

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 17, 2010

Fiscal Year 2011 Performance Report

In June 2008, the Western Illinois University Board of Trustees approved implementation of *Higher Values in Higher Education 2008-2018*, with the Vision Statement that “Western Illinois University will be the leader in educational quality, opportunity, and affordability amongst its peers.” This report, the second in an annual series, demonstrates institutional progress on achieving the institutional vision, mission, values and goals of *Higher Values in Higher Education 2008-2018*.

Institutional progress reporting follows a two-part accountability reporting process, started with the original *Higher Values in Higher Education*. First, the Board receives an annual *Strategic Plan Update* documenting the number of *Higher Values in Higher Education* priorities with accomplishments and implementation plans each fall. In September 2010, the Board was presented with the following data.

	<u>2009</u>	<u>2010</u>
Number of Priorities	131	131
Percent with Achievements	90.1%	95.4%
Percent with Plans	90.8%	90.8%

Second, *Performance Reports* summarize the impact of strategic plan implementation by documenting an annual comparison of whether the University’s performance indicators are completed/maintained, progressing in the desired direction, showing no change, or moving in the opposite direction.

In the second full year of implementation for *Higher Values in Higher Education 2008-2018*, 43 (70.5 percent) of the University’s performance indicators are completed/maintained or progressing in the desired direction, with only 18 (29.5 percent) showing no change or moving in the opposite direction.

It should be noted that data for the table below is based on annual comparisons. The Fiscal Year 2013 Performance Report (scheduled for December 2012) will look at the cumulative effect of *Higher Values in Higher Education 2008-2018* implementation. This data will inform the next regularly scheduled revision/update of the University’s *Strategic Plan* scheduled to begin in fall 2013.

It should also be noted that the table format below has been changed from previous reporting to document individual campus efforts occurring locally in Macomb or the Quad Cities (e.g., retention and graduation rates) to inform campus planning at the local level. The display has also been changed to document those efforts that are made at the institutional level (e.g., faculty salaries are established by contractual agreements and not individual campuses) as we

collectively advance the shared vision, mission, values, and goals of *Higher Values in Higher Education* on our campuses and in our host communities, service regions, and beyond.

	Completed/ <u>Maintained</u>	Moving in Desired <u>Direction</u>	Showing No <u>Change</u>	Moving in Opposite <u>Direction</u>
All Performance Indicators	<u>10</u>	<u>33</u>	<u>1</u>	<u>17</u>
Macomb Campus	2	14	1	12
Educational Demand	<u>0</u>	<u>10</u>	<u>0</u>	<u>3</u>
Total Enrollment	--	--	--	X
New Freshmen Applications	--	X	--	--
New Freshmen Acceptances	--	X	--	--
New Freshmen Enrollments	--	X	--	--
New Transfer Applications	--	X	--	--
New Transfer Acceptances	--	X	--	--
New Transfer Enrollments	--	X	--	--
Minority Enrollment	--	X	--	--
International Enrollment	--	--	--	X
Enrollment of Pell Grant Recipients	--	X	--	--
Average ACT Scores of New Freshmen	--	--	--	X
ACT Interquartile Range	--	X	--	--
New Freshmen from Top 25% of Their High School Graduating Class	--	X	--	--
Educational Opportunity	<u>2</u>	<u>3</u>	<u>1</u>	<u>8</u>
First-Year Retention-All Students	--	--	--	X
First-Year Retention-Minority Students	--	--	--	X
First-Year Retention-Pell Grant Recipients	--	--	--	X
Six-Year Graduation Rate-All Students	--	--	--	X
Six-Year Graduation Rate-Minority Students	--	X	--	--
Six-Year Graduation Rate-Pell Grant Recipients	--	--	--	X
Number of Class Sections	--	--	--	X
Percent of Classes Under 30	--	X	--	--
Student-to-Faculty Ratio	--	--	X	--
Second Semester Freshmen National Survey of Student Engagement Results				
Level of Academic Challenge	--	X	--	--
Active and Collaborative Learning	--	--	--	X
Student-Faculty Interactions	X	--	--	--
Enriching Educational Experiences	--	--	--	X
Supportive Campus Environment	X	--	--	--
Affordability and Financial Strength	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Percent of Graduates with Loans	--	X	--	--
Average Debt Load of Graduates	--	--	--	X
Quad Cities Campus	0	11	0	4
Educational Demand	<u>0</u>	<u>4</u>	<u>0</u>	<u>3</u>
Total Enrollment	--	--	--	X
New Transfer Applications	--	X	--	--
New Transfer Acceptances	--	X	--	--
New Transfer Enrollments	--	--	--	X
Minority Enrollment	--	X	--	--
International Enrollment	--	X	--	--
Enrollment of Pell Grant Recipients	--	--	--	X
Educational Opportunity	<u>0</u>	<u>6</u>	<u>0</u>	<u>0</u>
Four-Year Graduation Rate-All Students	--	X	--	--
Four-Year Graduation Rate-Minority Students	--	X	--	--
Four-Year Graduation Rate-Pell Grant Recipients	--	X	--	--
Number of Class Sections	--	X	--	--
Percent of Classes Under 30	--	X	--	--
Student-to-Faculty Ratio	--	X	--	--

	<u>Completed/ Maintained</u>	<u>Moving in Desired Direction</u>	<u>Showing No Change</u>	<u>Moving in Opposite Direction</u>
Affordability and Financial Strength	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Percent of Graduates with Loans	--	X	--	--
Average Debt Load of Graduates	--	--	--	X
Both Campuses	8	8	0	1
Educational Demand	<u>0</u>	<u>4</u>	<u>0</u>	<u>0</u>
Average Professor Salaries	--	X	--	--
Average Associate Professor Salaries	--	X	--	--
Average Assistant Professor Salaries	--	X	--	--
Average Instructor Salaries	--	X	--	--
Educational Opportunity	<u>2</u>	<u>4</u>	<u>0</u>	<u>0</u>
Percent of Alumni Donating to the University	--	X	--	--
Second Semester Freshmen National Survey of Student Engagement Results ¹				
Level of Academic Challenge	--	X	--	--
Active and Collaborative Learning	--	X	--	--
Student-Faculty Interactions	X	--	--	--
Enriching Educational Experiences	--	X	--	--
Supportive Campus Environment	X	--	--	--
Affordability and Financial Strength	<u>6</u>	<u>0</u>	<u>0</u>	<u>1</u>
Institutional Cost Increases Compared to Inflation	--	--	--	X
Primary Reserve Ratio	X	--	--	--
Net Operating Revenue Ratio	X	--	--	--
Return on Net Assets Ratio	X	--	--	--
Viability Ratio	X	--	--	--
Instructional Costs per Credit Hour	X	--	--	--
Administrative Costs per Credit Hour	X	--	--	--

1. Data for the National Survey of Student Engagement are not reported separately by campus. Freshmen results are displayed for Macomb as the Quad Cities Campus does not admit new beginning freshmen. Senior results are combined for the Macomb and Quad Cities Campus and are placed in the Both Campuses display.

Institutional data details are discussed in the pages that follow. To further inform campus planning and accountability reporting, the University's most current performance (fall 2010 or Fiscal Year 2011) is reported on a longitudinal basis. Western's performance 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, the University of Illinois-Springfield, and Western Illinois University), all Illinois public universities, as well as Macomb and Quad Cities Campus benchmark institutions. In most cases, benchmarking data is for the previous year (fall 2009 or Fiscal Year 2010) due to secondary data publishing schedules.

For salary comparisons, the agreed upon University Professionals of Illinois-Western Illinois University peer group is used. A future monthly Strategic Plan Update will compare Western staff salaries to averages at peer institutions. Comparative peer data were not available at the time of writing this report.

Educational Demand and Quality

Western Illinois University has enrollment goals of 12,500 students in Macomb and 3,000 students in the Quad Cities. In Macomb, enrollment was down 0.4 percent. However, enrollment is expected to increase in the years ahead. The campus attracted 122 more new freshmen and transfers than fall 2009, and net decreases in overall enrollment (2010 vs. 2009) are due to large graduating classes the past two years. Demand for the Macomb campus increased in fall 2010. Applications, acceptances, and enrollments of new freshmen and transfers all up from fall 2009, and the University continues to work with an enrollment consultant.

On the Quad Cities Campus, total enrollment was down 3.4 percent (52 students). The main decrease was due to an 80-student decrease in graduate student enrollment, which was partially offset by increases in undergraduate student enrollment. The Quad Cities Campus will be working with the enrollment consultant on general graduate student recruitment strategies. Admissions decisions are made at the academic level.

Quad Cities enrollment is expected to increase. First, the total enrollment decline is, in part, due to enrollment reporting procedures. Federal guidelines allow students to be counted at only one institution (Macomb or Quad Cities) until there are separate financial aid offices for both campuses. Majority of hours taken on a campus determines Western student location. Beginning fall 2011, Quad Cities students taking online classes will be coded as Quad Cities off-campus students. In the past, all online students had been counted as Macomb off-campus.

Second, the Quad Cities campus continues to partner with Academic Affairs to ensure that all programs and supporting classes are available to Quad Cities students locally or through distance education. In fall 2010, 57 Quad Cities students had the majority of hours in Macomb to complete degree requirements. However, the percent of fully completable degrees on the Quad Cities campus in a two-year rotation has increased from 48 percent of all programs for students starting in fall the 2005-2007 cohort to 71 percent for students in the 2008-2010 cohort. Degrees completable on a part-time basis is 86 percent.

Third, the Quad Cities Campus continues to strengthen partnerships with community colleges. Fall 2011 will see expansion to the Linkages program that allows students to take classes at the community college and Western at the same time, there will be joint recruitment and advisement between institutions, and the campus will implement articulation agreements for students in applied programs into Western's Bachelor of General Studies program.

Table 1
Total Enrollment in Macomb and Quad Cities
With New Freshmen and Transfer Applications, Acceptances, Enrollments, and Show-Rates
Fall 2006 through Fall 2010

	Fall				
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Macomb Enrollment	<u>12,231</u>	<u>11,961</u>	<u>11,783</u>	<u>11,266</u>	<u>11,224</u>
On-Campus	11,368	11,219	10,785	10,487	10,377
Off-Campus	863	742	998	779	847
Quad Cities Enrollment	<u>1,371</u>	<u>1,370</u>	<u>1,392</u>	<u>1,413</u>	<u>1,361</u>
On-Campus	1,331	1,331	1,360	1,352	1,277
Off-Campus	40	39	32	61	84

Table 1
-continued-

	Fall					One-Year Change	
	2006	2007	2008	2009	2010	Number	Percent
New Freshmen							
Applied	7,620	8,203	8,164	8,331	8,398	67	0.8%
Accepted	5,371	5,594	5,528	5,301	5,423	122	2.3%
Acceptance Rate	70.5%	68.2%	67.7%	63.6%	64.6%	--	1.0%
Enrolled	1,928	1,957	1,813	1,641	1,761	120	7.3%
Show Rate (Enrolled/Accepted)	35.9%	35.0%	32.9%	31.0%	32.5%	--	--
New Transfers-Macomb							
Applied	2,661	2,530	2,309	2,391	2,421	30	1.3%
Accepted	1,951	1,792	1,633	1,732	1,768	36	2.1%
Enrolled	1,269	1,063	1,077	1,139	1,141	2	0.2%
Show Rate (Enrolled/Accepted)	65.0%	65.0%	66.0%	65.8%	64.5%	--	(1.3%)
New Transfers-Quad Cities							
Applied	247	285	288	358	370	12	3.4%
Accepted	213	243	256	303	312	9	3.0%
Enrolled	159	184	203	205	203	(2)	(1.0%)
Show Rate (Enrolled/Accepted)	74.6%	75.7%	79.3%	67.7%	65.1%	--	(2.6%)

The *Enrollment, Retention and Graduation Rate Information Report* presented at today's Western Illinois University Board of Trustees meeting discusses additional strategies used by both campuses to increase total student enrollment. Benchmarking and adapting best practices at peer institutions should help to increase the University's show-rate (ratio of accepted to enrolled).

Table 2
New Freshmen and New Transfer Show-Rates
Fall 2009

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public University Subset				
New Freshmen Show Rate	32.5%	32.5%	35.9%	39.5%
New Transfers Show Rate	65.8%	55.1%	62.6%	70.0%
All Illinois Public Universities				
New Freshmen Show Rate	32.5%	32.5%	36.2%	39.5%
New Transfers Show Rate	65.8%	55.1%	63.2%	75.1%

New Freshmen		New Transfers-Macomb Benchmarks		New Transfers-Quad Cities Benchmarks	
Northern Iowa	55.4%	Wisconsin-Whitewater	79.2%	Pennsylvania State-Harrisburg	66.6%
Sam Houston State	51.7%	Central Washington	73.2%	Illinois - Springfield	65.8%
Wisconsin-Whitewater	48.1%	Missouri State	73.0%	Western Illinois-Quad Cities	65.2%
Western Kentucky	44.8%	Northern Iowa	72.3%	Augustana	63.9%
Missouri State	43.7%	Sam Houston State	72.0%	University of Baltimore	63.3%
North Carolina-Wilmington	38.5%	Eastern Illinois	70.0%	Governors State	61.2%
Western Washington	38.4%	Appalachian State	69.9%	Saint Ambrose	51.8%
Montclair State	35.9%	Western Illinois	67.6%		
Eastern Illinois	34.6%	North Carolina-Wilmington	65.3%		
Western Illinois	34.1%	Western Washington	64.1%		
Appalachian State	33.9%	Montclair State	59.3%		
SIU-Edwardsville	31.8%	James Madison	57.3%		
College of Charleston	31.1%	Western Kentucky	47.9%		
James Madison	30.9%	California State-Chico	46.7%		
California State-Chico	24.4%	College of Charleston	43.5%		
Central Washington	NA	SIU-Edwardsville	NA		

Both Western campuses continue to diversify. The Macomb Campus experienced increases in minority student and Pell grant recipient enrollment as a percent of total enrollment. The Quad Cities Campus experienced increases in minority student enrollment and international student enrollment as a percent of total student enrollment.

Table 3
 Minority, International, and Pell Grant Recipient Enrollment as a Percent of Total Enrollment
 Western Illinois University-Macomb and Quad Cities
 Fall 2006 through Fall 2010

	Fall				
	2006	2007	2008	2009	2010
Macomb Enrollment	<u>12,231</u>	<u>12,961</u>	<u>11,783</u>	<u>11,266</u>	<u>11,224</u>
Percent Minority	12.8%	13.6%	15.1%	17.0%	20.0%
Percent International	3.1%	3.5%	3.7%	3.4%	3.3%
Percent Pell Grant	33.0%	32.2%	32.2%	32.1%	35.6%
Quad Cities Enrollment	<u>1,371</u>	<u>1,370</u>	<u>1,392</u>	<u>1,413</u>	<u>1,361</u>
Percent Minority	9.1%	10.7%	11.0%	10.7%	11.5%
Percent International	0.6%	0.3%	0.3%	0.7%	1.4%
Percent Pell Grant	22.4%	24.6%	27.6%	27.1%	26.9%

As enrollment continues to diversify, students continue to have increased opportunity to interact with other students from different cultures and backgrounds, which promotes Western's core value of personal growth. *U.S. News & World Report's Diversity Index* reports the probability two students from different ethnic backgrounds will interact on a daily basis. Western is at the average for the subset of Illinois public universities, but is below the average of Illinois public universities. There are high minority populations at universities in urban areas (e.g., Chicago State University, Governors State University).

Table 4
 US News & World Report's Diversity Index
 Fall 2009

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	0.28	0.24	0.29	0.35
All Illinois Public Universities	0.28	0.24	0.41	0.66

Macomb-Benchmarks		Quad Cities-Benchmarks	
Montclair State	0.54	Governors State	0.59
Sam Houston State	0.49	Illinois-Springfield	0.35
California State-Chico	0.38	Western Illinois-Quad Cities	0.25
Central Washington	0.36	Augustana College	0.15
Western Washington	0.35	Saint Ambrose	0.15
Western Illinois	0.28	Houston-Clear Lake	NA
Eastern Illinois	0.28	Pennsylvania State-Harrisburg	NA
Western Kentucky	0.25	Texas A&M-International	NA
James Madison	0.22	University of Baltimore	NA
North Carolina-Wilmington	0.20		
College of Charleston	0.19		
Wisconsin-Whitewater	0.19		
Missouri State	0.17		
Appalachian State	0.13		
Northern Iowa	0.12		

The average ACT score and ACT interquartile range (middle half of the ACT distribution) of new freshmen enrolled at the University decreased. However, the percent of freshmen from the top 25 percent of their high school graduating class increased to the highest point (25 percent) in six years.

Table 5
ACT Score and High School Rank Information
Western Illinois University New Freshmen
Fall 2006 through Fall 2010

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Average ACT Score	21.2	21.2	21.2	21.3	21.0
ACT Interquartile Range	18-23	19-24	19-23	19-23	18-23
Freshmen from top 25% of HS Class	20%	22%	20%	22%	25%

When comparing entering student characteristics across colleges and universities, it is important to carefully consider institution mission and traditions. The University's commitment to special admission skews entering student comparisons. Western has annually admitted between 230 and 347 new freshmen who, as part of the core value of educational opportunity, do not meet all of published admissions requirements, but who demonstrate the willingness to work toward shared educational objectives. These students have been successful at the University. The most recent six-year graduation rate comparisons (fall 2004 cohort) show that specially admitted students graduate at rates comparable to regularly admitted students, 54.2 percent compared to 58.8 percent, respectively.

Table 6
ACT Score and High School Rank Information
Fall 2009

	WIU	<i>Low</i>	<i>Average</i>	<i>High</i>
Illinois Public Universities Subset				
Average ACT Score	21.3	21.3	22.4	24.0
ACT Interquartile Range	19-23	19-23	20-25	22-26
From Top 25% of High School Class	22%	22%	29%	44%
All Illinois Public Universities				
Average ACT Score	21.3	18.5	22.6	28.5
ACT Interquartile Range	19-23	16-21	20-25	26-31
From Top 25% of High School Class	22%	22%	43%	83%

Average ACT Score		ACT Interquartile Range		From Top 25% of High School Class	
James Madison	24.0	College of Charleston	24-29	California State-Chico	76%
Missouri State	24.0	Appalachian State	23-28	James Madison	73%
Western Washington	24.0	James Madison	22-28	College of Charleston	62%
Appalachian State	23.5	Missouri State	21-27	North Carolina-Wilmington	62%
College of Charleston	23.5	Western Washington	21-27	Western Washington	61%
North Carolina-Wilmington	23.5	North Carolina-Wilmington	21-26	Appalachian State	58%
Northern Iowa	23.5	Northern Iowa	21-26	Missouri State	49%
Southern Illinois-Edwardsville	22.5	SIU-Edwardsville	20-25	Northern Iowa	49%
Montclair State	22.0	Wisconsin-Whitewater	20-24	Sam Houston State	44%
Wisconsin-Whitewater	22.0	California State-Chico	19-24	Western Kentucky	40%
California State-Chico	21.5	Sam Houston State	19-24	Montclair State	33%
Eastern Illinois	21.5	Eastern Illinois	19-24	Wisconsin-Whitewater	31%
Western Illinois	21.3	Western Illinois	19-23	Central Washington	23%
Sam Houston State	21.0	Western Kentucky	18-24	Western Illinois	22%
Western Kentucky	21.0	Central Washington	18-24	Eastern Illinois	22%
Central Washington	20.5	Montclair State	19-24		

Western Illinois University students are served by a high-achieving, diverse faculty and staff. *Higher Values in Higher Education* identifies faculty and staff salaries that meet and exceed the mean of peer institutions as the highest institutional priority. The University experienced increases in salaries as a percent of peer group averages for all ranks of faculty. Average professor salaries now exceed peer group averages and average associate professor salaries are less than one percent from meeting this benchmark.

Table 7
Average Western Illinois University Faculty Salaries
Compared to the Mean of Peer Institutions
Fiscal Years 2005 through 2010

Salaries as a Percent of Peer Group Averages	Fiscal Year					
	2005	2006	2007	2008	2009	2010
Professors	99.7%	99.9%	100.3%	98.9%	96.8%	102.6%
Associate Professors	95.7%	95.3%	95.5%	94.7%	93.7%	99.2%
Assistant Professors	92.1%	90.6%	90.6%	89.2%	90.6%	95.5%
Instructors	87.2%	86.5%	87.5%	90.9%	91.9%	92.2%

Educational Opportunity

The faculty and staff of Western Illinois University are committed to student success. Special attention will continue to be paid to issues influencing student retention and graduation rates on the Macomb Campus. While six-year graduation rates of minority students increased, all other retention and graduation rates decreased.

Table 8
Western Illinois University-Macomb First Year Retention and Six-Year Graduation Rates

	Cohort				
	2005	2006	2007	2008	2009
Freshmen Retention Rates-Macomb					
All Students	72.9%	72.7%	73.6%	73.6%	72.8%
Minority Students	69.8%	70.0%	66.9%	72.1%	70.5%
Pell Grant Recipients	72.2%	76.4%	74.3%	77.5%	73.4%
Six-Year Graduation Rates-Macomb					
All Students	55.5%	56.5%	55.1%	59.6%	58.1%
Minority Students	46.5%	47.6%	45.0%	40.7%	43.3%
Pell Grant Recipients	57.6%	57.6%	52.9%	58.3%	54.8%

In the Quad Cities, graduation rates of all categories of students improved¹. The Campus is committed to improving retention and graduation rates to even higher levels. The Office of Academic and Student Services, for example, is increasing advising frequency and duration with new and prospective students.

¹ For the Macomb campus, six-year graduation rates were reported as the national reporting standard (i.e., 150 percent of the normal time-to-degree) for institutions that admit new freshmen. For the Quad Cities campus, four-year graduation rates are reported. Since the Quad Cities admits undergraduate students as juniors, four years is the 150 percent measure of the normal time-to-degree.

Table 9
Western Illinois-University-Quad Cities Four-Year Graduation Rates

Four-Year Graduation Rates-Quad Cities	Cohort				
	2001	2002	2003	2004	2005
All Students	62.8%	62.3%	71.2%	64.5%	68.0%
Minority Students	83.3%	50.0%	66.7%	50.0%	66.7%
Pell Grant Recipients	65.4%	69.2%	71.2%	69.7%	70.2%

U.S. News and World Report uses the following methodology for the information in the table below. “The graduation rate indicates the average proportion of a graduating class who earned a degree in six years or less; we consider freshman classes that started from 1999 through 2002. Freshman retention indicates the average proportion of freshmen who entered the school in the fall of 2004 through fall 2007 and returned the following fall.” Western status compared to benchmark institutions will be shared with the 2011 visiting team from the Higher Learning Commission-North Central Association of Colleges and Schools to gain external perspectives on successful strategies to increase student retention and graduation rates.

Table 10
First-Year Retention Rate and Graduation Rates

	WIU	Low	Average	High
Illinois Public Universities Subset				
First-Year Retention	73.0%	72.2%	76.4%	83.8%
6-Year Graduation Rates	58.1%	42.0%	57.4%	69.0%
All Illinois Public Universities				
First-Year Retention	73.0%	55.0%	74.5%	93.2%
6-Year Graduation Rates	58.1%	16.0%	50.1%	83.0%

First-Year Retention Rate		Graduation Rates-Macomb Benchmarks		Graduation Rates-Quad Cities Benchmarks	
James Madison	91.5%	James Madison	81%	Augustana College	78%
Appalachian State	86.0%	Western Washington	67%	Pennsylvania State-Harrisburg	64%
Western Washington	84.5%	North Carolina-Wilmington	67%	Western Illinois-Quad Cities	62%
North Carolina-Wilmington	84.5%	Northern Iowa	65%	Saint Ambrose	61%
Northern Iowa	82.5%	Appalachian State	63%	Illinois - Springfield	60%
Montclair State	82.0%	College of Charleston	62%	Texas A & M - International	36%
College of Charleston	81.5%	Montclair State	61%	Governors State	NA
California State-Chico	80.8%	Eastern Illinois	59%		
Eastern Illinois	80.2%	Western Illinois	57%		
Central Washington	77.2%	Central Washington	54%		
Wisconsin-Whitewater	76.2%	Wisconsin-Whitewater	54%		
Missouri State	74.2%	Missouri State	53%		
Western Illinois	73.0%	California State-Chico	53%		
Western Kentucky	72.8%	Western Kentucky	49%		
Southern Illinois-Edwardsville	72.2%	Sam Houston State	44%		
Sam Houston State	72.2%	Southern Illinois-Edwardsville	42%		

To further understand trends in student retention and graduation, Western participates in the National Survey of Student Engagement (NSSE), as student involvement and satisfaction with the educational process are correlates of academic achievement. NSSE provides comparative data for second-semester freshmen and second-semester seniors at Western compared to all other participating master’s granting comprehensive universities in five areas:

- Academic challenge or the degree to which students perceive the importance of academic effort and setting high performance standards.
- Academic and collaborative learning or measures of how intensely students were involved in their educational process and whether they applied what they have learned to different settings.
- Student-faculty interactions or the degree to which students interacted with faculty inside and outside the classroom.
- Opportunities for enriching educational experiences or the degree to which students engaged in curricular and co-curricular activities beyond classroom instruction. It also measures the extent to which students report exposure to different ideals and cultures other than their own.
- Supportive campus environment or the extent to which students perceive that the University's academic programs and co-curricular services are committed to student success inside and outside the classroom.

Values at or above 100 percent in the table below (the University's goal) show that reported student satisfaction is higher at Western than peer institutions. Western freshmen and seniors reported higher levels of engagement in student-faculty interactions than students at peer institutions. This includes discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, and working with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Western freshmen and seniors also reported higher levels of engagement in a supportive campus environment than students at peer institutions. Western students rate the quality of relationships with students, faculty, and offices and the institutional environment promoting student academic and social success at levels higher than students at peer institutions.

Table 11
National Survey of Student Engagement Results
Western Illinois University Compared to the Mean of All Other Master's Granting Comprehensive Institutions
Survey Years 2005 through 2010

	Survey Year					
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Second Semester Freshmen</u>						
Level of Academic Challenge	92%	102%	92%	94%	93%	95%
Academic and Collaborative Learning	85%	99%	90%	89%	93%	89%
Student-Faculty Interactions	97%	119%	99%	100%	106%	104%
Enriching Educational Experiences	85%	99%	91%	88%	90%	87%
Supportive Campus Environment	97%	106%	98%	102%	104%	103%
<u>Second Semester Seniors</u>						
Level of Academic Challenge	97%	98%	96%	97%	96%	97%
Academic and Collaborative Learning	94%	98%	98%	94%	96%	97%
Student-Faculty Interactions	100%	107%	106%	100%	104%	106%
Enriching Educational Experiences	86%	91%	89%	87%	85%	86%
Supportive Campus Environment	102%	106%	104%	101%	104%	105%

A commitment to the individual learner and educational opportunities characterize Western's educational environment. Both Macomb and the Quad Cities experienced increases in the percent of classes with enrollments under 30.

Table 12
 Number of Course Sections, Percent of Classes Less Than 30, and Student-to-Faculty Ratios
 Western Illinois University-Macomb and Quad Cities
 Fiscal Year 2006 through Fiscal Year 2010

	Fiscal Year				
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Macomb Campus					
Number of Sections	4,933	4,980	5,134	5,143	4,982
Percent of Classes Less Than 30	73.9%	76.5%	78.1%	80.9%	81.6%
Student-to-Faculty Ratio	16:1	16:1	16:1	16:1	16:1
Quad Cities Campus					
Number of Sections	476	517	534	603	627
Percent of Classes Less Than 30	92.6%	94.0%	93.1%	94.4%	95.2%
Student-to-Faculty Ratio	n/a	12:1	12:1	12:1	11:1

With small class sizes, the University maintains its commitment to historically low student-to-faculty ratios on both campuses. Maintaining a high-quality academic experience is high priority at Western Illinois University. The Macomb and Quad Cities Campuses combined are at or below the average of Illinois public universities, and individually each campus has the lowest student-to-faculty ratios of benchmark institutions.

Table 13
 Student-to-Faculty Ratios
 Fiscal Year 2009

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	16:1	13:1	16:1	19:1
All Illinois Public Universities	16:1	16:1	17:1	19:1

Macomb-Benchmarks		Quad Cities Benchmarks	
Western Illinois	16:1	Western Illinois-Quad Cities	11:1
Eastern Illinois	16:1	Saint Ambrose	11:1
James Madison	16:1	Augustana	11:1
College of Charleston	16:1	Houston-Clear Lake	11:1
North Carolina-Wilmington	17:1	Illinois-Springfield	13:1
Northern Iowa	17:1	Pennsylvania State-Harrisburg	13:1
Southern Illinois-Edwardsville	17:1	Texas A & M-Texarkana	14:1
Montclair State	17:1	Texas A & M-International	15:1
Appalachian State	17:1	University of Baltimore	18:1
Western Kentucky	19:1	Governors State	19:1
Western Washington	19:1		
Sam Houston State	20:1		
Missouri State	21:1		
Central Washington	21:1		
Wisconsin-Whitewater	23:1		
California State-Chico	23:1		

The University's high-quality academic experience produces high levels of alumni satisfaction. The percent of alumni donating to the University is a proxy for student satisfaction with the educational experience. Western has the highest level of alumni donations for the Illinois public universities, and is third among benchmark institutions.

Table 14
Percent of Alumni Donations
Fall 2009

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset	13%	4%	8%	13%
All Illinois Public Universities	13%	1%	7%	13%

Augustana College	31%
Western Kentucky	14%
Western Illinois	13%
Wisconsin-Whitewater	13%
Northern Iowa	12%
Texas A & M-International	11%
Appalachian State	10%
Saint Ambrose	10%
College of Charleston	10%
Missouri State	9%
North Carolina-Wilmington	9%
Eastern Illinois	8%
Illinois-Springfield	8%
James Madison	8%
Sam Houston State	8%
Western Washington	7%
Montclair State	6%
Central Washington	5%
California State-Chico	5%
SIU –Edwardsville	4%

Affordability and Financial Strength

Western Illinois University maintains a strong tradition to cost predictability and affordability. From the time of application during the senior year of high school until college graduation, a student could have experienced four tuition and fee increases. However, Western's *Cost Guarantee* assumes no cost increases for four years once the student is enrolled. When dividing the Cost Guarantee over the student's four years, Western has kept the all-costs increases below the average increase in the *Higher Education Price Index* in four of the last five fiscal years. This has occurred despite the fact that changes in state operating appropriations have not kept to levels at or above inflation, and there were no increases in Fiscal Years 2006 and 2010.

Table 15
Western Illinois University-Macomb All-Cost Increases, Changes in the Higher Education Price Index
And Annual State Appropriations
Fiscal Year 2006 through Fiscal Year 2010

	<u>Fiscal Year</u>				
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Average Four-Year All-Costs Increase	3.0%	2.1%	2.7%	1.8%	1.5%
Average Four-Year Increase in the Higher Education Price Index	5.1%	2.8%	5.0%	2.3%	0.9%
One-Year Change in State Appropriations (operating)	0.0%	1.5%	1.9%	2.8%	0.0%

With limited cost increases, the percent of students graduating from Macomb with loans decreased during 2009, and the average debt load of these graduates increased by only \$295 or 1.7 percent.

Table 16
Percent of Western Illinois University Graduates with Loans
And the Average Debt Load of Graduating Students with Loans
Fiscal Years 2005 through 2009

	Fiscal Year				
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Percent of students with loans	62%	62%	62%	67%	60%
Average debt load of graduates with loans	\$14,850	\$14,850	\$16,400	\$17,272	\$17,567

Western is at the average of statewide and national comparisons in the percent of graduating students with loans, but above average in the amount of loans. As an institution of opportunity, Western serves many first-generation and low-income students. More than 76 percent of Western’s undergraduate students receive some type of financial assistance. In 2008–2009 more than \$118 million in financial assistance was distributed. Of that total, over \$43 million was in the form of grants that do not have to be repaid, and \$75 million was through loans and campus employment. Continuation of modest cost increases, Cost Guarantee programs, and a comprehensive campaign focusing on scholarships are three institutional measures to help reduce student reliance on loans.

Table 17
Percent of Graduates with Loans and the Average Debt Load of Graduating Students with Loans
Fiscal Year 2009

	<u>WIU</u>	<u>Low</u>	<u>Average</u>	<u>High</u>
Illinois Public Universities Subset				
Percent of Graduates with Loans	60%	59%	64%	76%
Average Debt Load	\$17,567	\$14,226	\$16,189	\$18,728
All Illinois Public Universities*				
Percent of Graduates with Loans	60%	50%	61%	76%
Average Debt Load	\$17,567	\$14,233	\$17,138	\$18,728

* University of Illinois – Urbana/Champaign, Southern Illinois – Edwardsville, Northern Illinois University, Northeastern Illinois University, and Chicago State University did not report data

Percent of Graduates with Loans		Average Debt Load	
College of Charleston	44%	Eastern Illinois	\$14,233
James Madison	46%	Western Kentucky	\$15,042
Appalachian State	50%	Appalachian State	\$15,080
Western Washington	50%	Western Washington	\$15,560
Western Kentucky	57%	Sam Houston State	\$15,763
Eastern Illinois	59%	Central Washington	\$16,914
Montclair State	59%	College of Charleston	\$17,139
Central Washington	60%	James Madison	\$17,395
Western Illinois	60%	Western Illinois	\$17,567
Wisconsin-Whitewater	68%	Missouri State	\$18,379
Northern Iowa	80%	Montclair State	\$18,940
Sam Houston State	85%	Wisconsin-Whitewater	\$19,743
Missouri State	92%	Northern Iowa	\$24,123

On the Quad Cities Campus, the average debt load of 2009 graduates was \$11,822. The average debt includes all loans from previous institutions, and is one-third of local private, four-year institutions.

Percent of Graduates with Loans		Average Debt Load	
Western Illinois-Quad Cities	59%	Western Illinois-Quad Cities	\$11,822
Illinois-Springfield	64%	Illinois-Springfield	\$14,226
Pennsylvania State-Harrisburg	67%	Pennsylvania State-Harrisburg	\$14,717
Saint Ambrose	77%	Saint Ambrose	\$33,216

While maintaining commitments to affordability, it is important to note a fundamental change in state financing of Illinois public higher education. Annual state operating appropriations are below Western's all-costs increases and the *Higher Education Price Index*. This, coupled with unfunded state mandates, has made the University increasingly reliant on the University Income Fund. State appropriations now account for less than one-half of the University's annual general revenue appropriation.

Table 18
Western Illinois University Appropriation History
Fiscal Year 2006 through Fiscal Year 2010

(\$ Reported in Millions)	Fiscal Year				
	2006	2007	2008	2009	2010
Total Appropriation	\$103.2	\$109.7	\$118.3	\$121.9	\$123.9
Percent Change	5.6%	6.4%	7.8%	3.1%	1.6%
General Revenue Fund	\$56.4	\$57.2	\$58.3	\$59.9	\$59.9
Percent Change	0.0%	1.5%	1.9%	2.8%	0.0%
University Income Fund	\$46.8	\$52.5	\$60.0	\$62.0	\$64.0
Percent Change	13.2%	12.3%	14.3%	3.3%	3.2%
Income Fund Percent Total	45.3%	47.9%	50.7%	50.9%	51.7%

Through conservative fiscal management, Western Illinois University contains costs and provides resources to support the academic mission and service operations of the University. The following financial ratios described in *Strategic Financial Analysis for Higher Education (6th Edition)* document the University's financial strength.

The primary reserve ratio demonstrates financial strength. A negative or decreasing trend over time would have indicated a weakening financial condition. The net operating revenue shows that Western has operated with a surplus in six of the last seven years, therefore enabling the University to carry forward funds in conjunction with limitations established in Illinois statutes for public institutions. The viability ratio has also more than doubled since 2003, giving the University additional expendable net assets to satisfy debt obligations. While the return on net assets ratio is quite volatile and sensitive to inflationary and other economic conditions, including the recent recession, Western Illinois University maintains a constant return on net assets ratio.

Table 19
Western Illinois University Financial Ratios
Reported to the Higher Learning Commission-North Central Association of Colleges and Schools
Fiscal Year 2003 through Fiscal Year 2009

	Fiscal Year						
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Primary Reserve Ratio	0.090	0.072	0.082	0.101	0.139	0.167	0.061
Net Operating Revenue Ratio	0.004	-0.013	0.021	0.017	0.033	0.014	0.006
Return on Net Assets Ratio	0.060	0.056	0.069	0.083	0.102	0.052	0.026
Viability Ratio	0.299	0.315	0.357	0.335	0.545	0.730	0.800

Western is committed to efficiently allocating resources. Between Fiscal Years 2005 and 2009, the University achieved its goal of remaining below the statewide average on instructional costs per credit hour. Western's value of \$267.16 is 11.1 percent below the statewide average.

Table 20
Instructional Costs per Credit Hour at Illinois Public Universities
Fiscal Year 2005 through Fiscal Year 2009

	Fiscal Year				
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Chicago State	\$290.03	\$309.97	\$323.57	\$324.20	\$343.58
Eastern Illinois	\$232.03	\$237.85	\$247.15	\$262.43	\$268.70
Governors State	\$278.25	\$299.12	\$314.03	\$313.87	\$324.60
Illinois State	\$209.78	\$225.52	\$235.88	\$243.58	\$257.72
Northeastern Illinois	\$227.10	\$232.52	\$237.91	\$255.41	\$271.20
Northern Illinois	\$233.22	\$235.35	\$244.96	\$265.46	\$278.29
Southern Illinois-Carbondale	\$257.69	\$275.18	\$283.79	\$294.79	\$304.92
Southern Illinois-Edwardsville	\$215.12	\$222.70	\$227.40	\$236.75	\$246.60
Illinois-Chicago	\$292.95	\$299.55	\$321.29	\$324.64	\$338.75
Illinois-Springfield	\$248.97	\$259.15	\$313.24	\$346.59	\$334.89
Illinois-Urbana/Champaign	\$322.90	\$314.84	\$327.46	\$343.15	\$336.21
Western Illinois	\$211.97	\$220.02	\$235.21	\$250.82	\$267.16
State Average	\$261.31	\$266.81	\$279.58	\$292.74	\$300.52
% WIU Is Under the State Average	(18.9%)	(17.5%)	(15.9%)	(14.3%)	(11.1%)

Likewise, the University has achieved its goal of remaining below the statewide average on administrative costs per credit hour. Western's value of \$68.90 is 16.8 percent below the statewide average.

Table 21
 Administrative Costs per Credit Hour at Illinois Public Universities
 Fiscal Year 2005 through Fiscal Year 2009

	Fiscal Year				
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Chicago State	\$121.46	\$131.99	\$131.76	\$130.16	\$137.81
Eastern Illinois	\$69.19	\$71.22	\$71.84	\$75.87	\$79.53
Governors State	\$100.51	\$111.93	\$124.00	\$129.85	\$134.07
Illinois State	\$66.77	\$73.14	\$77.60	\$76.59	\$84.67
Northeastern Illinois	\$71.71	\$59.13	\$60.86	\$66.11	\$68.42
Northern Illinois	\$73.90	\$86.95	\$80.87	\$91.89	\$95.17
Southern Illinois-Carbondale	\$78.54	\$81.43	\$80.70	\$87.58	\$84.46
Southern Illinois-Edwardsville	\$58.81	\$60.01	\$60.47	\$65.28	\$64.03
Illinois-Chicago	\$69.28	\$65.99	\$72.28	\$70.81	\$75.81
Illinois-Springfield	\$81.89	\$90.58	\$95.41	\$121.33	\$116.76
Illinois-Urbana/Champaign	\$73.97	\$63.18	\$68.96	\$77.70	\$77.88
Western Illinois	\$51.47	\$54.93	\$59.92	\$63.55	\$68.90
State Average	\$72.09	\$72.20	\$74.79	\$80.38	\$82.82
% WIU Is Under the State Average	(28.6%)	(23.9%)	(19.9%)	(20.9%)	(16.8%)

Limited staff growth helps to control administrative costs. The percent increase in the total number of staff at Western was below the average of all other Illinois public universities. Staff headcounts are reported in the table below as there is no published data for non-faculty staff years. Headcount serves as a proxy for staff years as most staff members are on a 12-month contract and would be counted as one staff year.

Table 22
 Staff Headcount at Western Illinois University Compared to All Other Illinois Public Universities
 Fiscal Year 2005 and Fiscal Year 2009

	Fiscal Year		Difference	
	<u>2005</u>	<u>2009</u>	<u>Number</u>	<u>Percent</u>
Fall Staff (Headcount)				
Western Illinois University	1,325	1,368	43	3.2%
All Other Illinois Public Universities	28,642	32,769	4,127	14.4%

Summary and Next Steps

The second year of implementation for *Higher Values in Higher Education 2008-2018* was successful. Approximately 70 percent of the University's performance indicators progressed in the completed/maintained or progressed in the desired direction with only 30 percent staying the same or moving in the opposite direction. As a University committed to advancing its priorities and goals, monthly strategic plan updates, annual spring planning and accomplishment presentations by the vice presidents and areas reporting to the president, and performance reports will continue to keep the Board, campus, and external communities informed of University progress and challenges as we become the leader in educational quality, opportunity, and affordability among our peers.