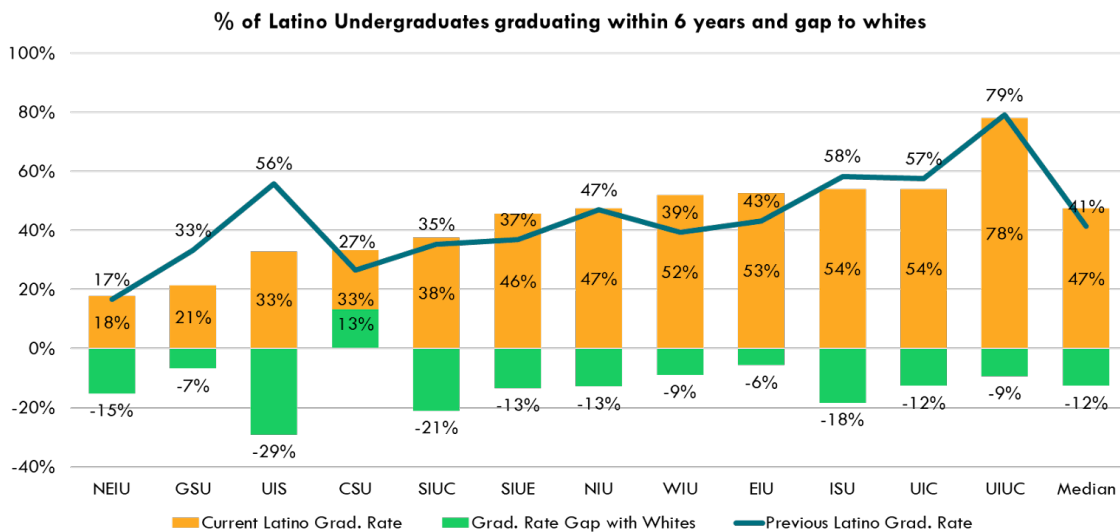
Recent decline in retention and advancement rates among Latino freshmen resulting in widening gaps that pushed WIU below the statewide averages.

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.
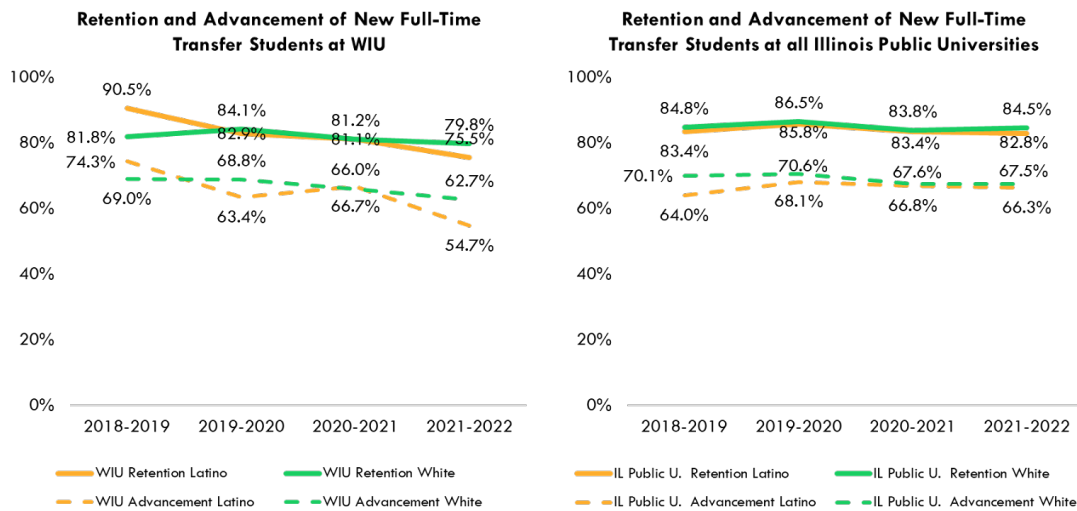
Table 38 - Page 41

WIU had a significant year over year increase in the grad rates of Latino freshmen and is now above the state median with a smaller than average gap

% of Latino Undergraduates graduating within 6 years and gap to whites

University	Current Latino Grad. Rate	Grad. Rate Gap with Whites	Previous Latino Grad. Rate
NEIU	18%	-15%	17%
GSU	21%	-7%	33%
UIS	33%	-29%	56%
CSU	33%	13%	27%
SIUC	38%	-21%	35%
SIUE	46%	-13%	37%
NIU	47%	-13%	47%
WIU	52%	-9%	39%
EIU	53%	-6%	43%
ISU	54%	-18%	58%
UIC	54%	-12%	57%
UIUC	78%	-9%	79%
Median	47%	-12%	41%

Source: IPEDS Six-Year Graduation Rate 2021

Table 39 - Page 42

Retention and advancement trended down among Latino transfers at WIU resulting in gaps and lower rates than statewide rates.

Retention and Advancement of New Full-Time Transfer Students at WIU

	2018-2019	2019-2020	2020-2021	2021-2022
WIU Retention Latino	90.5%	84.1%	81.2%	79.8%
WIU Retention White	81.8%	82.9%	81.1%	75.5%
WIU Advancement Latino	69.0%	63.4%	66.7%	54.7%
WIU Advancement White	74.3%	68.8%	66.0%	62.7%

Retention and Advancement of New Full-Time Transfer Students at all Illinois Public Universities

	2018-2019	2019-2020	2020-2021	2021-2022
IL Public U. Retention Latino	84.8%	86.5%	83.8%	84.5%
IL Public U. Retention White	83.4%	85.8%	83.4%	82.8%
IL Public U. Advancement Latino	64.0%	68.1%	66.8%	66.3%
IL Public U. Advancement White	70.1%	70.6%	67.6%	67.5%

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.

Table 40 - Page 43

Latino transfers from Illinois community colleges at WIU do slightly better with no gap in retention and a higher advancement rate.

Retention and Advancement of New IL CC Transfer Full-Time Students at WIU

Retention and Advancement of New IL CC Transfer Full-Time Transfer Students at all IL Public Universities

WIU chart values:
- 93.0%, 86.3%, 86.5%, 81.6%
- 85.1%, 81.8%, 84.6%, 83.3%
- 75.4%, 73.0%, 70.7%, 66.8%
- 73.4%, 73.1%
- 57.6%, 58.3%

IL Public U. chart values:
- 87.0%, 87.8%, 85.4%, 86.7%
- 84.3%, 87.7%, 85.1%, 85.0%
- 73.2%, 72.9%, 69.8%, 70.4%
- 65.3%, 69.2%, 68.3%, 68.8%

Legend: WIU Retention Latino, WIU Retention White, WIU Advancement Latino, WIU Advancement White

Legend: IL Public U. Retention Latino, IL Public U. Retention White, IL Public U. Advancement Latino, IL Public U. Advancement White

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New Transfer Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.
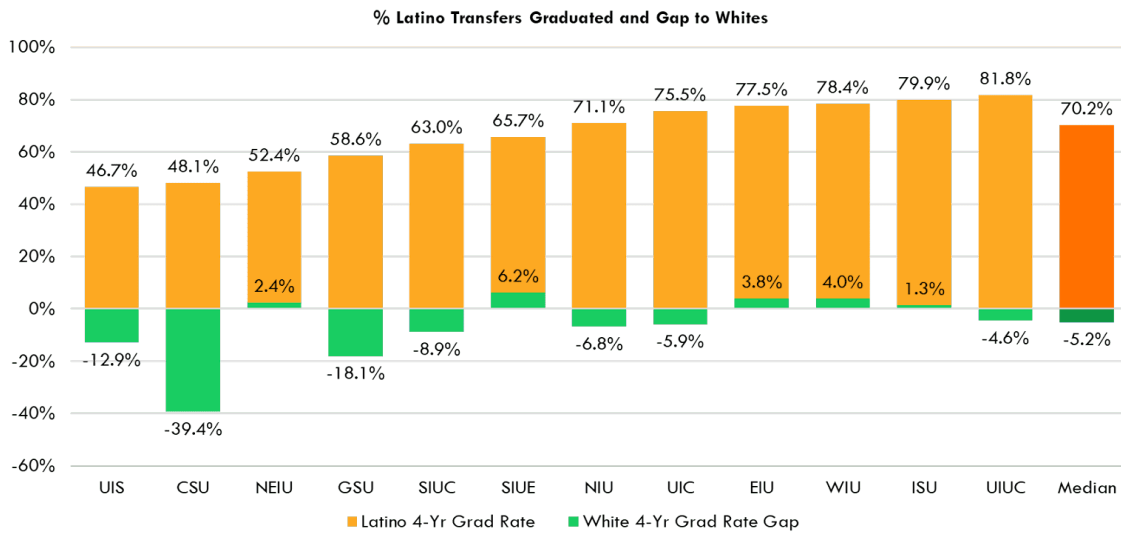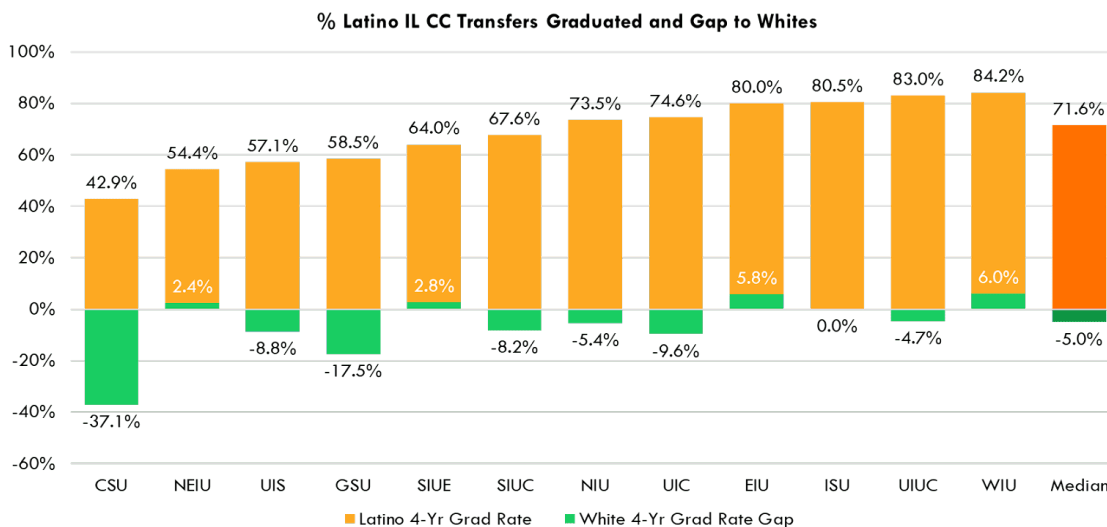
Table 41 - Page 44

WIU well above the statewide medians for graduation rates among Latino transfer and the gap with their white peers.

% Latino Transfers Graduated and Gap to Whites

Latino 4-Yr Grad Rate:
- UIS 46.7%
- CSU 48.1%
- NEIU 52.4%
- GSU 58.6%
- SIUC 63.0%
- SIUE 65.7%
- NIU 71.1%
- UIC 75.5%
- EIU 77.5%
- WIU 78.4%
- ISU 79.9%
- UIUC 81.8%
- Median 70.2%

White 4-Yr Grad Rate Gap:
- UIS -12.9%
- CSU -39.4%
- NEIU 2.4%
- GSU -18.1%
- SIUC -8.9%
- SIUE 6.2%
- NIU -6.8%
- UIC -5.9%
- EIU 3.8%
- WIU 4.0%
- ISU 1.3%
- UIUC -4.6%
- Median -5.2%

Legend: Latino 4-Yr Grad Rate, White 4-Yr Grad Rate Gap

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22

Table 42 - Page 45

WIU maintains the highest rate of degree completion among Latino transfers from Illinois community colleges, higher than their white counterparts.

% Latino IL CC Transfers Graduated and Gap to Whites

	CSU	NEIU	UIS	GSU	SIUE	SIUC	NIU	UIC	EIU	ISU	UIUC	WIU	Median
Latino 4-Yr Grad Rate	42.9%	54.4%	57.1%	58.5%	64.0%	67.6%	73.5%	74.6%	80.0%	80.5%	83.0%	84.2%	71.6%
White 4-Yr Grad Rate Gap	-37.1%	2.4%	-8.8%	-17.5%	2.8%	-8.2%	-5.4%	-9.6%	5.8%	0.0%	-4.7%	6.0%	-5.0%

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22
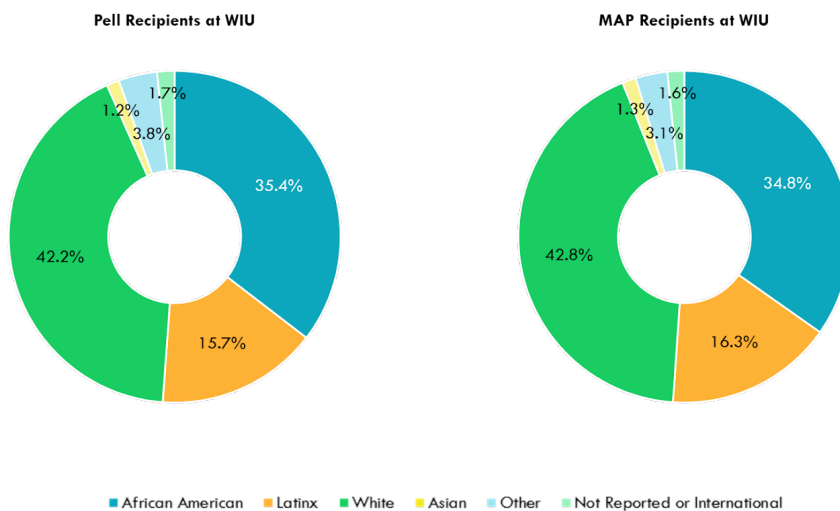
Table 43 - Page 47

Low-Income undergraduate enrollment is down since 2013, with variation across the Illinois public universities.

Low-Income Undergraduate Enrollment at Illinois public universities
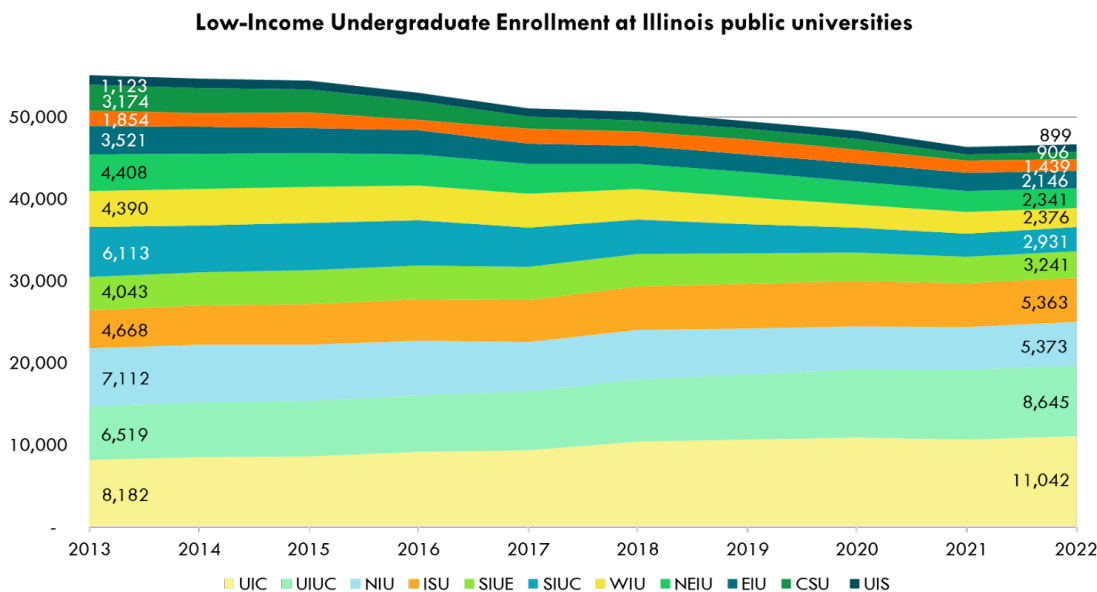
Source: 2013-2022 IPEDS Student Financial Aid Survey

Table 44 - Page 48

Race/Ethnicity distribution of MAP and Pell recipients at WIU nearly identical

Pell Recipients at WIU

1.7%
1.2%
3.8%
35.4%
42.2%
15.7%

MAP Recipients at WIU

1.6%
1.3%
3.1%
34.8%
42.8%
16.3%

■ African American ■ Latinx ■ White ■ Asian ■ Other ■ Not Reported or International

Source: IBHE IHEIS Fall 2022-23 Enrollment Collection Undergraduates

Table 45 - Page 49

Relative to 2013, low-income students now comprise a slightly larger share of the overall smaller undergraduate enrollment at WIU
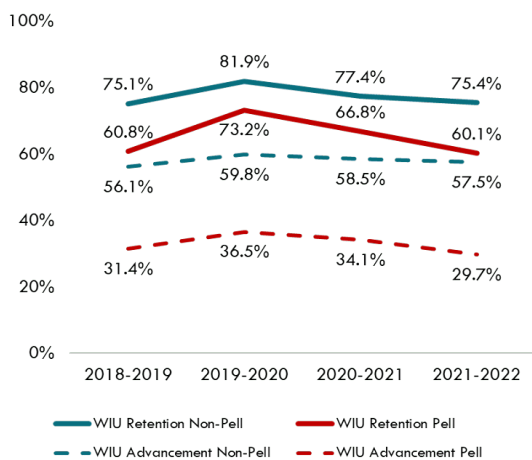
Low Income Enrollment Trends at WIU

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
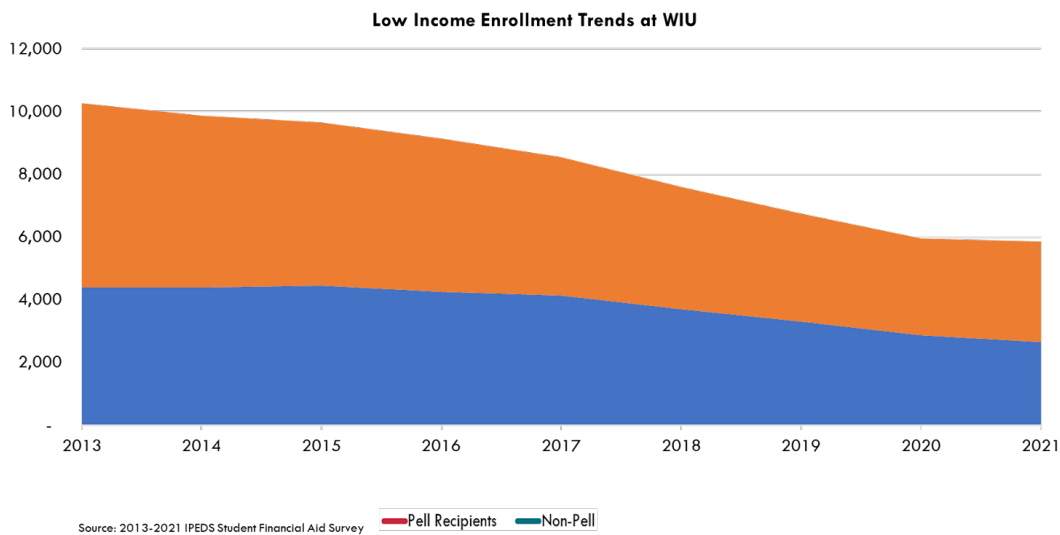
Source: 2013-2021 IPEDS Student Financial Aid Survey
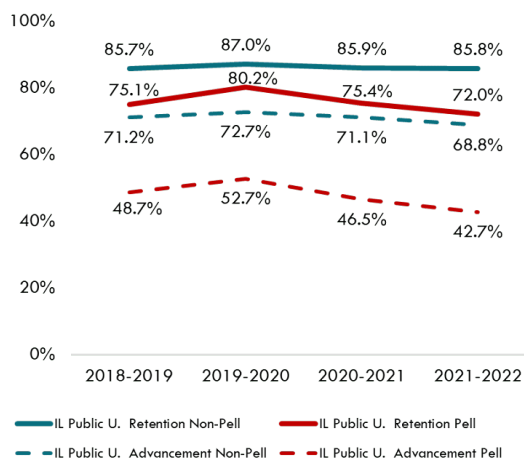
■ Pell Recipients ■ Non-Pell

Table 46 - Page 50

WIU retains low-income freshmen at somewhat lower rates and has larger gap for class advancement. Both measures below the state rates.

Retention and Advancement of New First-Time Full-Time Students By Pell Status at WIU

Retention and Advancement of New First-Time Full-Time Students By Pell Status at All Illinois Public Universities

WIU Retention Non-Pell · WIU Retention Pell
WIU Advancement Non-Pell · WIU Advancement Pell

IL Public U. Retention Non-Pell · IL Public U. Retention Pell
IL Public U. Advancement Non-Pell · IL Public U. Advancement Pell
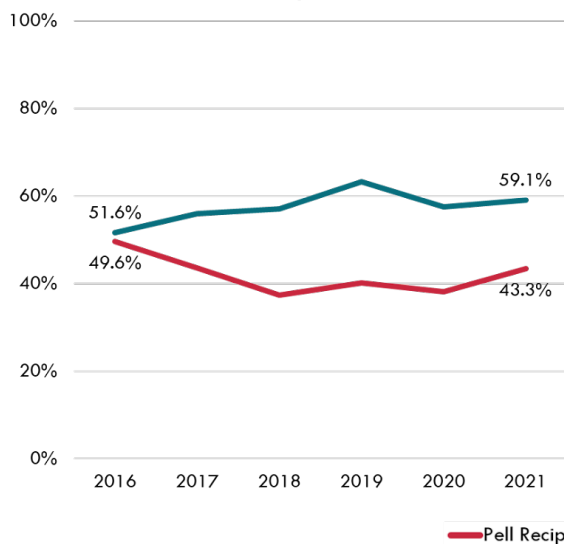
Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – First-Time Full-Time Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY 2021-22 tracked to the next year.
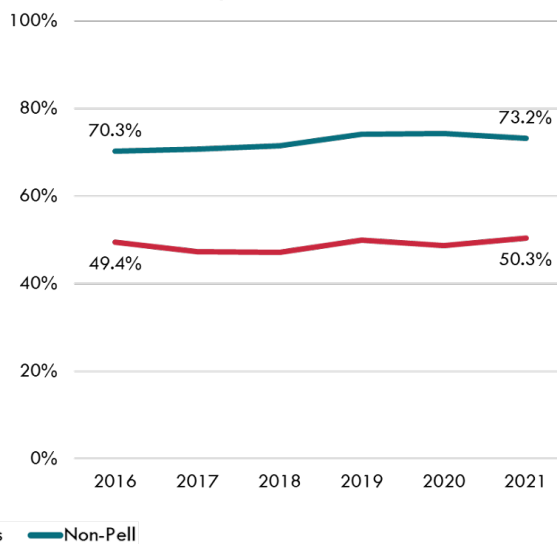
Table 47 - Page 51

After no gap for the 2016 reporting cohort, WIU has had a persistent graduation rate gap for low-income students and is below the state average.

Graduation Rates by Pell Status: WIU

Graduation Rates by Pell Status: IL Public Universities

Pell Recipients — Non-Pell

Based on 2016-2021 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time. The Non-Pell group also includes those not receiving Stafford loans.

Table 48 - Page 52

All the public universities except NEIU <u>graduate</u> low-income *freshmen* at rates below non-low-income freshmen. WIU is now at the median after a recent increase from 38% to 43%.
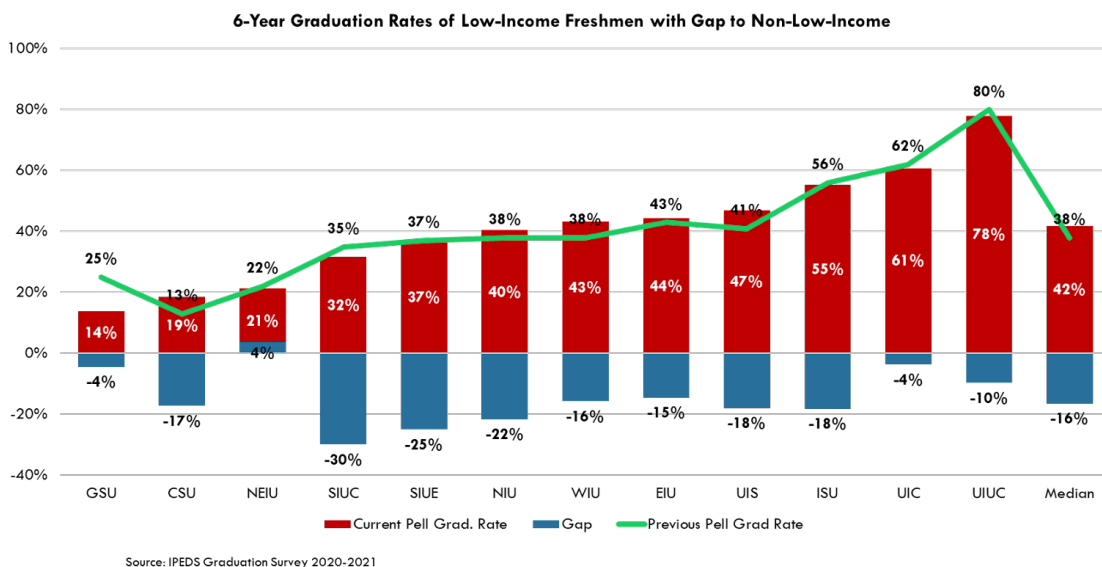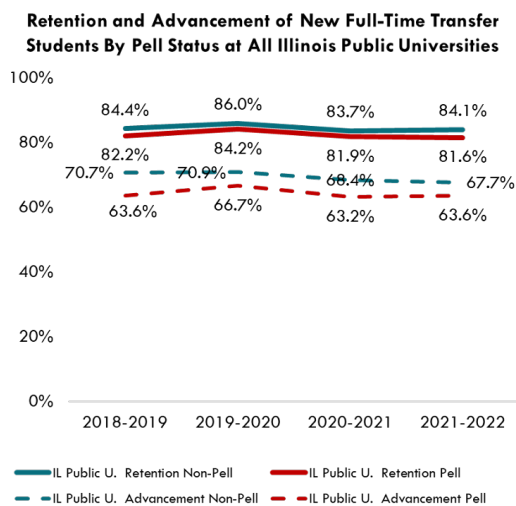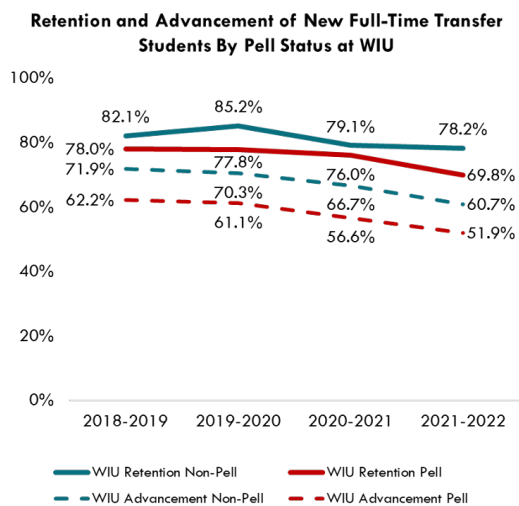
6-Year Graduation Rates of Low-Income Freshmen with Gap to Non-Low-Income

Source: IPEDS Graduation Survey 2020-2021

Table 49 - Page 53

Retention and advancement gaps at WIU for low-income transfers and rates are below statewide averages

Retention and Advancement of New Full-Time Transfer Students By Pell Status at WIU

Retention and Advancement of New Full-Time Transfer Students By Pell Status at All Illinois Public Universities

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New FT transfer Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.

Table 50 - Page 54

With recent declines in retention and advancement rates, low-income transfers from Illinois community colleges are now below the statewide rates.
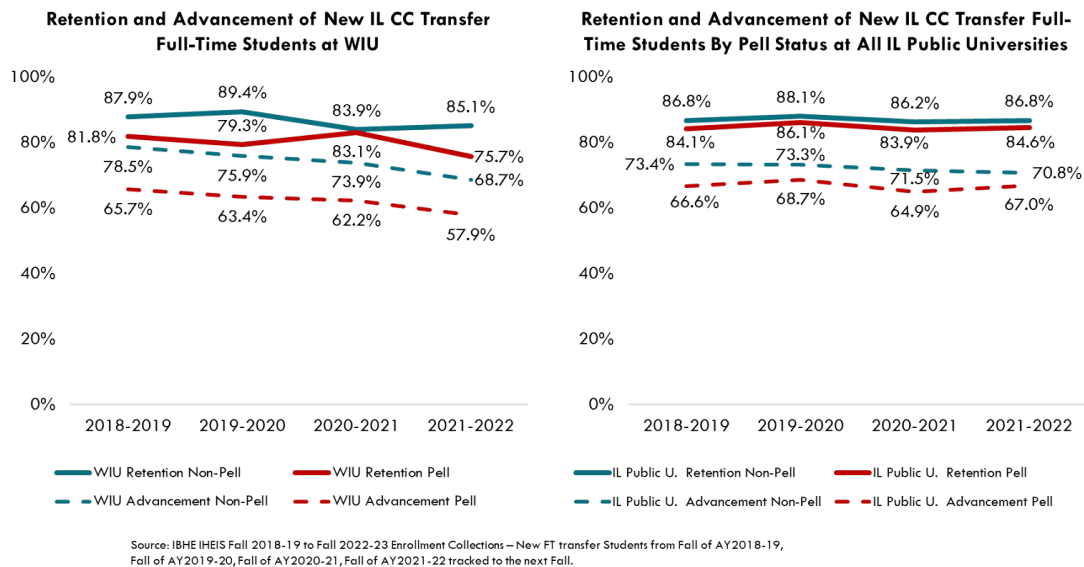
Retention and Advancement of New IL CC Transfer Full-Time Students at WIU

Retention and Advancement of New IL CC Transfer Full-Time Students By Pell Status at All IL Public Universities

WIU Retention Non-Pell — WIU Retention Pell — WIU Advancement Non-Pell — WIU Advancement Pell

IL Public U. Retention Non-Pell — IL Public U. Retention Pell — IL Public U. Advancement Non-Pell — IL Public U. Advancement Pell

Source: IBHE IHEIS Fall 2018-19 to Fall 2022-23 Enrollment Collections – New FT transfer Students from Fall of AY2018-19, Fall of AY2019-20, Fall of AY2020-21, Fall of AY2021-22 tracked to the next Fall.

Table 51- Page 55

Institutions graduate low-income *transfer* students at rates on average -7% below non-low-income. WIU graduates 64% of low-income transfers with a slightly larger than average gap.
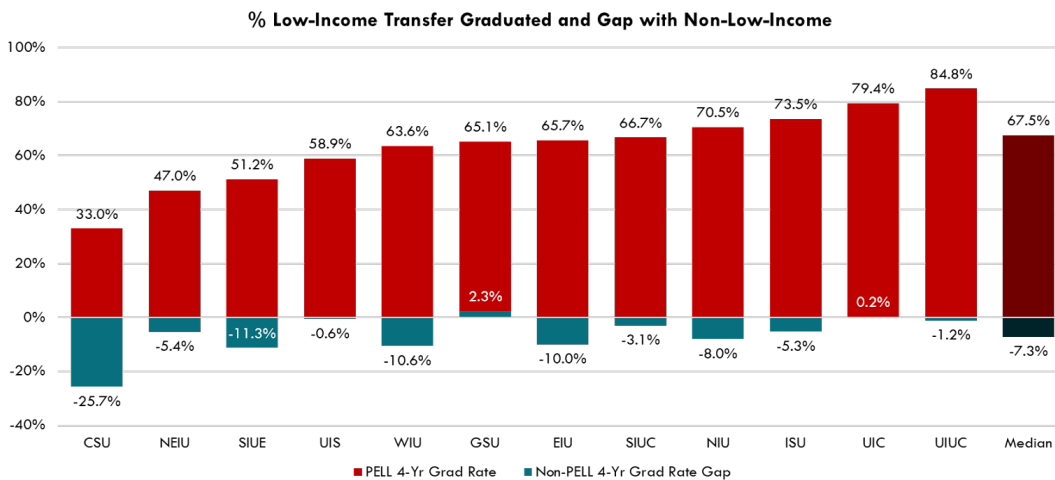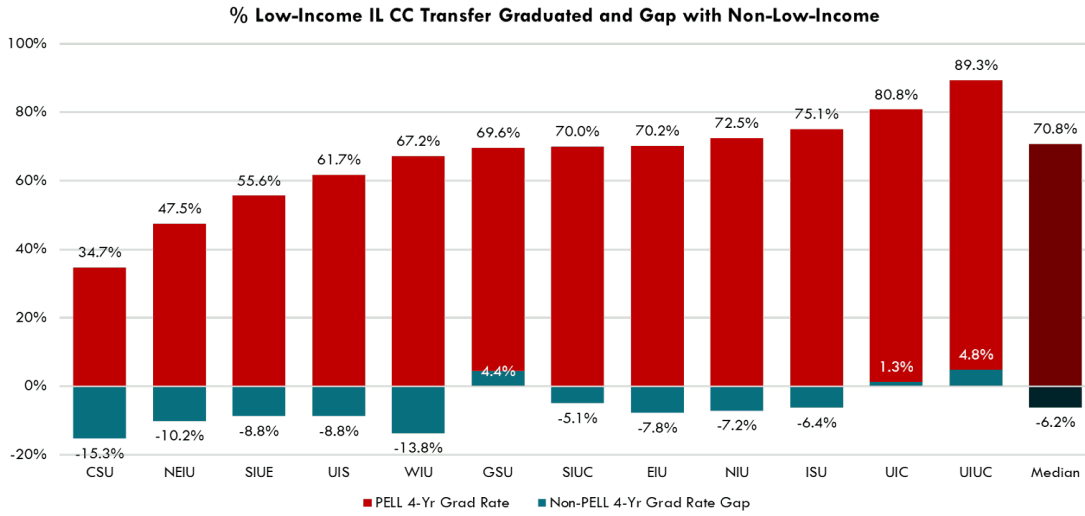
% Low-Income Transfer Graduated and Gap with Non-Low-Income

■ PELL 4-Yr Grad Rate ■ Non-PELL 4-Yr Grad Rate Gap

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22

Table 52 - Page 56

Low-income transfers from Illinois Community Colleges do slightly better than all low-income transfers; similar pattern at WIU with higher rates but a wider gap.

% Low-Income IL CC Transfer Graduated and Gap with Non-Low-Income

■ PELL 4-Yr Grad Rate ■ Non-PELL 4-Yr Grad Rate Gap

Source: IBHE IHEIS Fall Enrollment 2018-19 Enrollment and Graduation AY2018-2022 – First-Time Transfer Students from Fall of AY2018-19 tracked to AY2021-22