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**FISCAL YEAR 2005  
PERFORMANCE REPORT  
OFFICE OF PLANNING, BUDGET AND  
INSTITUTIONAL RESEARCH**

**WESTERN ILLINOIS UNIVERSITY  
BOARD OF TRUSTEES MEETING  
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## OVERVIEW

This report demonstrates successful Western Illinois University-Macomb and Western Illinois University-Quad Cities actions to advance the six policy areas and goals of the statewide strategic plan for higher education, *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. Because many more opportunities for statewide partnerships and continued university excellence exist, this report should be read in conjunction with Western Illinois University's *Fiscal Year 2007 Operating and Capital Budget Recommendations*.

All University actions described in this report result from our *Mission Statement* and goals and priorities contained in the University's new Strategic Plan, *Higher Values in Higher Education*. The Western Illinois University Board of Trustees endorsed the University's Strategic Plan in March 2004, and the campus community used academic year 2004-05 to refine and begin implementation strategies for the University's and state's highest priorities.

Section I of this report, following Illinois Board of Higher Education guidelines, contains the *Western Illinois University Mission Statement* and an environmental analysis of the circumstances affecting the University's abilities to implement goals and priorities of *The Illinois Commitment* and *Higher Values in Higher Education*.

Section II identifies Fiscal Year 2005 accomplishments, Fiscal Year 2006 plans, challenges and opportunities, and performance indicators. New to this year's report are institutional goals for the common (data submissions required of all Illinois colleges and universities) and mission-specific performance indicators. The Assistant to the President for Planning and Budget received endorsement for these performance indicators from all University-wide governance groups (Civil Service Council, Council of Administrative and Professional Personnel, Faculty Senate at Western Illinois University-Macomb and Faculty Council at Western Illinois University-Quad Cities, and Student Government Association) at both Western Illinois University campuses, and from the Western Illinois University's Executive Council of United Professionals of Illinois, the Deans, Vice Presidents, and President.

After one year of reporting, Western Illinois University's performance indicators will be reviewed by all campus governance groups to further refine data submissions, where necessary, and identify peer institutions for benchmarking of institutional performance and best practices. This year's report also serves as a baseline to enable future evaluation of Strategic Plan actions after one full year of implementation (academic year 2005-06). For each performance indicator, Western Illinois University will report whether the action is completed/maintained, progressing in the desired direction, showing no change, moving in the opposite direction, or has not been started.

Section II shows that we are well on our way to achieving the vision of *Higher Values in Higher Education* and becoming the leading comprehensive university in the United States. Specific actions contributing to successful implementation of the *Illinois Commitment* include:

**Economic Development:** We partnered with Macomb community officials and the Macomb Area Economic Development Corporation to attract the Pella Corporation to build its newest production facility in Macomb. This new facility will produce up to 500 new jobs for the community and provide many avenues for partnerships with business and industry. We also continued partnering with city, community, and statewide leaders on economic development initiatives in Moline and beyond. We are supporting the development of a technology center next to the location of the new Western Illinois University-Quad Cities Riverfront Campus to support economic, educational, and workforce development goals and needs identified in *Blueprint 2010*, an economic development plan for the Quad Cities area.

To further economic development, we supported Western Illinois University's Entrepreneurship Center, as one of ten statewide catalysts to create jobs within the Governor's *Opportunity Returns* Initiative. Additionally, we opened the Western Survey Research Center, Executive Studies Center at Western Illinois University-Quad Cities, and the Institute for Environmental Studies; established new academic programming and departments of Broadcasting and Women's Studies; participated in campus theme and American Democracy Project programming; and supported the Illinois Institute for Rural Affairs and the McDonough County Geographic Information Systems Center. To further these initiatives, we support state partnership funding for enhanced faculty and staff salaries, a new Performing Arts Center at Western Illinois University-Macomb, and Phase I of the new Western Illinois University-Quad Cities Riverfront Campus.

**P-20 Partnerships:** We received grants totaling over \$2.4 million from the United States Department of Education; provided significant outreach for public school children through institutional and Illinois Arts Council and Earth Watch grant funding; administered the United Star Distance Learning Consortium; provided international opportunities of study for elementary and secondary teachers; maintained over 20 dual admissions agreements; and established the University's first doctoral program, in Educational Leadership for elementary and secondary school administrators. Western Illinois University partners at all levels of the educational process—from preschool through the terminal degree, and with teachers, students, their families, practicing professionals, and state and federal policy makers.

**Affordability:** We extended our Cost Guarantee program to become the first Illinois college or university to extend guaranteed tuition, fees, room and board rates to graduate students; and our model has been replicated nationally, most recently with undergraduate students at Central Michigan University. We also intensified academic preparation and support; increased scholarships and financial assistance; and provided predictable, fiscally conservative cost increases to help ensure that no Illinois resident is denied college access because of financial need. We support matching state fiscal partnerships for university reallocations to first year retention initiatives and increased financial support for students and their families.

**Access and Diversity:** We supported workforce diversity initiatives, including the Dual Career Recruitment Program, Domestic Partner Health Insurance, and Trainees, Learners, and Affirmative Action Internship programs; provided training and outreach; and aggressively recruited high-achieving, diverse students to increase the number of Illinois residents completing training and education programs. We are seeking state support for the construction of a new multicultural center to further support institutional and statewide commitments to diversity.

**High Quality:** We implemented first year retention programming on both campuses; promoted internationalization of the curriculum and purchased a new International House; received national recognition from the *Princeton Review*, Collegiate Artists Competition, Institute of Management Accountants, and United States Army ROTC program; achieved discipline-based accreditation for academic programs and co-curricular services; implemented a comprehensive “cradle to grave” student learning outcomes assessment program; and won the Mid-Continent Conference's Commissioners Cup and Women's All Sport Trophy. All of these actions exemplify our commitments to excellence. State partnership funding to further first year retention initiatives supports academic excellence, personal growth, and social responsibility.

**Accountability and Productivity:** We reduced administrative and support costs by 25 percent over the last three years; internally reallocated over \$4.5 million (8.3 percent of the University's Fiscal Year 2005 General Revenue appropriation); engaged in cost savings and avoidance activities totaling over \$900 thousand; supported \$1.4 million in permanent maintenance improvements; installed fire suppression sprinkler systems; re-constructed elevators; and prepared for campus master planning. Each action demonstrates our productivity, accountability, and stewardship of state resources. We are seeking state partnership funding for our permanent improvement program and phase I of critical life-safety enhancements to our facilities not in current code compliance. Meaningfully supported, these actions further our stewardship of state taxpayers' investments in the physical infrastructure of Illinois higher education.

Section III highlights Effective (best) Practices. We selected the new Dual Career Recruitment Program as a means to diversify faculty and staff, and the First Year Experience at Western Illinois University-Macomb as a means to promote student achievement and civic engagement as our Effective Practices for Fiscal Year 2005. Additional information on these effective practices and all other information contained in this report are available from Planning, Budget and Institutional Research.

## SECTION I: INSTITUTIONAL CONTEXT

### WESTERN ILLINOIS UNIVERSITY MISSION STATEMENT

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Western Illinois University, a community of individuals dedicated to learning, will have a profound and positive impact on our changing world through the unique interaction of instruction, research, and public service as we educate and prepare a diverse student population to thrive in and contribute to our global society.

### ENVIRONMENTAL ANALYSIS

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**Economic Development:** To promote economic prosperity, we recognize that the greatest challenge to Illinois' knowledge-based economy is successfully recruiting and retaining a high-achieving, diverse faculty and staff committed to economic, educational, cultural, environmental, and community development. Raising faculty and staff salaries to meet and exceed the mean of peer institutions is Western Illinois University's highest priority. Economic growth will also be sustained by community-university partnerships in Macomb and Moline. They were essential in attracting Pella to Macomb and in achieving Quad Cities development goals identified in *Blueprint 2010*.

**P-20 Partnerships:** To promote teacher quality—the single most important factor influencing student learning—Western Illinois University will enhance educational partnerships. These efforts will focus on teacher preparation, recruitment, and retention. *Occupational Outlook Quarterly's* estimates of the 20 highest growth occupations in the United States minimally requiring a baccalaureate degree during the next decade include elementary school teachers (ranked third) and secondary teachers (ranked sixth).

**Affordability:** To promote student access, Western Illinois University will continue to promote our innovative Cost Guarantee programs for undergraduate and graduate students, and we will work collaboratively with the Illinois Student Assistance Commission, higher education community, Governor, and General Assembly to implement recommendations from the statewide committee on affordability. At the same time, we will seek individual, statewide, corporate, foundation, and governmental funding to support increased scholarships and financial assistance to students and their families.

**Access and Diversity:** To serve diverse university and global communities, Western Illinois University must have the facilities and resources to support all members of the campus community. We will continue to increase participation in cultural, civic, and other activities designed to provide leadership development, personal growth, and social responsibility.

**High Quality:** To hold students accountable to even higher expectations for learning, Western Illinois University provides strong academic support and comprehensive assessment processes at both campuses. We will pursue new and continuing accreditation, where appropriate; and our first year initiatives will increase the number and diversity of Illinois citizens completing training and education programs at both Western Illinois University campuses.

**Accountability and Productivity:** To demonstrate stewardship of individual, institutional, and state resources, Western Illinois University engages in internal reallocations, cost savings and avoidance activities, and academic and administrative restructuring, where appropriate. We are seeking partnership funding in protecting the state's investment in the physical infrastructure of the University's two campuses. We are a productive institution, and look to provide statewide and national leadership in the reporting and understanding of freshmen and transfer student retention rates.

## SECTION II: PROGRESS

### POLICY AREA ONE: ECONOMIC GROWTH

**Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.**

Western Illinois University supports strong economic growth through our instruction, research, and service activities. At Western Illinois University-Macomb, for example, the estimated economic impact of the University is \$390 million annually in our immediate nine county service region (McDonough, Adams, Brown, Fulton, Hancock, Henderson, Knox, Schuyler, and Warren counties) that extends statewide, nationally, and internationally. Through *Higher Values in Higher Education*, and in partnership with the state, we will continue to serve as a stimulus for economic, educational, cultural, environmental, and community development in Macomb, the Quad Cities, the state, nation, and beyond.

#### Fiscal Year 2005 Accomplishments

- *Economic Development:* Western Illinois University successfully partnered with community officials and the Macomb Area Economic Development Corporation to attract the Pella Corporation to build its newest production facility in Macomb. Pella, identified in *Fortune Magazine's 100 Best Companies To Work For*, currently manufactures wood windows and patio doors in Pella, Carroll, Shenandoah, Sioux Center, and Story City, Iowa. This new facility will produce up to 500 new jobs for the community and create multiple avenues for partnerships with business and industry (e.g., research, training, development, and internships). We also continued partnering with city, community, and statewide leaders on fiscal, infrastructure, and community development initiatives in city of Moline and beyond. We are assisting in the development of a technology center next to the location of the new Western Illinois University-Quad Cities Riverfront Campus to support economic, educational, and workforce development goals and needs identified in *Blueprint 2010*. Our actions will complement implementation of the *Updated Moline Centre Plan*, *Bass Street Landing Development Project*, and *Moline Center Businesses Development Plan*.

With support of Governor Blagojevich, Western Illinois University serves as one of ten statewide Entrepreneurship Centers (EC) to create jobs within the *Opportunity Returns* initiative. The EC and Macomb Area Economic Development Corporation are “anchor tenants” in the newly opened Western Illinois Business Technology Center. The EC is the “umbrella” organization for the University’s economic development activities, including the Small Business Development Center and the College of Business and Technology’s Business Technology Center. Through public-private partnerships, Western Illinois University’s EC and the Illinois Department of Commerce and Economic Opportunity partnered to create the Western Illinois Entrepreneurship Center Network, with entrepreneurship centers in Macomb, Galesburg and Quincy. Resource sharing has created new jobs regionally in a 12 county service area. Each center also links clients with resources and expertise, and on a competitive basis, offers \$5,000 Business Enhancement Awards for startup and business expansion.

Western Illinois University’s new Survey Research Center provides partnerships between the departments of Political Science, Sociology/Anthropology, Psychology, and the Illinois Institute for Rural Affairs. It focuses on survey instruments with regional economic impact. Center students, faculty, and staff are currently engaged in a rural life poll, Macomb-area social survey, University civic engagement projects, and an evaluation project with the Illinois Department of Natural Resources. Local economic development is also supported by Western Illinois University partnering with the City of Macomb and McDonough County to house and support the Geographic Information Systems Center that recently completed the 2005 Macomb Zoning map and proposed expansions of local enterprise zones.

Furthering economic development, the new Executive Studies Center at Western Illinois University-Quad Cities builds upon the successes of Western Illinois University-Macomb’s Executive Studies Center. The new Quad Cities Center will serve regional businesses, industries, and corporations that serve statewide, national, and global communities.

- *Educational Development:* Western Illinois University established an undergraduate minor in Fire Administration (offered at Western Illinois University-Quad Cities), a Bachelor of Music, B.B. in Supply Chain Management, B.S. in Kinesiology, B.S. in Construction Management, Post-Baccalaureate Certificate in Women's Studies, Post-Baccalaureate Certificate in Public and Non-Profit Management, M.S. in Kinesiology, M.S. in Sport Management, M.S. Ed. in Educational Leadership, and Ed.D. in Educational Leadership. The University also created the Department of Broadcasting, which was formerly a part of the Communications department and established the Department of Women's Studies, which was formerly a program within the College of Arts and Sciences.

In addition to establishing new academic programs based on demand, need, consistency with the *University Mission Statement*, and availability of resources, we use the program review process to evaluate program quality, viability, and sustainability. All programs, unless otherwise required by the institution, are reviewed on an eight year rotation. Twenty-one undergraduate and graduate programs were reviewed during academic year 2004-05 from the departments of Agriculture, Computer Science, Engineering Technology, Philosophy, Economics, History, Management, Business Administration, Accounting, and the School of Extended Studies. The University also reviewed the Center for Management and Professional Development and provided status reports on the B.A. in African American Studies and the B.S. in Graphic Communication. The latter two programs were established three years ago.

- *Cultural Development:* Western Illinois University, Illinois State University, and Southern Illinois University-Edwardsville are the only three Illinois public universities participating in the American Democracy Project, co-sponsored by the American Association of State Universities and the *New York Times*. The American Democracy Project is designed to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. In addition to invited campus speakers, presentations, and dialogues related to campus theme programming, *Now is the Time... Civic Engagement*, students, faculty, staff, and alumni volunteered at the Macomb Area Volunteer Center, Loaves and Fishes (delivering meals to place bound senior citizens), the Western Illinois Regional Council – Community Action Agency, Big Brothers/Big Sisters, and the Salvation Army. Both University campuses also had record student voter participation in the fall 2004 Presidential election and actively participated in tsunami relief efforts.
- *Environmental Development:* Western Illinois University's new Institute for Environmental Studies builds upon the University's interdisciplinary strengths; supports a minor in environmental studies; and provides partnerships with Kibbe, the Nature Conservancy, and others within the Great River Consortium.
- *Community Development:* Western Illinois University's Illinois Institute for Rural Affairs (IIRA) received \$600,000 from the United States Department of Agriculture for two programs. The MAPPING program develops the capacity of nonprofit organizations and/or low-income rural communities to undertake projects related to community and economic development. The second program brings agricultural producers into local economic development strategies by forming cooperatives or other rural businesses. In summer 2005, the MAPPING program received the *2005 National Outstanding Program Award* by the Community Development Society in recognition of "superior programming that exemplifies and positively influences community development practices."

#### Fiscal Year 2006 Plans

We are committed to achieving optimum enrollment and exploring the feasibility and need of new academic programs and courses at both campuses. We will continue to use the program review process to support academic programs that are responsive to state, regional, national, and international needs. The next series of programs to be reviewed are the B.S. in Family and Consumer Sciences, Specialist in School Psychology, Bachelor of Social Work, B.A. and M.A. in Sociology, and Illinois Institute for Rural Affairs. Additionally, we will conduct status reviews on three new programs implemented three years ago: the B.S. in Meteorology, B.F.A. in Musical Theatre, and the Bella Hearst Diabetics Institute. Our program review efforts will be enhanced by the Illinois Board of Higher Education's survey of Illinois business and industry regarding satisfaction with Illinois higher education.

Strong research agendas also support economic development. We will expand institutional resources that encourage and promote research, creative, and scholarly activities. At the same time, we will promote entrepreneurial approaches to scholarly/creative activities that support departmental, college, and University priorities.

We are also committed to cultural development. *Global Challenges and Personal Responsibility* is the academic year 2005-06 campus theme. This theme will continue through 2008 with an emphasis on global challenges and personal responsibility in the area of cultural diversity for 2006-07 and global challenges and personal responsibility in the area of environmental sustainability for 2007-08. Over the next three years, through coordinated efforts from the First Year Experience, the American Democracy Project, and implementation of the Strategic Plan, we will collectively and individually explore global challenges and our personal responsibilities in meeting these challenges.

We will also continue cultivating positive relationships between our campuses and host communities. Western Illinois University will continue to develop partnerships with area leaders that benefit cultural, economic, and technological development. For example, an economic impact study will be completed for Western Illinois University-Quad Cities and the Community University Partnership Program will implement programs and services for members of the Macomb and campus communities.

#### Fiscal Year 2006 Challenges and Opportunities

The greatest challenge to Illinois' knowledge-based economy is successfully recruiting and retaining a high-achieving, diverse faculty and staff committed to economic, educational, cultural, environmental, and community development. Raising faculty and staff salaries to meet and exceed the mean of peer institutions is Western Illinois University's highest priority.

- *Faculty and Staff Salaries:* Western Illinois University has received no new state resources for salary increases for the last three fiscal years (Fiscal Years 2003-2006). Despite the fact internal reallocations provided some level of salary increase for faculty and staff during this time; enhancing competitiveness in this area remains a key priority, particularly in light of reduced salary competitiveness. For example, Western Illinois University Fiscal Year 2002 average weighted faculty salaries were 96.2 percent of our peer group; the value is now 92.8 percent (*Illinois Board of Higher Education, Consent Agenda Item #6, October, 2004*). Salary erosion is a critical issue facing Western Illinois University. The ability to recruit and retain high quality faculty and staff is directly related to ensuring educational quality. More competitive salaries in border states (Western Illinois University-Macomb is less than 60 minutes from Iowa and Missouri; Western Illinois University-Quad Cities is less than 10 minutes away from Iowa) and nationally detracts from Illinois' knowledge-based economy and negates statewide productivity and accountability accomplishments sustained from *The Illinois Commitment*.

Equally as challenging in achieving university and statewide goals are the physical and infrastructure limitations on both Western Illinois University campuses. Our last state supported facility was opened in 1978. Achieving state partnership funding for the Western Illinois University-Macomb Performing Arts Center and the Phase I of the Western Illinois University-Quad Cities Riverfront Campus are the University's highest facility priorities.

- *Performing Arts Center:* The Illinois Legislature appropriated \$4.0 million in major capital funding for Western Illinois University-Macomb to plan and design a performing arts/convocation center during Fiscal Year 2003. When opened, this new facility will support regional economic and cultural development, access to University resources, and the provision of high-quality academic programs and co-curricular services.

Western Hall, a multipurpose facility with capacity of approximately 5,100, is currently used to house athletic events, musical and theatre performances, and other community/University events. Poor acoustics, limited support capabilities, and a gymnasium environment detract from performances. It also limits the University's ability to attract and provide additional mission-driven public service and outreach activities. A new facility will facilitate spatial and operating efficiencies (physical consolidation of the College of Fine Arts and Communications), and enhance the educational and service mission of Western Illinois University.



- *Western Illinois University-Quad Cities Riverfront Campus:* Western Illinois University-Quad Cities serves Illinois' second largest metropolitan area and is the only four-year public institution of higher education in the immediate and surrounding area. Our commuter, undergraduate degree completion campus with selected graduate programs of excellence serves nontraditional, place-bound, working professionals contributing to Illinois' knowledge-based economy. Strong partnerships with local and regional community colleges prevents duplication of services and allows Western Illinois University-Quad Cities to offer 10 upper division bachelors degrees, eight post-baccalaureate certificate programs, and 15 master's degrees.

Additional high-quality programs from the Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communications are planned. These course offerings will support local, regional, and statewide economic and cultural development, partnerships with P-20 education, access and diversity. However, growth will be limited. The existing Western Illinois University-Quad Cities campus (60<sup>th</sup> Street facility) exceeds physical capacity. Phase I development of Western Illinois University-Quad Cities Riverfront Campus that is situated corporately donated property will supplement the existing 60<sup>th</sup> Street facility, fulfill shared institutional and statewide goals, and display tangible results to current and future philanthropic partnerships.

COMMON INSTITUTIONAL INDICATORS

**1.1: Percent of Undergraduate Degree/Certificate Recipients Employed and/or Enrolled in Further Education Within One Year of Graduation**

Goal: Achieve a 90 percent rating for the percent of undergraduate degree/certificate recipients who are employed and/or enrolled in further education within one year of graduation, as reported on the Alumni Survey.

Performance and Implications: Western Illinois University surveys alumni one year after graduation every three years. Results from the 2003 Alumni Survey show that Western Illinois University is 3.5 percent below its goal of 90 percent. This is down from 87.6 percent in 2000. We will continue to increase academic standards to increase the marketability and higher education continuation rates of our alumni.

<u>Number Employed and/or Enrolled</u>	<u>Number of Survey Responses</u>	<u>Percent Employed and/or Enrolled</u>
736	851	86.5%

MISSION-SPECIFIC INDICATORS

**1.2: Western Illinois University – Macomb Total Fall, Census Day Enrollment**

Goal: Achieve optimum enrollment by annually enrolling 12,500 total students.

Performance and Implications: Western Illinois University-Macomb serves traditional, residential students with an average age of 21.6. Total fall 2004 Macomb census day enrollment is 89.5 percent of the University's target of 12,500.

<u>Fall</u>	<u>Enrollment</u>	<u>Target</u>	<u>Percent of Target</u>
2002	10,951	12,500	87.6%
2003	10,996	12,500	88.0%
2004	11,187	12,500	89.5%

Our core value of academic excellence reinforces the tradition and commitment to teaching, individual learning, and academic involvement in the teaching-learning process. With systematic enrollment planning and growth, we will remain an institution where life-long relationships are established, ideas are tested, and learning is inspired.

### 1.3: Western Illinois University – Quad Cities Fall, Census Day Enrollment

Goal: Achieve optimum enrollment by annually enrolling 3,000 total students.

Performance and Implications: Western Illinois University-Quad Cities serves non-traditional, commuting, working professionals with an average age of 32.3. Total fall 2004 Quad Cities campus census day enrollment is 43 percent of the University's target of 3,000.

<u>Fall</u>	<u>Enrollment</u>	<u>Target</u>	<u>Percent of Target</u>
2002	1,461	3,000	48.7%
2003	1,310	3,000	43.7%
2004	1,280	3,000	42.7%

Western Illinois University-Quad Cities enrollment will increase. During Fiscal Year 2005, the University expanded marketing and recruitment activities, implemented new academic programming (including the Fire Administration minor), investigated the feasibility and need of new nursing and other health professions courses, and established a new Honors Program. The University also extended evening service hours for advising, admissions, and financial aid; offered the first commencement ceremony in the Quad Cities (with over 2,000 individuals attending); and designed a block schedule to prevent students from attending courses in multiple Quad Cities locations.

We will continue to implement systematic enrollment planning and growth by focusing on program development and increased course offerings. The University's Academic Master Plan identifies undergraduate programs (including pre-law, health care, nursing, broadcasting, business, and computer science) and graduate programs (including business administration, engineering management, computer information systems, accountancy, and education) as potential growth areas. Additional post-baccalaureate certificates are also planned. Quad Cities external advisory boards will be established to ensure all academic programs meet the needs of area working professionals. Our commitments to increased enrollment, programs, and services require state partnership investment in the new Western Illinois University-Quad Cities Riverfront Campus (see Performance Indicator 1.8).

### 1.4: Alumni Giving

Goal: Increase Western Illinois University's annual alumni rate giving from 11% to 19%.

Performance: Western Illinois University's annual alumni giving rate is down by 1.3 percent over the last two years. However, the University's alumni giving rate remains the highest of the four Illinois public universities reporting data to the Council for Aid to Education (Eastern Illinois University, Illinois State University, Northern Illinois University, and Western Illinois University). This decline observed statewide and nationally is due, in part, to difficult economic conditions. Western Illinois University is currently planning for a new comprehensive campaign. Annual alumni giving will be an important part of the new campaign, primarily as an established measure of alumni satisfaction and secondarily as a method of revenue generation.

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Western Illinois University	11.4%	10.8%	10.1%
Median Illinois Public Universities	9.0%	7.9%	7.5%

### 1.5: Sponsored Research, Instruction, Creative Works, and Service Awards (State, Federal, and Private Funding)

Goal: Increase the dollar value of external grants awarded from \$13.8 million to \$15.2 million annually, while recognizing that opportunities for external funding vary significantly across disciplines.

Performance and Implications: Between Fiscal Years 2003 and 2004, the value of external awards for sponsored research, instruction, and creative activities decreased. This decrease was due, in part, to state, regional, and

national economic difficulties. However, we view this decline as temporary, and we will continue to aggressively pursue external resources. Because many forms of research and creative activities are highly specialized and resource intensive, we will develop a unified plan for supporting research and scholarly activities. The benefits of academic research need to be brought swiftly to business and industry, school classrooms, and the health care setting. Together we will work with our external partners in supporting scholarly activities and the resolution of scientific, technical, and social problems facing our global community.

Fiscal Year		
2002	2003	2004
\$15,283,124	\$15,206,756	\$13,832,890

**1.6: Western Illinois University-Macomb Performing Arts Center Funding**

Goal: Achieve Western Illinois University-Macomb’s highest facility priority by securing Phase I funding (\$27.9 million) for the planning and construction of a Performing Arts Center (PAC). Total cost of the PAC is \$57.5 million. This includes a prior allocation of \$4 million for planning (yet to be released) and a future allocation of \$25.6 million.

Performance and Implications: Four million dollars in planning funds for the PAC were included in the State’s Fiscal Year 2005 budget. The University continues to aggressively lobby for the release of these funds and \$27.4 million for Phase I construction, including a 110,000-square-foot PAC with a 1,900-seat proscenium theatre auditorium, 300-seat thrust stage, and 150-seat studio theatre.

Implications: We have not opened a new, state-supported facility since 1978. The PAC will serve vital, mission-driven academic needs. In becoming the nation’s leading comprehensive university, strong academic programs require outstanding facilities and technologies to support the recruitment and retention of high-achieving and diverse students, faculty, and staff. The new PAC will also serve vital co-curricular, economic, and civic needs. It will replace Western Hall as the primary location for student convocations, College of Fine Arts and Communication recitals, Bureau of Cultural Affairs events, graduation ceremonies, and other new and expanded opportunities. A new PAC will enhance the University’s nine-county economic impact, currently valued in excess of \$320 million annually.

**1.7: Western Illinois University-Quad Cities Riverfront Campus Funding**

Goal: Achieve Western Illinois University-Quad Cities’ highest facilities priority by secure Phase I funding for the expansion to the WIU-Quad Cities Riverfront Campus. Total development cost for Phase I of Riverfront Campus is \$16.2 million, including a prior allocation of \$200,000.

Performance: Planning funds of \$2.4 million to renovate the 60,000-square-foot former John Deere Tech Center on River Drive in Moline were included in the Fiscal Year 2006 recommendations by the Governor and IBHE. When planning funds are released the balance of the project will be \$13.8 million.

Implications: Western Illinois University-Quad Cities serves 1,300 students and has conducted classes in the Quad Cities, the second largest metropolitan area in Illinois, for more than 25 years. The new Western Illinois University-Quad Cities Riverfront Campus will provide the physical capacity to achieve the University’s and statewide enrollment goal of 3,000 students. It also eliminates the current necessity of renting space to accommodate scheduling needs of place-bound, working professionals.

## **POLICY AREA TWO: P-20 PARTNERSHIPS**

### **Higher education will join elementary and secondary education to improve teaching and learning at all levels.**

Western Illinois University's National Council for the Accreditation of Teacher Education accredited university-wide teacher education program provides more than 25 areas of concentration. Together, the Western Illinois University teacher education program focuses on the entire educational experience, from pre-school through doctoral education, and teacher preparation as one of the most important contributions that higher education makes to the well-being of the state and its residents. The most important factor influencing student learning is teacher quality. Educational partnerships improve the preparation of new teachers and provide opportunities for experienced teachers to update their knowledge and skills.

#### Fiscal Year 2005 Accomplishments

- The Center for Best Practices in Early Childhood Education received \$500,000 from the U.S. Department of Education to implement technology innovation programs that will improve the educational opportunities for children (up to age 8) with disabilities. The center provides online workshops free of charge for educators and parents on the use of technology as a tool to assist young children with disabilities acquire a general education.
- Western Illinois University received a \$40,000 IBHE-HECA grant to create partnerships with K-12 public schools and community colleges to increase the number of minority students entering the teaching profession, especially those from diverse urban communities. Project partners will work to identify potential teacher candidates from minority populations, recruit candidates into the teacher education field, and support them during their academic career and throughout the placement process. Phase I of this multi-year project included Western Illinois University, Rock Island/Milan School District No. 41, and Black Hawk College in Moline. In subsequent years, the project will be expanded to include schools and community colleges in the Galesburg, Peoria, Elgin, and Chicago areas.
- Three Western Illinois University faculty members and an academic adviser have received funding from the Fulbright-Hays Group Projects Abroad program to lead Illinois elementary and secondary teachers on summer seminars to South Korea and Ethiopia. Western Illinois University received two of only 60 Fulbright-Hays GPAs awarded nationally. The study trips to South Korea and Ethiopia provide opportunity for Illinois teachers to enhance their understanding of these cultures and incorporate this into their teaching.
- The College of Fine Arts and Communication provides K-12 outreach for public school children. For example, the Illinois Arts Council funds the University's Regional Theatre Tour, Opera on Wheels, and Youth Performing Arts that provided 126 performances regionally and statewide. Additionally, over 1,900 K-12 students participated in College of Fine Arts and Communication outreach events that included a Jazz Fest, Marching Band Classic, Summer Music Camps, and Art Camps.
- The College of Arts and Sciences sponsors "Girls Plus Math," where middle school girls from across the region spend a week at the University (at Horn Lodge) to expand their knowledge of mathematics and careers in mathematics. The College also sponsors, with support of a Earth Watch grant, Environmental Studies programming where high school students from across the nation (and chosen on a competitive basis) spend two weeks at the University's Kibbe Station studying issues related to environmental preservations of Mississippi River ecological systems.
- Western Illinois University received a \$1.9 million grant from the United States Department of Education to continue providing preservice teachers, inservice teachers, and media specialists with the training, support, and communication links necessary for professional success. This \$1.9 million is part of a five-year \$10 million grant awarded to Western in 2000 to be the administrative lead for the United Star Distance Learning Consortium and the STAR Project: *Supporting Teachers with Anytime/Anyplace Resources*. To date, over 12,320 staff development activities have been completed through the STAR project. This includes 6,555 technology integration and 823 library media modules, 3,653 interactive satellite programs, 633 pre-service deaf education courses, and 656 in-service deaf education programs.

Professional educators have logged more than 100,000 professional development hours through STAR, and this figure will increase.

A newly developed Web site offers more than 175 hours of streamed video and more than 1,000 hours of online modules that address such topics as *No Child Left Behind: Achieving Academic Excellence*, *Literacy to Learn: Reading and Writing Across the Curriculum*, *Best Practices for School Library Media Programs* and *Technology Integration: STAR-Online*. The site also offers pre-post assessments to measure content mastery, renewal hours, credit options, reflective exercises, lesson planning, mentoring opportunities at local levels, product reviews, demonstrations, and an online resource library. For school administrators, the centralized location of these materials serves as a resource to support local professional development program priorities, and a program to enhance individualized portfolio development.

- The Illinois Board of Higher Education and the Higher Learning Commission's North Central Association of Colleges and Schools approved Western Illinois University's first doctoral program, in Educational Leadership to elementary and secondary school administrators. The program will be offered at both campuses for school administrators who have completed an Education Specialist degree or have the equivalent coursework and are eligible for superintendent's endorsement. Western has more than 100 students enrolled in its Education Specialist program who are potential candidates for the doctoral program. Coursework will consist of 43 semester hours over a three-year time frame. Students will participate in a cohort model with approximately 20 students starting the program in the first year and additional 20-student cohorts will begin in years three and five. Each student will work with a specific low-performing school/district in the Western service region as part of the program's partnership with public education.

#### Fiscal Year 2006 Plans

Western Illinois University will provide leadership in responding to emerging educational needs. We support Illinois Board of Higher Education initiatives to improve data and information regarding teacher preparation and professional development through the Teacher Data Warehouse and other related initiatives. Our P-20 partnerships will focus on closing achievement gaps between minority and non minority students, lowering student attrition, enhancing teacher preparation and development, reducing the need for college-level remediation, and improving teaching and learning at all levels of the educational process.

We will also begin operations of the Center for the Preparation of Educational Professionals<sup>1</sup>. This new center will centralize the personnel, services, and resources that support University-wide teacher education. Center staff will be responsible for advising, field and clinical supervision, and certification issues for future teachers, school support personnel, and school leaders.

#### Fiscal Year 2006 Challenges and Opportunities

The greatest challenge for Illinois' knowledge-based economy is to recruit and retain high quality teachers. *Occupational Outlook Quarterly* estimates that the third highest occupational demand requiring a bachelor's degree or higher during the next decade is elementary school teachers; secondary teachers rank sixth. The most challenging factor influencing teacher recruitment and retention is the need to develop and maintain professional identity. Most teacher attrition occurs within five years of entering the teaching profession. We will actively participate in P-20 partnerships to provide opportunities for new and experienced teachers to update their knowledge and skills.

### COMMON INSTITUTIONAL INDICATORS

#### **2.1: Student Completing Requirements for Initial Teacher Certification by Certificate Area**

Goal: Support statewide efforts to meet the need for elementary and secondary teachers.

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<sup>1</sup> Since the center does not have an instructional, research, or public service mission, Illinois Board of Higher Education approval is not necessary.

Performance and Implications: The number of teacher education graduates peaked in 2003. During this time, Illinois was moving to a new standards-based model coupled with a configuration of certification offerings and a new set of state content tests. Students enrolled in the program since 2000 were advised of pending changes and encouraged to complete the program prior to July 2003 to avoid costs associated with purchasing new, mandatory certification examinations and coursework needed to support changing standards. The decline in certifications also mirrors regional, statewide, and national need for increased teacher recruitment and retention. We will aggressively pursue educational partnerships to increase the number, diversity, and quality of Illinois teachers.

Certificate Area	2003	2004	2005
Early Childhood Education	26	18	10
Elementary Education	198	146	172
Secondary Education	70	67	42
Special Education	73	21	21
K-12	57	36	50
Total	420	288	295

#### MISSION-SPECIFIC INDICATORS

### 2.2: Diversity of Teacher Education Graduates

Goal: Increase the percent of minority teacher and professional education graduates at Western Illinois University.

Performance and Implications: Western Illinois University experienced an increase in minority students as a percent of total University teacher education graduates at the undergraduate and graduate levels. The Western Interstate Commission for Higher Education projects a 30 percent increase in the number of Illinois minority high school graduates, from 26,946 in 2004-2005 to 48,184 in 2010-2011. This projected increase underscores the importance of a diverse teaching profession serving as role models and mentors for future generations.

	2003	2004	2005
Undergraduate	6.4%	7.5%	7.8%
Graduate	4.9%	4.2%	5.0%

#### POLICY AREA THREE: AFFORDABILITY

**No Illinois resident will be denied an opportunity for a college education because of financial need.**

### Goal 3: Affordability

Western Illinois University maintains a strong tradition of providing access to high quality, affordable educational programs to over 11,000 students on Macomb's residentially-based campus, 1,300 students on the Quad-Cities commuter-based campus, and 1,100 students in extension programs. We support academic success, assist those in financial need, and provide predictable, fiscally conservative cost increases.

#### Fiscal Year 2005 Accomplishments

- *Academic Success:* Western Illinois University-Macomb (see Goal Five and selected as an Effective Practice in Section III) piloted a new first year experience program that will increase freshmen academic performance and retention; and it will decrease costs associated with transferring to another institution of higher education and/or the repayment of student loans.
- *Assisting Those in Financial Need:* More than 70 percent of Western Illinois University students receive financial aid from private, federal, state, or University sources. The Scholarship office coordinates more than \$2.25 million in scholarships and loans to support the recruitment and retention of high-achieving, diverse students. Western Illinois University received a \$250,000 grant from the Illinois Department of

Human Services to provide additional financial assistance to undergraduate students with a grade point average of 2.5 or higher, who have minor children, and meet minimum income guidelines.

- *Providing Predictable and Fiscally Conservative Cost Increases:* Western Illinois University extended its long-standing undergraduate Cost Guarantee to graduate student tuition, fees, room and board. We are the first Illinois college or university to extend guaranteed rates to graduate students; and our model is being replicated nationally, most recently with undergraduate tuition and fees at Central Michigan University. The University also received statewide recognition for our fiscally conservative practices. The Illinois Board of Higher Education's *Fiscal Year 2006 Budget Recommendations* gave the highest percent increase to Western as recognition for not passing costs onto students during the past three years of reduced state appropriations for higher education.

#### Fiscal Year 2006 Plans

- *Academic Success:* Western Illinois University will continue to support implementation of *Illinois Senate Bill 575* to strengthen high school graduation requirements. These new standards are important to improving student preparation, retention, and degree completion. Likewise, Western Illinois University-Macomb will fully implement the First Year Experience; and Western Illinois University-Quad Cities will design and implement an analogous Students in Transition model for first-year, upper-division, working professionals. We are seeking partnership funding from the state to sustain our retention and diversity initiatives on both campuses.
- *Assisting Those in Financial Need:* Western Illinois University will internally reallocate \$150 thousand to support financial aid for high-achieving, diverse students. Additionally, the University will establish 40 new, four-year annually renewable Trustee Scholarships that include tuition, fees, room and board. The program will be phased in over the next four years. The new comprehensive campaign will also continue to generate support for high-achieving, diverse students.
- *Providing Predictable and Fiscally Conservative Cost Increases:* Western Illinois University will continue to promote our Cost Guarantee Programs. We will also increase the use of internal grants versus loans to assist students in need, develop strategies to raise student awareness about financial aid and scholarship opportunities, identify funding for students in need of short-term assistance, provide educational opportunities for students to learn about financial responsibility and become more proactive in solving financial problems, and continue to develop strategies for reducing the amount of student indebtedness upon graduation.

#### Fiscal Year 2006 Challenges and Opportunities

Recent financial trends within Illinois higher education have raised concerns about higher education access and affordability. Western Illinois University, a statewide leader and innovator, will work in conjunction with the Illinois Student Assistance Commission, higher education community, Governor, and General Assembly to implement recommendations from the statewide committee on affordability. We are also seeking individual, statewide, corporate, foundation, and governmental funding to support increased scholarships and financial assistance for students and their families.

### COMMON INSTITUTIONAL INDICATORS

#### **3.1: Net Price of Attendance for Undergraduates Who Apply for Aid by Income Quintile after MAP, IIA, Pell, SEOG, and Institutional Grant Aid Are Subtracted**

Goal: Help qualified students obtain the maximum amount of assistance they are eligible to receive, and implement strategies to increase student awareness about financial aid and scholarship assistance.

Performance and Implications: Approximately three-fourths of Western Illinois University students receive financial aid and pay less than the published "sticker price" to attend the University. The Financial Aid Office annually administers and coordinates in excess of \$77 million in financial assistance to students. We support restoration and enhanced funding for state and federal financial aid programs. At the same time, we will continue to seek expanded funding for institutionally-based financial aid and scholarship opportunities.

Gift Assistance Awarded to Dependent Full-Time, First Time Freshmen, Fall 2003

Student/ Family Income	Gift Assistance Awarded to Dependent Full-Time, First Time Freshmen, Fall 2003														
	Federal Programs						State Programs				Institutional Programs				
	Total <sup>1</sup>	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	158	158	\$532,1434	62	\$58,480	151	\$554,383	61	\$29,750	33	\$63,122	5	\$8,328		
\$27,336-48,215	151	151	\$294,057	52	\$49,772	193	\$597,453	3	\$1,500	36	\$62,039	9	\$24,990		
\$48,216-70,006	44	44	\$55,600	9	\$8,890	84	\$190,023	0	--	35	\$72,678	12	\$25,438		
\$70,007-99,999	4	4	\$8,750	2	\$2,000	12	\$23,625	1	\$500	51	\$160,393	16	\$24,341		
\$100,000 & Up	0	0	--	0	--	0	--	0	--	27	\$73,247	16	\$28,660		
Unknown	0	0	--	0	--	0	--	0	--	47	\$160,740	27	\$86,127		

1. Total represents unduplicated headcount enrollment

MISSION-SPECIFIC INDICATORS

**3.2: Percent of Students Completing Cost Guarantee Program “On Time”**

Goal: Continue to promote Western Illinois University’s cost guarantee program as the first of its kind and the most comprehensive of any state university in Illinois, and achieve a 100% rating for all students graduating within time parameters specified by the program.

Performance and Implications: Beginning with the next *Performance Report*, Western Illinois University will have data to assess the effects of the University’s Cost Guarantee Program. In fall 1999, Western Illinois University implemented this new, innovative program (in advance of Truth in Tuition legislation, *Illinois Public Act 93-0228*) that allows students to “lock in” tuition, fees, and room and board for four consecutive years, provided the student maintains continuous full-time enrollment. Students that remain enrolled at the University after expiration of their Cost Guarantee have costs increased to a rate that reflects two years of tuition, fees, room and board increases.

Western Illinois University is committed to increasing the four-year graduation rate. Modification of the University’s Student Information System allows multiyear course planning, and extends the University’s former Grad Trac program that assures course availability to a proscribed series of courses enabling on-time degree completion in all academic programs.

	1996	1997	1998
Number of Students	1,477	1,602	1,749
Percent Graduating “On-Time” (four years)	29.0%	28.1%	28.8%
Percent Graduating in Six Years	50.7%	55.4%	54.2%

**3.3: Percent of Graduates with Loans**

Goal: Decrease the proportion of graduates who have debt from 63% to 46% by increasing the use of internal grants versus loans to assist students in need.

Performance and Implications: Approximately two-thirds of Western Illinois University alumni graduate with debt. We will reallocate resources and seek state partnership funding for financial aid, generate new scholarships, increase student awareness about financial aid and scholarships, and develop strategies to decrease the percent of alumni with loans and the average amount of these loans (performance indicator 3.4). Our strategy also includes supporting advanced placement credit, dual admissions agreements, and summer school offerings.



Fiscal Year		
<u>2002</u>	<u>2003</u>	<u>2004</u>
63%	66%	NA

### 3.4: Average Debt Loads of Graduates

Goal and Performance: Develop strategies for reducing the amount of student indebtedness upon graduation, and place in the top 10 percent of national comprehensive universities for students graduating with the least amount of debt by lowering the average student debt load from \$13,800 to \$12,831. The average debt load of Fiscal Year 2003 graduates is \$1,619 (13.2 percent) higher than the University's goal of \$12,281.

Fiscal Year		
<u>2002</u>	<u>2003</u>	<u>2004</u>
\$13,800	\$13,900	NA

### 3.5: Annual Endowment Values Raised and Restricted to Student Financial Assistance

Goal: Beginning with the next *Performance Report*, Western Illinois University will report on annual endowment values raised and restricted to student financial assistance. The University's performance will be compared to other Illinois public universities and other leading national comprehensive universities.

## POLICY AREA FOUR: ACCESS AND DIVERSITY

### **Illinois will increase the number and diversity of residents completing training and education programs.**

Participation and achievement in higher education is necessary in the rapidly changing, increasingly diverse knowledge-based global community. Western Illinois University values educational opportunity. We believe that a diverse faculty and staff committed to lifelong learning is fundamental to increasing the number and diversity of Illinois residents completing training and educational programs. Our comprehensive Affirmative Action/Americans with Disabilities Act Compliance programs emphasize workforce diversity initiatives, non discrimination compliance support, outreach programming and training, and ADA compliance.

#### Fiscal Year 2005 Accomplishments

- *Workforce Diversity Initiatives:* Selected as an Effective Practice (see Section III of this report), Western Illinois University designed and implemented a new Dual Career Recruitment Program to enhance institutional recruitment and retention strategies and diversify the faculty and staff at the University.
- Western Illinois University assumed statewide leadership by implementing the *Domestic Partner Health Insurance Reimbursement Program* July 1, 2004. This new program reimburses eligible employees for a portion of the cost of purchasing health and dental coverage for their domestic partners and eligible dependent children of domestic partners.
- Over 3,400 individuals applied for faculty and administrative positions at Western Illinois University during the past year, and minority applications accounted for 20 percent of the applicant pool. As of June 2005, 76 faculty and administrative searches have been completed. Thirty seven tenure/tenure track faculty positions have been filled. Of this total, 12 (32 percent) of the new hires are female and 15 (41 percent) are people of color.
- Western Illinois Trainees and Learners programs have currently placed 12 individuals (including six African-Americans and five females) in civil service positions. Trainee program interest increased from 143 to 213 applicants (a 49 percent increase) and Learner program interest increased from 140 to 217 applicants (a 55 percent increase). Two University employees will also participate in the University's Affirmative Action Internship Program to gain mentoring and administrative experiences.

- *Non-Discrimination Compliance Support:* The University adopted a new *Anti-Harassment Policy* to replace the former sexual harassment policy and the racial and ethnic harassment policy. The new policy reaffirms University commitments to individual rights and responsibilities. During the past year, no complaints were received from the Illinois Department of Human Rights or the Equal Employment Opportunity Commission regarding Western Illinois University.
- *Outreach Programming and Training:* The Office of Affirmative Action/ADA Compliance presented nine workshops and seminars to employees and supervisors on workforce diversity topics. Over 1,800 employees and students completed on-line preventative sexual harassment training, which is three times the number from the previous year.
- *ADA Compliance:* Twenty-nine University employees received workplace accommodations. The range of accommodations includes the purchase of ergonomic or modified office furniture, employment of student assistants, modified work schedules, and the acquisition of other equipment to address specific medical conditions. Additional progress was made with regard to campus accessibility. For example, barrier-free GoWest bus stops were created and identified with appropriate signage.

#### Fiscal Year 2006 Plans

Western Illinois University will continue to support all of the diversity/ADA compliance initiatives described above. We also support implementation of the *Diversifying Faculty in Illinois Higher Education* as specified in *Senate Bill 3107 (Illinois Public Act 93-0862)*.

Western Illinois University will achieve optimum enrollment by developing a University-wide plan for recruitment that attracts a well-qualified, diverse student body. We will create a student body of high achieving and diverse students by continuing to increase the proportional diversity of incoming students. For example, we will expand resources for graduate assistantships as a means of attracting a diverse and high quality pool of graduate students. Contributing to our goals is the development and implementation of more robust statewide information systems and implementation of high school to post-secondary education recommendations from the Illinois Board of Higher Education's Disabilities Committee.

#### Fiscal Year 2006 Challenges and Opportunities

Western Illinois University's recruitment and retention practices emphasize learning as an active, lifelong experience occurring inside and outside of the classroom. In order to enhance the participation and achievement of all members of the campus community and to demonstrate institutional and statewide commitments to diversity, new facilities are needed. Western Illinois University's *Fiscal Year 2007 Capital Recommendation* includes a \$3.8 million request in partnership funding for a new Multicultural Center. The former Gwendolyn Brooks Cultural Center, the African-American cultural center, was demolished in summer 2002 due to building safety issues. It is temporarily housed in the University Services Building. Likewise, Casa Latina, the Latin American cultural center, is currently located in the Auxiliary Services Building, which is scheduled for demolition due to significant building code and ADA compliance issues.

### COMMON INSTITUTIONAL INDICATORS

#### **4.1: Baccalaureate Degree Completions by Race and Gender**

**Goal:** Increase the graduation rates of minority students and male students to levels more comparable with all other students.

**Performance and Implications:** The six-year graduation rates of all students and by racial/ethnic and gender comparisons have increased. These rates will continue to increase as a result of intensified recruitment and retention strategies, enhanced scholarships and financial assistance, campus-theme programming, and University-wide participation in the American Democracy Project.

	<u>1996 Cohort</u>	<u>1997 Cohort</u>	<u>1998 Cohort</u>
All Students	50.7%	55.4%	54.2%
Black/Non-Hispanic	37.9%	43.3%	43.9%
Hispanic	34.3%	42.4%	62.2%
Females	57.8%	60.0%	59.7%
Males	44.1%	50.3%	48.2%

## MISSION-SPECIFIC INDICATORS

### 4.2: ACT Scores of New Western Illinois University Freshmen

Goal: Increase the ACT scores of minority students to levels more comparable with all other students.

Performance and Implications: The difference in mean ACT scores between all students and black/Non-Hispanic and Hispanic students is decreasing. Western Illinois University will continue to recruit high-achieving, diverse students.

	<u>2002</u>	<u>2003</u>	<u>2004</u>
All Students	21.6	21.4	21.4
Black/Non-Hispanic	19.1	18.5	19.0
Difference from All Students	(2.5)	(2.9)	(2.4)
Hispanic	20.0	20.3	20.2
Difference from All Students	(1.6)	(1.1)	(1.2)

### 4.3: Freshmen Retention Rates

Goal: Increase the freshmen retention rate from 78% to 84%.

Performance and Implications: Freshmen retention rates have improved. The University has set an ambitious, but achievable retention goal. The University piloted the new First Year Experience program in academic year 2004-05. Results (see Section III of this report) show that students had higher academic achievement rates than students who did not participate in the pilot program.

<u>2001 Cohort</u>	<u>2002 Cohort</u>	<u>2003 Cohort</u>
76.3%	76.0%	77.5%

### 4.4: Minority Freshmen Retention Rates

Goal: Increase minority freshmen retention rates to levels more comparable with non minority freshmen.

Performance and Implications: The gap between the all student freshmen retention rate and minority freshmen rates has increased. In addition to the First Year Experience and enhancing multicultural facilities and programming, Western Illinois University will develop and implement a plan for enhancing the recruitment and integration of students from traditionally underrepresented groups into the campus community.

	<u>2001 Cohort</u>	<u>2002 Cohort</u>	<u>2003 Cohort</u>
All Students	76.3%	76.0%	77.5%
Black/Non-Hispanic	72.2%	69.3%	68.1%
Difference from All Student Rate	(4.1%)	(6.7%)	(9.4%)
Hispanic	88.6%	70.0%	69.6%
Difference from All Student Rate	12.3%	(6.0%)	(7.9%)

#### 4.5: Minority Undergraduate Enrollment as a Percent of Total Undergraduate Enrollment

Goal: Achieve total minority undergraduate enrollment that meets and exceeds the median minority undergraduate enrollment at Illinois public universities.

Performance and Implications: Minority enrollment as a percent of total undergraduate enrollment increased each of the last three years. We will continue to aggressively recruit minority students and engage in retention strategies in support of institutional and statewide goals.

	2002	2003	2004
Western Illinois University	10.5%	10.9%	11.7%
Illinois Public University Median	21.3%	21.8%	NA

#### POLICY AREA FIVE: HIGH QUALITY

**Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.**

##### Goal 5: Academic Quality and Assessment

High academic standards, small class sizes averaging 25, student-to-faculty ratios of 18:1, quality instruction with faculty generating over 97.5 percent of the undergraduate credit hours and all of the graduate credit hours, excellent opportunities for job placement, outstanding academic and residential facilities, exciting co-curricular activities, and low costs characterize Western Illinois University. Through *Higher Values in Higher Education*, we hold students accountable to high standards of preparation and learning, and ourselves accountable to the systematic assessment of student learning outcomes in our 54 undergraduate degree programs and 33 graduate degree programs for more than 13,500 students.

Both Western Illinois University campuses and the University's extension programs serve distinct market segments, as reflected in fall 2004 total enrollment (below). But all of Western Illinois University remained committed to high-quality instruction. Over 94 percent of the University's Fiscal Year 2004 faculty staff year assignments were allocated to instruction. While primarily dedicated to instruction, Western Illinois University faculty also engage in extensive research, creative activities, and mission-driven service and outreach activities.

	Undergraduate		Graduate		Total	
	Number	Percent	Number	Percent	Number	Percent
Total Enrollment	11,310	83.4%	2,248	16.6%	13,558	100.0%
Western Illinois University-Macomb	10,138	90.6%	1,049	9.4%	11,187	100.0%
Western Illinois University-Quad Cities	614	48.0%	666	52.0%	1,280	100.0%
Western Illinois University-Extension	558	51.1%	533	48.9%	1,091	100.0%

Western Illinois University's curriculum is delivered by 704 faculty (87.4 percent full-time, 72.3 percent tenured/tenure-track) in the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study. The University conferred 2,370 baccalaureate degrees and 708 graduate and advanced degrees during Fiscal Year 2004. Over 87 percent of the University's graduates are employed and/or pursuing additional educational studies within one year of graduating from Western Illinois University.

The University Libraries and technology support Western Illinois University's academic excellence. The Libraries hold more than one million cataloged volumes. Users also benefit from access to 65 Illinois college and university collections through the ILLINET system. Additionally the Libraries subscribe to 3,200 journals and over 100 online databases, providing users access to over 18,000 periodicals. The Libraries consist of the main Leslie F. Malpass Library and its four branches: the Music Library (Salee Hall, 108), the Physical Sciences Library (Currans Hall, 201), the Curriculum Library (Horrabin, 72), and the WIU-Quad Cities Library in Moline. The Western Illinois University-Quad Cities Library provides additional, specialized services to students, faculty, and staff in Moline, including a specialized Holocaust collection that is made available to educators in the Quad Cities area.

Western Illinois University provides access to more than 1,000 computers in 15 laboratories, 23 instructional facilities, and 12 resource centers throughout our campuses. Local Area Networks provide access to numerous software packages. Students, faculty, and staff have access to Macintosh and IBM-compatible microcomputers, scanners, duplex-enabled laser printers, network storage, USB ports, CD/DVD-RW, floppy and Zip drives.

Excellent, high quality academic programs and co-co curricular services emphasize a diverse curriculum preparing students to succeed in the global community of the 21st century. Western Illinois University's Center for International Studies provides leadership and support for all campus international operations, ranging from international student recruitment to study abroad; grant opportunities for students, faculty and staff; and exchanges and cooperative agreements with universities overseas. The center works with all academic colleges and departments in pursuing the University goal of internationalization of all aspects of the campus. Western Illinois University also supports the Illinois Consortium for International Studies and Programs to promote study abroad opportunities for all members of the campus community and residents of the region.

#### Fiscal Year 2005 Accomplishments

- *Academic Achievement and Civic Engagement:* Selected as an Effective Practice (see Section III of this report), Western Illinois University piloted the new First Year Experience. Major components of this program are improved academic performance and increased civic engagement.
  
- *Academic and Co-Curricular Excellence:* During the past year
  - Western Illinois University was recognized by the *Princeton Review* as a Best Midwestern College, and remains in the top tier for Midwest comprehensive universities by *US News and World Report*.
  - The National Collegiate Athletic Association's (NCAA) Division I Committee on Athletics Certification announced that Western Illinois University retained certified status after having undergone the Association's cycle of athletics certification. All intercollegiate athletic programs are reviewed on a five-year cycle to ensure conformity with NCAA operating principles and guidelines. The University supports 10 varsity sports for men and 10 for women at the NCAA Division I level (I-AA in football).
  - Western Illinois University used two first-place finishes and seven second-place finishes to claim its third-straight Mid-Continent Conference Commissioner's Cup and sixth title for best athletic performance overall. The Westerwinds also took home the Dr. Helen Smiley Women's All Sports Award for the fourth time in school history.
  - Four Western Illinois University art students exhibited their works as finalists in the 2005 annual Collegiate Artists Competition. Western Illinois University and the Art Institute of Chicago had the most students selected as finalists, four each, from the 27 colleges, universities, and community colleges represented in the competition.
  - Western Illinois University's Student Chapter of the Institute of Management Accountants (SCIMA) team was selected as one of the top teams in the 2005 National Student Case Competition, along with students from Wright State University and James Madison University. Western students delivered *Heartland Furniture Company - Adapting to Change*, and were recognized for high-quality communication, teamwork, and presentation skills.
  - Western Illinois University's broadcasting students received more television and radio broadcasting awards than any other school at the Students of the Illinois News Broadcasters Association's annual competition.
  - Western Illinois University's ROTC Bulldog Battalion was named the best large program in the 10th Brigade and a top 15 percent school in all of the Cadet Command's 272 programs. The 10th Brigade, headquartered at Fort Leonard Wood, MO, includes 22 college and university programs in Illinois, Missouri, Arkansas, and Oklahoma.
  - A Western Illinois University Geology student was one of only 20 students selected nationally to participate in the Juneau Icefield Research Program.

- Three Western Illinois University agriculture students received study abroad scholarships from the Illinois Leadership Council for Agricultural Education to experience and learn about the culture, economy, and industry of China firsthand.
- Western Illinois University continues to promote internationalization of the curriculum, programs, and services. Three new exchange agreements with Chung Hua and Providence universities in Taiwan and Bilkent University in Turkey build upon institutional partnerships established in France, Spain, Turkey, Russia, and Ghana. The University also purchased a former sorority house and created the International House that will provide community for 30 students interested in international living opportunities. Students from all corners of the world live and work together, while learning from one another and sharing the common experience of attending Western Illinois University.
- Western Illinois University charged the Office of Faculty Development with providing the University community with opportunities and resources for their professional and personal enrichment. This includes supporting mission-critical activities, including understanding and assessing student learning, enhancing the effective use of technology in teaching, and facilitating ongoing dialogue on diverse issues of local, regional, national, and global importance. The office will also promote scholarly research, creative activities, and mission-driven service activities.
- Western Illinois University established new awards that recognized excellence in teaching, teaching with technology, scholarly and professional activities, University and community service, and internationalizing the campus. The College of Arts and Sciences also established an Undergraduate Research Grant Program that supported 27 undergraduate researchers and included student presentations at the Emerging Discoveries in Nanoscience and American Psychological Association conferences.

#### Fiscal Year 2006 Plans

- *Higher Standards for Civic Engagement, Academic Achievement, and Co-Curricular Excellence* require higher standards of student preparation. Western Illinois University will increase the proportion of incoming freshmen who graduate from the upper third of their classes, the number of students who have ACT scores above 23, the percent of incoming freshmen with grade point averages of 3.0 or better, and the number of transfer students who have associates degrees.

To assure the highest standards of excellence, the following programs and services will seek new or continuing professional accreditation<sup>2</sup>.

- Art from the National Association of Schools of Art and Design.
- Family and Consumer Sciences (dietetics option) from the American Dietetic Association.
- Music by the National Association of Schools of Music.
- Theatre from the National Association of Schools of Theatre.
- The University Counseling Center from the International Association of Counseling Services.
- The College of Business and Technology from the ABET (the recognized accreditor for college and university programs in applied science, computing, engineering, and technology) for its Manufacturing Engineering Technology major.

Additionally, the Center for International Studies will present to the Faculty Senate and the Western Illinois University Board of Trustees a proposal for a new International Studies major at Western Illinois University. The new major will feature four new international studies courses, a foreign language requirement, and a mandatory study abroad/international internship experience.

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<sup>2</sup> *Eighteen academic programs and administrative units maintain accreditation from professional agencies. Western Illinois University's accountancy program is one of only 12 percent nationally to earn AACSB International accreditation, and the department of Recreation, Park and Tourism Administration is one of only 90 programs in the nation accredited by the National Recreation and Park Association/American Alliance for Leisure and Recreation Council on Accreditation.*

- *Commitment to Student Learning Outcomes Assessment:* Beginning in 2006, Western Illinois University will administer the Beginning College Student Survey of Student Engagement. This, coupled with administration of the National Survey of Student Engagement for second semester freshmen and seniors, academic program reviews, and Illinois Board of Higher Education Baccalaureate Follow-Up Surveys, will give Western Illinois University a comprehensive “cradle to grave” assessment system. This, coupled with other forms of data, will allow the University to assess student needs, behaviors, and learning outcomes from initial enrollment to baccalaureate degree completion and beyond.

Western Illinois University’s assessment programs, which have continually operated in every undergraduate major and graduate program for approximately the past 15 years, will undergo an extensive review during academic year 2005-06. Assessment of student learning of general education outcomes will also be reviewed and extended during the next academic year. The goal of these projects is to demonstrate how academically Western Illinois University is progressing in becoming the leading comprehensive University in the United States.

Critical to the success of the University’s assessment and quality goals will be developing programs that encourage alumni to share their experiences and expertise with students, on and off campus and exploring ways to involve alumni in improving educational programs.

Fiscal Year 2006 Challenges and Opportunities

The First Year Experience (FYE) for both Western Illinois University campuses focuses on retention and helps to increase the number and diversity of Illinois citizens completing training and education programs. The FYE holds students accountable to even higher expectations for learning and the University for providing high-quality academic programs and co-curricular services, both inside and outside the classroom. Western Illinois University commits to, and in support of the University’s core value of academic excellence, the FYE. We are seeking matching state partnership funding to sustain our high priority retention initiatives.

COMMON INSTITUTIONAL INDICATORS

**5.1: Alumni Satisfaction with the Educational Experience and Satisfaction with Occupational Preparation (Class of 1994 surveyed nine years after graduation)**

Goal: Annually achieve a 90 percent or higher alumni satisfaction rating on each of the eight criteria identified by the Illinois Board of Higher Education.

Performance and Implications: Western Illinois University exceeds its goals in four of the eight targeted areas below. Using the previously discussed assessment strategy, the University will continue to implement a plan for assessment that incorporates accreditation and influences curriculum revision.

<u>Percent Satisfied or Extremely Satisfied</u>	
What is your present attitude towards the institution?	92.3%
What is your present attitude towards your degree major?	90.4%
How well did your degree prepare you for your career path?	87.7%
How well were your college experiences in:	
Helping to develop your critical thinking ability?	97.4%
Helping to better develop your sense of ethics?	82.4%
Contributing to a better understanding of diversity?	96.6%
Helping you to become a more active citizen?	88.0%
Improving the quality of your life (aside from financial benefits)	83.0%

**5.2: Institutional Pass Rates on Professional/Occupational Licensure Examinations Relative to National Averages**

Goal: Exceed national pass rates on all professional/occupational licensure examinations.

Performance and Implications: Western Illinois University is slightly below the national average of the CPA Examination pass rate. Use of an external advisory board in the College of Business and Technology will help promote student achievement. Western Illinois University's master's degree students exceed national averages on the PRAXIS Examination.

Field	Examination	2002		2003		2004	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Accounting	CPA Examination	20.8%	23.6%	28.0%	23.6%	22.8%	24.5%
Audiology	PRAXIS Masters Students	91.0%	85.0%	100.0%	85.0%	80.0%	NA

#### MISSION-SPECIFIC INDICATORS

### 5.3: The Percent of Western Illinois University Freshmen Who Graduate from the Top 25% Of Their High School Class

Goal: Increase the proportion of Western Illinois University new freshmen graduating from the top 25 percent of their high school class from 22 percent to 32 percent.

Performance and Implications: The percent of Western Illinois University new freshmen graduating from the top 25 percent of their high school class remained constant for the past two years. Aggressive student recruitment strategies including increased outreach, contact, scholarship and financial assistance will be used to achieve University enrollment goals identified in this and performance indicators 5.4-5.8.

2002	2003	2004
24.8%	22.2%	22.2%

### 5.4: Mean ACT Scores of Western Illinois University Freshmen Compared to State of Illinois College Bound and National College-Bound Freshmen

Goal: Exceed statewide and national average ACT scores of college-bound freshmen.

Performance and Implications: The mean ACT of all (regularly admitted and those admitted through the Office of Academic Services) Western Illinois University new freshmen remains 1.0 below the statewide average of college-bound students and 0.5 points below the national average of college-bound students. However, the University expects improved performance as we aggressively recruit high-achieving, diverse students. This is also true for performance indicators 5.5-5.8.

	2002	2003	2004
Western Illinois University Freshmen	21.6	21.4	21.4
State of Illinois College Bound Freshmen	22.4	22.4	22.4
Difference above/(below) WIU	0.8	1.0	1.0
National College-Bound Freshmen	21.8	21.8	21.9
Difference above/(below) WIU	0.6	0.4	0.5

### 5.5: ACT Interquartile Range of New Western Illinois University Freshmen

Goal and Performance: Increase the ACT interquartile range (middle half of the University's ACT distribution) from 19-23 to 23-27. The University's ACT interquartile range remained constant at 19-23 for the last two years.

2002	2003	2004
19-24	19-23	19-23



**5.6: Percent of New Western Illinois University Freshmen with an ACT score of 23 or Higher**

Goal and Performance: Increase the proportion of new Western Illinois University students with ACT scores of 23 or higher from 35 percent to 45 percent. The proportion of new Western Illinois University freshmen with ACT scores of 23 or higher remained relatively constant for the last three years.

<u>2002</u>	<u>2003</u>	<u>2004</u>
34.9%	34.3%	34.6%

**5.7: Percent of New Western Illinois University Freshmen with Grade Point Averages of 3.0 or Better**

Goal: Increase the proportion of new Western Illinois University freshmen with high school grade point averages from 49% to 59%. The current percentage of new freshmen with a high school grade point average of 3.0 or higher is at a three-year high.

<u>2002</u>	<u>2003</u>	<u>2004</u>
47.8%	45.0%	48.7%

**5.8: Percent of New Western Illinois University Transfer Students Who Have Associates Degrees**

Goal and Performance: Increase the proportion of new Western Illinois University transfer students who have an Associates Degree from 27 percent to 37 percent. The proportion of new Western Illinois University transfer students who have an Associates Degree remained constant at 27 percent for the past three falls.

**5.9: National Survey of Student Engagement Results**

Goal: Exceed all ten published benchmarks for freshmen and seniors from national comprehensive universities on levels of student satisfaction with the educational process.

Performance and Implications: Western Illinois University began participating in the National Survey of Student Engagement two years ago. One year of data comparing Western Illinois University to all other national comprehensive universities is available. These data show that Western Illinois University freshmen exceed the mean index value on one of the five areas (student-faculty interactions) and are tied in one other area (supportive campus environment). Data for second semester seniors are all behind comparisons of national comprehensive universities. Through implementation of *Higher Values in Higher Education*, we expect all of the comparisons to improve.

	2004	
	Western Illinois University	National Comprehensive Universities
<u>Freshmen</u>		
Level of Academic Challenge	50.1	52.6
Active and Collaborative Learning	35.5	41.6
Student-Faculty Interactions	32.7	32.3
Enriching Educational Experiences	23.2	25.8
Supportive Campus Environment	62.3	62.3
<u>Seniors</u>		
Level of Academic Challenge	52.7	56.8
Active and Collaborative Learning	43.3	51.2
Student-Faculty Interactions	36.7	42.5
Enriching Educational Experiences	30.2	38.6
Supportive Campus Environment	58.5	59.4

### 5.10: Undergraduate Class Size Distributions

Goal: Increase the percentage of small classes while maintaining an appropriate balance of larger classes.

Performance and Implications: During the last three years of decreased state support for higher education, Western Illinois University maintained the percent of small classes with only a minor increase in the percent of large classes. Small course sections directly contribute to our values supporting the individual learner and active involvement in the learning process.

	Fall		
	<u>2002</u>	<u>2003</u>	<u>2004</u>
Percent of Courses with Enrollments < 20	30.0%	29.0%	29.5%
Percent of Courses with Enrollments >50	9.0%	9.0%	9.4%

### **POLICY AREA SIX: ACCOUNTABILITY AND PRODUCTIVITY**

#### **Illinois Colleges and Universities will continually improve productivity, cost-effectiveness, and accountability.**

Western Illinois University demonstrates efficient stewardship of institutional and state resources through internal reallocations, cost savings and avoidance activities, academic and administrative restructuring, and protecting the state's investment in the physical infrastructure of the University's two campuses. Maintaining legal and fiduciary responsibilities, the Western Illinois University Board of Trustees annually reviews the University's all-funds budget, departmental budget allocations, operating and capital budget recommendations, and performance reports to ensure that the University is continually improving productivity, cost-effectiveness, and accountability.

#### Fiscal Year 2005 Accomplishments

- *Internal Reallocations, Cost Savings and Avoidance:*
  - Western Illinois University completed a three-year, 25 percent reduction in administrative and support costs. Institutional resources were reallocated to the University's core functions: instruction, research, and service.
  - Western Illinois University internally reallocated approximately \$4.5 million, or 8.3 percent of the University's general revenue appropriation to support the University's highest priorities: faculty and staff salaries, permanent improvements (maintenance) and campus infrastructure, new faculty and staff and building operations/maintenance for the new Western Illinois University-Quad Cities Riverfront Campus, the First Year Experience and diversity initiatives on both Western Illinois University campuses, essential classroom and instructional equipment enhancements, and student financial aid to support access and affordability of higher education.
  - Western Illinois University eliminated Post-Baccalaureate Certificate programs in Elementary Education, Language and Literacy, and Marriage and Family Counseling. Beginning in summer 2005, no new students were accepted into these programs. Currently enrolled students may remain in the program until they have finished requirements. University resources from these programs will be reallocated to higher priority areas of academic need and demand.
  - The Western Illinois University Board of Trustees recalled bond issues with interest rates ranging from 5.05 to 5.80 percent on \$29.3 million of bonds due in 2006 through 2020. Current market rates for refunding bonds range from 2.15 to 4.25 percent over the same maturity range, enabling the University to recall the bonds and save approximately \$890,000 in debt service on the two bond issues.
  - Western Illinois University was awarded a \$83,680 grant from the Illinois Clean Energy Community Foundation for an energy-efficient lighting upgrade in Stipes Hall. The completed project will result in nearly \$15,000 in costs savings per year and will contribute to a reduction in air-borne pollution emissions from power generating plants.

- GoWest Transit began using a two-percent biodiesel fuel mix in fall 2004. New busses have reduced particulate emission by 90 percent compared to the older busses that have been removed from the fleet.
- *Academic Restructuring:* To enhance interdisciplinary collaboration and resource sharing:
  - The department of Social Work was transferred from the College of Arts and Sciences to the College of Education and Human Services.
  - Dance was transferred from the department of Kinesiology in the College of Education and Human Services to the department of Theatre in the College of Fine Arts and Communication.
  - Tri-States Public Radio (WIUM) was transferred from the School of Extended Studies to the College of Fine Arts and Communication.
  - The Performing Arts Society and Bureau of Cultural Affairs was transferred from Student Services to the College of Fine Arts and Communication.
  - The Debate Program was transferred from the College of Fine Arts and Communication to the Illinois Centennial Honors College.
- *Administrative Restructuring:* To streamline practices and prevent unnecessary duplication of efforts:
  - Administrative Services finalized the realignment of print, copy, and publication services into one department.
  - The Athletics department was relocated from Advancement and Public Services to Student Services.
  - The President's Office merged the functions of Institutional Research and Planning and the Budget Office into Planning, Budget and Institutional Research.
- *Physical Infrastructure:*
  - Western Illinois University invested \$1.4 million in campus permanent improvement (maintenance) projects, and five academic classrooms were upgraded.
  - Physical Plant worked with Wright and Associates to finalize design plans for the \$12 million renovation of Memorial Hall.
  - Physical Plant conducted \$3.0 million in capital renewal planning for elevator replacements, roof replacements, and Heating Plant renovation.
  - Campus Recreation worked with an architect to explore the possibility of expanding the Donald S. Spencer Student Recreation Center so that it can better meet the needs of students with more gymnasium and weight room space.
  - A long-term utility master plan has begun analyzing the relocation of campus overhead power lines, the Horrabin Hall electrical substation, and the Heating Plant to the northwest service region of the campus.
  - Administrative Services commissioned engineering studies to evaluate heating plant capital and operating costs and the complexity of increasing coal-fired steam production.

#### Fiscal Year 2006 Plans

- *Cost Savings and Avoidance:*
  - University Information Management Systems will develop a new online class scheduling system to eliminate sectioning forms and the four-part scheduling forms created each semester.
  - Purchasing will participate in the development of a request for proposal and study the viability of e-procurement for business transactions and integration with University financial systems.
  - Business Services, University Information Management Systems, and Student Services will investigate the feasibility and cost savings of eliminating paper pay checks and financial aid disbursements for students.

- *Physical Infrastructure:* Western Illinois University will initiate a campus master plan for the future physical development of campus facilities, technologies, grounds, and infrastructure in accordance with University values and goals. The campus master plan will lead to the development of an audit of all University facilities and infrastructure to determine life-cycle and replacement needs of equipment and ancillary structures. It will also support an energy audit and ways to improve energy efficiency and water conservation, and a review of transportation systems with particular attention to the use of vehicles and vehicular traffic.

As planning progresses, the University will continue to address critical maintenance needs. Memorial Hall renovation will be initiated, state-mandated fire suppression sprinkler systems will be installed in Bayliss and Henninger Halls, elevators will be rebuilt in Corbin and Olson Halls, and design planning for rebuilding elevators in Lincoln and Washington Halls will be completed.

Fiscal Year 2006 Challenges and Opportunities

Western Illinois University’s permanent improvement and campus infrastructure enhancement programs ensure that state-funded facilities are operating most productively and efficiently. We commit to supporting our core value of academic excellence by reducing the maintenance backlog and engaging in classroom enhancements. We are seeking matching, statewide partnership funding to support these initiatives.

We are also seeking state funding for critical Phase I life-safety improvements to facilities constructed between 1900 and 1978 (the date of the last state-supported facility to be constructed at Western Illinois University-Macomb). The mechanical, electrical, and fire alarm systems identified in this request are 30 years old or more and do not meet current provisions of the *Life Safety Code*. The University’s *Life Safety Study* of all campus facilities will be used to assign priorities for updating buildings to meet code provisions, thereby allowing safe and accessible occupancy in accordance with the institutional and statewide strategic plans for higher education.

COMMON INSTITUTIONAL INDICATORS

**6.1: Cost of Instruction per Undergraduate Credit Hour**

Goal: Keep student costs per undergraduate credit hour below the statewide average.

Performance and Implications: The undergraduate cost per credit hour at Western Illinois University remains well below the statewide average. In fact, Western Illinois University has the lowest rate of all 12 Illinois public universities. The range is from a low of \$227.34 at Western to a high of \$337.55 at the University of Illinois-Urbana.

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Western Illinois University	\$236.39	\$228.70	\$227.34
Statewide Average	\$287.12	\$277.94	\$278.62
Percent Below Statewide Average	(16.8%)	(16.1%)	(18.4%)

**6.2: Western Illinois University-Macomb Six-Year Graduation Rates**

Goal: Increase the six-year graduation rate from 54 percent to 65 percent.

Performance and Implications: The six-year graduation rate is down from 2003, but 3.4 percent higher than 2002. The University has set an ambitious, but achievable graduation goal. Implementation of the First Year Experience, new scholarship and financial assistance opportunities, expectations of civic engagement, and extension of the former Grad Trac program to all academic majors will contribute to increased graduation rates.

<u>2002</u>	<u>2003</u>	<u>2004</u>
50.8%	55.4%	54.2%

## MISSION-SPECIFIC INDICATORS

### 6.3: Western Illinois University-Quad Cities Four-Year Graduation Rates

Goal: Increase the four-year graduation rate from 59 percent to 64 percent, and lead statewide and national policy discussions on the reporting of transfer student graduation rates.

Performance and Implications: After a one-year decline, the graduation rate is again at 59 percent. The University believes that these rates will continue to increase as a result of aggressive recruitment and retention strategies described in performance indicator 6.2.

<u>2002</u>	<u>2003</u>	<u>2004</u>
59.1%	57.1%	59.3%

Increasing and documenting transfer graduation are important to institutional productivity and external accountability. Currently there are no nationally agreed-upon standardized definitions and productivity measures for reporting graduation rates of transfer students. Institutional performance is only evaluated on the retention and graduation of first-time, full-time freshmen. As an upper-division transfer, degree-completion institution, Western Illinois University-Quad Cities holds itself accountable to increasing the four-year graduation rates of transfer students.

The four-year graduation rate was selected as students must enter Western Illinois University-Quad Cities with a minimum of 60 semester credit hours. This minimum credit hour requirement equates to “junior” class status and leaves four years to degree completion reporting following standardized (Integrated Post Secondary Education Data Systems, National Collegiate Athletic Association, and federal *Student Right-to-Know*) reporting requirements for first-time, full-time freshmen.

### 6.4: Administrative and Support Costs per Undergraduate Credit Hour

Goal: Keep administrative and support costs per undergraduate credit hour below the statewide average.

Performance and Implications: Western Illinois University’s administrative and support costs per credit hour are below the statewide average, 12.8 percent in Fiscal Year 2004. The University’s Fiscal Year 2004 rate is third lowest among the 12 Illinois public universities, where values range from a low of \$38.46 at the University of Illinois-Chicago to a high of \$112.69 at Chicago State University. Western Illinois University will continually engage in stewardship of public resources by identifying opportunities to save/avoid costs where appropriate; internally reallocating resources; and engaging in academic and administrative restructuring, where appropriate.

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Western Illinois University	\$52.56	\$49.62	\$47.33
Statewide Average	\$66.65	\$64.43	\$54.28
Percent Below Statewide Average	(21.1%)	(23.0%)	(12.8%)

### 6.5: Average Faculty Salaries Compared to United Professionals of Illinois Benchmarks

Goal: Exceed faculty salaries at United Professionals of Illinois-defined peer institutions for Western Illinois University.

Performance and Implications: Although internal reallocations have supported modest salary increases during the last three years, Western Illinois University has received no new state resources for faculty and staff salary increases since Fiscal Year 2003. Salary erosion is a critical issue facing the University and our ability to achieve institutional and statewide strategic planning goals. The same is true for performance indicator 6.6.

	Fiscal Year 2002		Fiscal Year 2003		Fiscal Year 2004	
	Western Illinois University	Percent of UPI Benchmark	Western Illinois University	Percent of UPI Benchmark	Western Illinois University	Percent of UPI Benchmark
	<u>University</u>	<u>Benchmark</u>	<u>University</u>	<u>Benchmark</u>	<u>University</u>	<u>Benchmark</u>
Instructors	\$33,961	88.9%	\$34,646	89.0%	\$35,449	85.9%
Assistant Professors	\$46,691	96.1%	\$46,876	93.0%	\$47,989	93.2%
Associate Professors	\$55,389	97.0%	\$56,933	93.2%	\$58,584	96.7%
Professors	\$71,968	99.7%	\$73,740	97.3%	\$76,875	98.9%

### 6.6: Average Civil Service Salaries

Goal: Exceed the average statewide civil service salary for employees of Illinois public universities.

Performance and Implications: Again, salary erosion is a critical issue facing Western Illinois University and our ability to achieve institutional and statewide strategic planning goals.

	Fiscal Year		
	<u>2002</u>	<u>2003</u>	<u>2004</u>
Western Illinois University	\$33,309	\$32,556	\$33,275
Statewide Average	\$32,351	\$35,667	\$37,936
Percent of Statewide Average	94.2%	91.3%	87.7%

### 6.7: Average Administrative and Professional Salary Compared to Peer Group

Goal: Develop comparisons for administrative and professional staff salaries; no current national or statewide database allows for a good analysis of the competitiveness of A/P staff salaries. Western Illinois University will begin reporting salary comparison data for administrative and professional staff in the next performance report.

### 6.8: Annual Cost Savings, Avoidance, and Internal Reallocations

Goal: Annually document University cost savings/avoidance activities and internal reallocations, with internal reallocations annually totaling at least one percent of the general revenue appropriation.

Performance and Implications: Despite a 7.7 percent decline in general revenue during the past three years, Western Illinois University demonstrates a continued commitment to reallocating resources to our highest institutional priorities.

<u>(\$ in thousands)</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Cost Savings/Avoidance	NA	NA	\$915.0
Internal Reallocations	\$3,096.3	\$2,607.0	\$4,700.0
General Revenue	\$61,126.0	\$56,091.1	\$56,391.1
Percent Reallocated	5.1%	4.6%	8.3%

### 6.9: Annual Capital Renewal (Maintenance) Expenditures

Goal: Adhere to industry standards established by the American Association of Higher Education Facilities Officers (APPA) and annually commit two percent of the facilities replacement value to maintenance activities. Western Illinois University's facilities replacement value yields a two percent benchmark of \$11.2 million.

Performance and Implications: Despite declining state support for higher education over the last three years, Western Illinois University continues to invest in capital renewal. Investment in the physical infrastructure of the state's buildings demonstrates stewardship of resources and ensures that buildings are operated as efficiently and effectively as possible.

<u>(\$ in thousands)</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Capital Renewal Appropriated Expenditures	\$1,300.0	\$1,400.0	\$1,400.0
Percent of \$11.2 million Benchmark	11.6%	12.5%	12.5%

## CONCLUSION AND NEXT STEPS

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This report demonstrates successful institutional contributions at Western Illinois University-Macomb and Western Illinois University-Quad Cities to the six policy areas and goals of *The Illinois Commitment*. Additionally, many opportunities for statewide partnerships and continued University excellence exist on both Western Illinois University campuses.

All University actions described in this report were derived from the *Western Illinois University Mission Statement* and priorities contained in the University's strategic plan, *Higher Values in Higher Education*. The Western Illinois University community will next receive progress reports on University goals in the *Fiscal Year 2006 Higher Values in Higher Education update* (presented to the Western Illinois University Board of Trustees in March 2006) and the *Fiscal Year 2006 Performance Report* (presented to the Western Illinois University Board of Trustees in September 2006).

## SECTION III: EFFECTIVE PRACTICES

### DUAL CAREER RECRUITMENT PROGRAM

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Western Illinois University's new Dual Career Recruitment Program directly affects faculty and staff diversification efforts and Illinois Commitment Goal 4, Illinois will increase the number and diversity of residents completing training and educational programs.

A diverse faculty and staff is needed to serve diverse, high-quality students. The dilemma of dual career employment has become increasingly common on college campuses across the country. Western Illinois University's situation has been magnified because of Macomb's rural environment and limited employment base, and because of economic conditions in the Quad Cities.

The Dual Career Recruitment Program supports *Higher Values in Higher Education*, the University's strategic plan goal to "recruit and retain an excellent faculty and staff representative of the diverse and global society." In the program, top candidates selected for positions at Western Illinois University may request or be offered dual career employment provided the spouse/partner has tenure or is on a tenure track at another institution of higher education, or has the ability to successfully fill a non-tenure track or administrative/professional position at the University.

Requests for dual career hiring begin at the local level. Department chairs and directors advise Deans and Vice Presidents when a spouse/partner hire is likely necessary to make a faculty/staff hire. They are also responsible for identifying the most appropriate position for the spouse/partner. The request for a spouse/partner hire, along with justification and funding needs, is made by the Dean/Director to the appropriate Vice President. The appropriate Vice President reviews the request with the Office of Affirmative Action and the Provost, who make recommendations to the President.

The Dual Career Recruitment Program has achieved sustainability. It is part of Western Illinois University's comprehensive Affirmative Action/ADA Compliance Program, institutional recruitment and hiring practices, and has \$100 thousand in base funding.

During academic year 2004-05, the first year of the new program, Western Illinois University successfully utilized the Dual Career Recruitment Program to hire three top candidates. The program successfully contributes to Western Illinois University's commitment to increased faculty and staff diversity and will be continued as part of a comprehensive Affirmative Action/ADA Compliance Program.



## FIRST YEAR EXPERIENCE AT WIU-MACOMB

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The First-Year Experience (FYE) at Western Illinois University-Macomb, as well as the analogous Students in Transition program at Western Illinois University-Quad Cities, directly affects students' academic achievement, civic engagement and Illinois Commitment Goal 5: Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

The FYE, along with interrelated campus theme programming and university participation in the American Democracy Project, expands student learning and growth through opportunities that blend classroom learning and campus life. It creates opportunities for students, faculty, and staff to have purposeful conversations about diversity and equality issues. It engages students in the life of the University and community by encouraging greater participation in structured out-of-class activities, including theatre, music, athletics, student and other civic organizations.

Each semester all incoming first year students will be enrolled in two small-sized (less than 20) FYE courses taught by tenured/tenure-track faculty. Every FYE course will have a peer mentor who is an outstanding Western student that will provide additional course support. Students in FYE courses, as a group, will attend several co-curricular events each semester. FYE programming offered in our first year exclusive residence halls includes weekly seminars on study skills and academic issues presented by professional staff. Resident Assistants will provide ongoing programming focusing on transitional issues and independent living skills.

For approximately 1,900 incoming freshmen, the 2005-06 FYE is well underway, with a "homework assignment" to challenge and prepare students to succeed in college. A summer reading has been assigned for the incoming Class of 2008, and FYE faculty expects each student to have completed the book prior to arrival in August.

The summer reading, *Fast Food Nation*, was selected as a means of integrating students into the University culture and illustrating a few of the many topics that writers, researchers, scientists, community leaders, and artists at the University are interested in. Numerous activities will be planned around the book, such as group discussions, guest lectures and films. The author will also come to campus, and others will hold dialogues about *Fast Food Nation*.

This reading was also selected to reflect the 2005-2006 Campus Theme, *Global Challenges and Personal Responsibility*. Students will be encouraged to think about the issues that are raised in *Fast Food Nation*, the challenges that face the world, and how these issues will affect their future.

The FYE has achieved sustainability. Western Illinois University has allocated over \$1.0 million to support this new program, initially piloted in academic year 2004-05. The FYE publicly commits Western Illinois University-Macomb to general education class sizes of less than 20, a new summer orientation program for students and their families, a comprehensive student learning outcomes assessment process (both curricular and co-curricular), and future evaluation and modification of the program.

Results from the initial pilot FYE program offered to honors students are favorable. The mean fall 2004 semester grade point average of honors students participating in the program was significantly higher than a control group of honors students not participating in the program. Demand for a Western Illinois University education is strong, and qualitative evidence from summer orientation regarding the FYE has been positive. Future Western Illinois University performance reports will use retention rates, class sizes, and results from the Beginning College Student Survey of Student Engagement and National Survey of Student Engagement to document the assessment of student learning outcomes, evaluation of program effectiveness, and FYE modification, where appropriate. In the mid- and long-term, future FYE assessment and evaluation data will also be supported by results from academic program reviews and the Illinois Board of Higher Education's Baccalaureate Survey.