

Report No. 06.9/7

**FISCAL YEAR 2006
PERFORMANCE REPORT
OFFICE OF PLANNING, BUDGET AND
INSTITUTIONAL RESEARCH**

WESTERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES MEETING
SEPTEMBER 8, 2006

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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 opportunities for statewide partnerships and continued university excellence exist, this report should be read in conjunction with Western Illinois University's *Fiscal Year 2008 Operating and Capital Budget Recommendations*.

All of the actions described in this report result from our *Mission Statement* and goals and priorities contained in Western Illinois University's *Strategic Plan, Higher Values in Higher Education*. The Western Illinois University Board of Trustees unanimously endorsed the University's *Strategic Plan* in March 2004, and it has been the basis for institutional actions since that time.

Section I of this report 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 2006 accomplishments and Fiscal Year 2007 plans, challenges, opportunities, and performance indicators. The University's *2005 Performance Report* included three years of trend data on common indicators (data submissions required of all Illinois colleges and universities) and mission-specific performance indicators. All of the performance indicators in this report include quantitative measures of University progress¹. Table 1 (displayed on the page iv) shows that of the 37 Western Illinois University performance indicators, four (10.8 percent) are completed/maintained, 14 (37.8 percent) are progressing in the desired direction, seven (18.9 percent) are maintaining, 11 (29.7 percent) are moving in the opposite direction, and one (2.7 percent) has not been started.

Western Illinois University is well on the way to achieving the vision of *Higher Values in Higher Education* and becoming the leading comprehensive university in the United States. During a year of no new state support for higher education, the University was able to maintain and enhance approximately two-thirds (67.5 percent) of the performance indicators from *Higher Values in Higher Education* supporting successful implementation of *The Illinois Commitment*. Specific University accomplishments for Fiscal Year 2006 include the following.

- Governor Blagovich released \$4.0 million in state capital funding for Western Illinois University-Macomb to plan and design a performing arts/convocation center, and the Governor released \$2.4 million in state capital funding for Western Illinois University to plan and design the new Quad Cities Riverfront Campus.
- Western Illinois University implemented a market equity salary adjustment program for all nonnegotiated staff and continued to work with all bargaining units to provide salaries that meet and exceed peer group averages.
- Western Illinois University was named a "national best value institution" by *The Princeton Review*, a "best Midwestern college" by *The Princeton Review*, and a "top tier institution" by *U.S. News and World Report*.
- Western Illinois University was one of only 13 institutions nationally to be selected for a case study in best practices for the retention of first-generation and low income students by the Pell Institute for the Study of Opportunity in Education.
- The Illinois Board of Higher Education recognized Western Illinois University-Macomb's First Year Experience as a statewide best practice.
- Western Illinois University began offering coursework in its first doctoral program, the Ed.D. in Educational Leadership.

¹ *The Assistant to the President for Planning and Budget received endorsement for goal setting and quantitative reporting from all University-wide governance groups at both Western Illinois University campuses, the Western Illinois University's Executive Council of University Professionals of Illinois, the Deans, and the President's Cabinet during academic year 2004-2005.*

- The Western Illinois University Board of Trustees approved certificates of participation to construct a new Multicultural Center and Duplication and Property Distribution Center, expand the Donald S. Spencer Student Recreation Center, and enhance the east section of Hanson Field with new seating and amenities.
- Western Illinois University made significant institutional commitments to environmental sustainability, including seeking Leadership in Energy and Environmental Design in all construction activity on the new Quad Cities Riverfront Campus.
- Western Illinois University internally reallocated over \$6.1 million (6.1 percent of the University's total appropriation) during Fiscal Year 2006 and received a 1.5 percent general revenue increase to support the University's highest priorities in Fiscal Year 2007.

New to this year's report are benchmarking data for the University's goals and performance indicators. As approved by the campus governance groups and administration during academic year 2004-05, Western Illinois University now uses the Performance Report to evaluate how it compares to selected institutions. Results will be carefully studied, and best practices will be modified and adapted to Western Illinois University-Macomb and Quad Cities, as appropriate.

It is important to note that there is not one but a series of Western Illinois University peer groups depending on the policy context. For example, faculty salaries are compared to the agreed-upon WIU University Professionals of Illinois peer group; state funding comparisons are made between the 12 Illinois public universities, and both campuses of Western Illinois University have agreed upon peer groups for general university comparisons.

Finally, Section III highlights Effective (best) Practices. The Learning to Lead Program was selected as a successful method for increasing student participation and achievement in the educational process. This program clearly helps Illinois increase the number of residents completing training and educational programs. Campus sustainability planning and accomplishments was selected as the second Effective Practice. Western Illinois University holds itself accountable to social responsibilities and environmental stewardship. Additional information on these Effective Practices and all other information contained in this report is available from Planning, Budget and Institutional Research.

Table 1
 One Year Change in Western Illinois University Performance Indicators
 Fiscal Year 2006 Reporting Compared to Fiscal Year 2005 Reporting

<u>Illinois Commitment Policy Area/Goal</u>	<u>Completed/ Maintained</u>	<u>Desired Direction</u>	<u>No Change</u>	<u>Opposite Direction</u>	<u>Data Not Available</u>
Total All Performance Indicators	<u>4</u>	<u>14</u>	<u>7</u>	<u>11</u>	<u>1</u>
Policy Area One: Economic Growth	<u>0</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>0</u>
1.1 Alumni Employed/Enrolled One Year After Graduation			X		
1.2 WIU-Macomb Enrollment		X			
1.3 WIU-Quad Cities Enrollment				X	
1.4 Annual Alumni Giving Rates			X		
1.5 External Funding for Scholarly Activities				X	
1.6 Performing Arts Center Funding		X			
1.7 WIU-QC Riverfront Campus Funding		X			
Policy Area Two: P-20 Partnerships	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
2.1 Students Completing Initial Certification				X	
2.2 Diversity of Teacher Education Graduates		X			
Policy Area Three: Affordability	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>
3.1 Net Price of Attendance (Information reporting only)					
3.2 Percent of Students Graduating "On-Time"		X			
3.3 Percent of Graduates with Loans		X			
3.4 Average Debt Load of Graduates				X	
3.5 Endowment Raised and Restricted to Financial Aid					X
Policy Area Four: Access and Diversity	<u>0</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>0</u>
4.1 Baccalaureate Degree Completion by Race and Gender			X		
4.2 Mean ACT Scores of New Students				X	
4.3 Freshmen Retention Rates		X			
4.4 Minority Freshmen Retention Rates		X			
4.5 Minority Undergraduate Enrollment		X			
Policy Area Five: High Quality	<u>1</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>0</u>
5.1 Alumni Satisfaction Ratings	X				
5.2 Pass Rates on Certification Examinations				X	
5.3 Freshmen from Top 25% of their Graduating Class			X		
5.4 ACT Averages Compared to National Norms				X	
5.5 ACT Interquartile Range				X	
5.6 Percent of Freshmen with ACT Scores of 23 or Higher				X	
5.7 Percent of Freshmen with Grade Point Averages > 3.0		X			
5.8 Percent of Transfer Students with Associates Degrees			X		
5.9 National Survey of Student Engagement Results		X			
5.10 Undergraduate Class Size Distributions		X			
Policy Area Six: Accountability and Productivity	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>0</u>
6.1 Cost of Instruction Per Credit Hour	X				
6.2 WIU-Macomb Graduation Rates		X			
6.3 WIU-Quad Cities Graduation Rates				X	
6.4 Administrative and Support Costs	X				
6.5 Faculty Salaries			X		
6.6 Civil Service Salaries				X	
6.7 Administrative and Professional Salaries			X		
6.8 Internal Reallocations	X				
6.9 Capital Renewal Expenditures		X			

SECTION I: INSTITUTIONAL CONTEXT

WESTERN ILLINOIS UNIVERSITY MISSION STATEMENT

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

Economic Development: 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. Funding for the new Performing Arts Center at Western Illinois University-Macomb and the new Western Illinois University-Quad Cities Riverfront Campus are the University's highest facility priorities to help Illinois sustain string economic growth through instructional, research, and service activities.

P-20 Partnerships: The single most important factor influencing student learning is teacher quality. 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: The greatest challenge to higher education access is college affordability. Western Illinois University will continue to promote our innovative *Gilbert 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. No Illinois resident should be denied a college education because of financial need.

Access and Diversity: The strongest institutional commitments to diversity are facilities and resources that support all members of the campus community. Western Illinois University has self-funded construction for a new Multicultural Center and will continue to increase participation in cultural, civic, and other activities designed to provide leadership development, personal growth, and social responsibility.

High Quality: The strength and reputation of a degree influence future educational and occupational choice and opportunities. To hold students accountable to even higher expectations for learning, Western Illinois University provides strong academic support and comprehensive assessment processes at both campuses. The University will pursue new and continuing accreditation, where appropriate; and 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: Stewardship of individual, institutional, and state resources at Western Illinois University is demonstrated through internal reallocations, cost savings and avoidance activities, academic and administrative restructuring, where appropriate, and campus master and sustainability planning. We are seeking partnership funding in protecting the state's investment in the physical infrastructure of the University's two campuses. The University is seeking state funding to create a chilled water loop to replace an infrastructure that is 13 years beyond expected life capacity, where replacement parts no longer exist, and for facilities that are not within code compliance, posing individual risk and state liability.

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 excellence in instruction, research, and service activities. Demand for a Western Illinois University education remains strong. Between fall 2000 and fall 2005, Western's enrollment increased by 2.4 percent, helping to contribute to Illinois public higher education's overall enrollment growth of 3.7 percent during this time. Eighty-seven percent of the University's alumni are employed and/or seeking advanced graduate and professional studies within one year of graduation, and the University's faculty and staff generated over \$39 million in external grants and contracts for research, instruction, creative works, and service during the past three years.

The Western Illinois University-Macomb estimated economic impact is \$390 million annually in our immediate nine-county service region (McDonough, Adams, Brown, Fulton, Hancock, Henderson, Knox, Schuyler, and Warren counties). The Western Illinois University-Quad Cities estimated annual economic impact is over \$10 million annually. Through successful implementation of *Higher Values in Higher Education*, the University's Strategic Plan, and in partnership with the state, Western Illinois University 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 2006 Accomplishments

- *Economic Growth through Instructional Facilities:* Governor Blagovich released \$4.0 million in state capital funding for Western Illinois University-Macomb to plan and design a performing arts/convocation center. The Governor also released \$2.4 million in state capital funding for Western Illinois University to plan and design the new Quad Cities Riverfront Campus. Master planning for the new Quad Cities campus and approximately \$500 thousand in asbestos abatement for the current facility are complete. The University is ready to initiate construction when state funds are released.
- *Economic Growth Through Instructional Activities:* Based on feasibility and need studies, Western Illinois University established new undergraduate minors in Forensic Psychology, American Humanics, and Human Service Organizations; post-baccalaureate certificates in Applied Mathematics, African and African Diaspora World Studies, and Women's Studies; and a new baccalaureate degree in Forensic Chemistry. Through reasonable and moderate extension of existing programs, Western Illinois University also established the Bachelor and Master's of music, and the B.S. and M.S. degrees in Kinesiology.

Western Illinois University's program review process evaluates program quality, viability, and sustainability. All programs, unless otherwise required by the institution, are reviewed on an eight-year rotation. Five undergraduate and graduate programs (B.S. in Family and Consumer Sciences, Specialist in School Psychology, Bachelor of Social Work, and B.A./M.A. in Social Work) were reviewed during academic year 2005-06. The University also reviewed the Illinois Institute for Rural Affairs, and three-year status reports on the B.F.A. in Music program, Bella Hearst Diabetics Institute, and the Center for Value Added Rural Development.

- *Economic Growth Through Research Activities:* Applied research at Western Illinois University advances regional, statewide, and national economic development. Many of these research activities advance environmental sustainability. For example, the Illinois Value-Added Rural Development Center (IVARDC), a division of the Illinois Institute for Rural Affairs (IIRA) at Western Illinois University, received \$287,780 from the United States Department of Agriculture (USDA) Rural Cooperative Development Grant Program to help cooperatives start or expand across Illinois, ultimately raising farm income for agricultural producers. The center at Western is working with 30 cooperatives, producer groups, and communities to ensure that agriculture is integrated into local economic development strategies. One of the center's major successes to date is the equity drive by Illini Bio-Energy, an agricultural cooperative that proposes to build a 50-million gallon ethanol plant. With help from the center, Illini Bio-Energy received and processed more than \$25 million in subscriptions from 759 investors. Likewise, the Illinois Soybean

Association established a \$300,000 Endowed Soybean Fund at Western Illinois University to support soybean research and other related activities in the areas of agribusiness, food and nutrition, and international business at the University.

- *Economic Growth Through Service Actions:* Senior Western Illinois University administrators are partnering with City of Moline officials to implement the economic, educational, and workforce development goals identified in Quad Cities Chamber of Commerce's *Blueprint 2010*. These activities include development of a National Science Foundation grant with local private industry to support intellectual property, patent, and technology transfer; creation of a new community sports and wellness center; and other residential, retail, and corporate development adjacent to the site of the new Western Illinois University-Quad Cities Riverfront Campus. These new developments (described above) will support over \$290 million in construction costs, an estimated \$92.0 million taxable base, and 2,000 new jobs. When opened and supported by an enrollment of 3,000 students, the Western Illinois University-Quad Cities Riverfront Campus will support an estimated economic development of \$50 million annually.
- *Economic Growth Through Social Responsibilities and Environmental Sustainability:* All buildings on the Western Illinois University-Quad Cities campus will achieve, at minimum, silver Leadership in Energy and Environmental Design certification. The same standard will also be applied to new construction at the Western Illinois University-Macomb campus. Further demonstrating Western's statewide and national leadership in environmental sustainability, Western Illinois University was the first Illinois higher education institution to join the Association for the Advancement of Sustainability in Higher Education (AASHE). Western is pleased to join an association of universities that make the use of renewable resources, energy efficiency, and conservation as institutional priorities. It also follows President Goldfarb's signing of the Talloires Declaration, a document started more than 10 years ago by a group of university presidents that has been signed by more than 300 university presidents from across the globe. President Goldfarb was the second Illinois president to sign the declaration that commits universities to improved environmental standards.

Fiscal Year 2007 Plans

Western Illinois University is committed to achieving optimum enrollment through controlled growth, exploring the feasibility and need of new academic programs, and implementing those programs that receive Western Illinois University Board of Trustees and Illinois Board of Higher Education approval. On the Macomb campus:

- Academic Affairs will continue partnerships with local health care industries and educational institutions to develop a nursing program.
- The College of Arts and Sciences will investigate the possibility of accelerated BS/MS degrees in biology, chemistry, math, physics, political science, and psychology; continue development of forensic chemistry degree and neuroscience minor; and revitalize the physics department by creating areas of distinction in Atomic Molecular and Optics and Particle Astrophysics. The College will also investigate the feasibility and need for undergraduate programs in Industrial Physics, Anthropology, and Religious Studies.
- The College of Business and Technology will implement a new undergraduate degree in Telecommunications Management and explore the development of an International Studies program with a required foreign language.
- The College of Education and Human Services will implement a new undergraduate major in Emergency Management, with a spring 2007 start-date anticipated.
- The College of Fine Arts and Communication will explore adding a new major in dance or dance and movement.
- Nontraditional Programs will expand the BOT/BA degree program to include a program option that can be completed entirely online.

On the Quad Cities Campus, the University will pursue a bachelor's degree in Liberal Arts and Sciences, a Master's degree in Construction Management, and an Executive Master's Degree in Business Administration.

As new programs are developed, Western Illinois University will continue to use the program review process to ensure that academic programs are responsive to state, regional, national, and international needs. Academic degree programs to be reviewed during academic year 2006-2007 include Instructional Technology and Telecommunications, Counseling, College Student Personnel, Law Enforcement and Justice Administration, Geography, and Political Science. The University will also review the Center for Best Practices in Early Childhood Education and Post-Baccalaureate Certificates in Police Executive Administration, Community Development, and Instructional Technology. Western will also review the B.S. in Meteorology established three years ago.

Fiscal Year 2007 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.

Western Illinois University received new state resources to support a one-percent salary increase for Fiscal Year 2007. During the three previous fiscal years, the University received no new state resources for salary increases. While internal reallocations provide some level of salary increase for faculty and staff, enhancing competitiveness remains the highest institutional priority, particularly in light of reduced salary competitiveness. Western Illinois University's Fiscal Year 2002 average weighted faculty salaries were 96.2 percent of our peer group; the value is now 93.0 percent (*Illinois Board of Higher Education, Agenda Item #11, October 2005*). 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.

Equally as challenging are the physical and infrastructure limitations on both Western Illinois University campuses. Western's 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.

When opened, the new Performing Arts Center will support economic, educational, cultural, and community development in west-central Illinois and beyond. Likewise, the new Western Illinois University-Quad Cities Riverfront Campus serving Illinois' second largest metropolitan area will directly contribute to local, regional, and statewide economic and cultural development, partnerships with P-20 education, access, and diversity.

COMMON INSTITUTIONAL INDICATORS

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

Goal: Achieve a 90 percent rating for the percent of undergraduate degree/certificate recipients who are employed and/or enrolled in further education one year after graduation.

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

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

MISSION-SPECIFIC INDICATORS

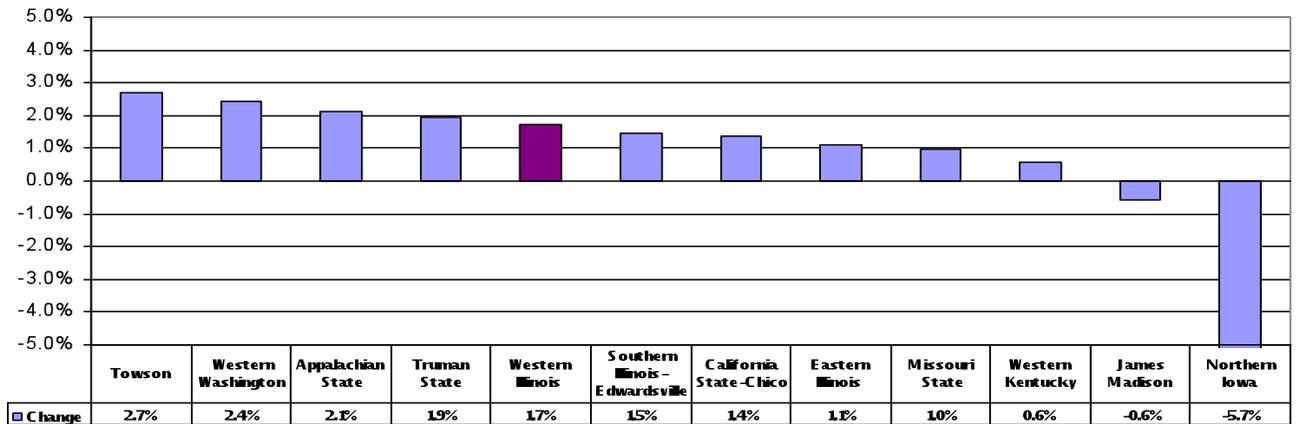
1.2: Western Illinois University – Macomb Total Fall, Census Day Enrollment

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 2005 Macomb census day enrollment is 90.2 percent of the University’s target of 12,500. Controlled enrollment increases over the last three years are helping the University successfully achieve optimum enrollment targets.

<u>Fall</u>	<u>Enrollment</u>	<u>Target</u>	<u>Percent of Target</u>
2003	10,996	12,500	88.0%
2004	11,187	12,500	89.5%
2005	11,277	12,500	90.2%

A comparison of fall 2003 to fall 2004 enrollment shows that demand for regional comprehensive universities is strong. Only James Madison University and the University of Northern Iowa have experienced enrollment declines. Western Illinois University ranks fifth in magnitude of growth.



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

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

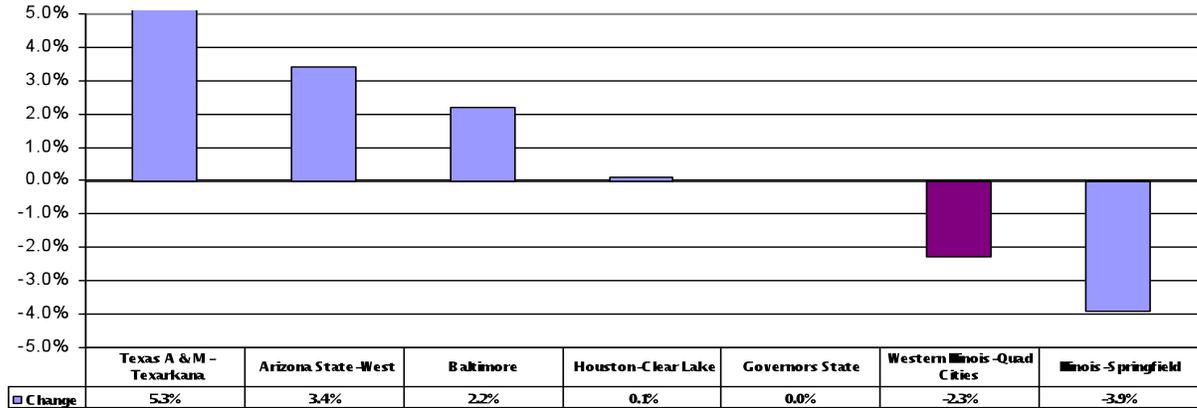
Performance and Implications: Western Illinois University-Quad Cities serves non-traditional, commuting, working professionals with an average age of 31.8. Total fall 2005 Quad Cities campus census day enrollment is 40.6 percent of the University’s target of 3,000.

<u>Fall</u>	<u>Enrollment</u>	<u>Target</u>	<u>Percent of Target</u>
2003	1,310	3,000	43.7%
2004	1,280	3,000	42.7%
2005	1,217	3,000	40.6%

Enrollment on the Quad Cities Campus will increase. The University implemented an aggressive marketing campaign and new recruitment strategies, completed a responsive scheduling analysis, and will increase course sections and academic programs in high demand areas. As the University continues to benchmark and adapt best practices it will look at institutions beyond Illinois. All three primary upper-division, degree-completion

institutions in Illinois are experiencing no or declined enrollment growth between fall 2003 and fall 2005, while comparable institutions in Texas, Arkansas, and Maryland experienced enrollment increases.

Illinois' guaranteed tuition programs may be limiting transfer activity of students who start at four-year public institutions, as transfer activity would become cost prohibitive. A junior for example, would have to pay the equivalent of two years of tuition and fees increases, if they left their original university. Therefore, the University will look at both transfer activity and increasing already strong collaborative relationships with local, statewide, and regional community colleges.



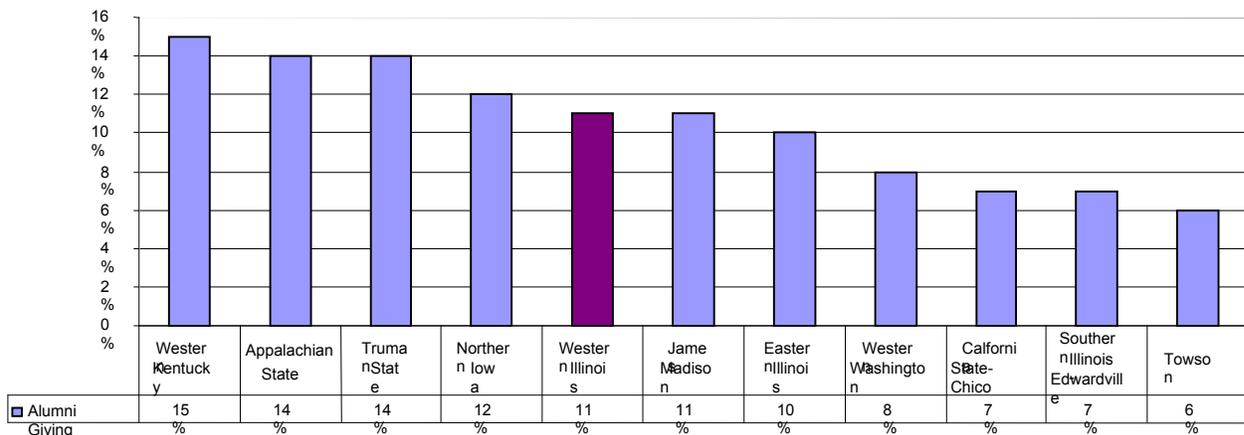
1.4: Alumni Giving

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

Performance and Implications: Western Illinois University's annual alumni giving rate is constant for the last two years. Western Illinois University is currently planning for a new comprehensive campaign. Annual alumni giving will be an important part of the new comprehensive campaign, primarily as an established measure of alumni satisfaction and secondarily as a method of revenue generation.

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Western Illinois University	11%	10%	10%
Median Illinois Public Universities	8%	8%	NA

Western Illinois University's 2003 annual alumni giving rate is tied for 5th with James Madison University. Values range from a high of 15 percent at Western Kentucky University to a low of six percent at Towson University.



1.5: Sponsored Research, Instruction, Creative Works, and Service Award (State, Federal, and Private) Expenditures

Goal: Increase expenditures for sponsored research, instruction, and creative activities, while recognizing that opportunities for external funding vary significantly across disciplines.

Performance and Implications: Western Illinois University expenditures for sponsored research, instruction, and creative activities decreased by \$989,500 (4.4 percent) between Fiscal Years 2003 and 2004. This decrease was due, in part, to state, regional, and national economic difficulties. However, we view this decline as temporary; Western Illinois University will continue to aggressively pursue external resources to support scholarly activity.

Summarized below are two comparisons for sponsored research, instruction, and creative activities for Fiscal Years 2003 and 2004. The first comparison is for national doctoral research extensive universities whose primary focus is divided between instruction and research. The table shows that the University of Illinois-Chicago and Urbana/Champaign experienced declines, similar to Western Illinois University. The second comparison is for all other Illinois public universities who primary missions are instruction with research supporting institutional missions and the scholarship of teaching and learning. Western expenditures ranks 4th of eight institutions in this comparison, and Illinois State University and the University of Illinois-Springfield also had declines in research expenditures between Fiscal Years 2003 and 2004.

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>Amount of One Year Change</u>	<u>Percent of One Year Change</u>
<u>Research Extensive Universities</u>					
University of Illinois-Urbana/Champaign	\$377,807.8	\$417,272.4	\$404,054.0	(\$13,218.4)	(3.2%)
University of Illinois-Chicago	276,190.0	321,340.8	295,320.8	(26,020.0)	(8.1)
Southern Illinois University-Carbondale	54,494.1	58,300.0	60,866.5	2,566.5	4.4
Northern Illinois University	36,148.0	47,639.1	48,541.2	902.1	1.9
<u>All Other Universities</u>					
Southern Illinois University-Edwardsville	\$24,250.6	\$23,490.8	\$27,096.3	\$3,605.5	15.3%
Northeastern Illinois University	21,629.2	23,207.8	23,513.4	305.6	1.3
Chicago State University	22,759.3	21,487.8	23,094.9	1,607.1	7.5
Western Illinois University	22,101.8	22,457.2	21,467.7	(989.5)	(4.4)
Illinois State University	17,135.7	16,756.5	16,101.8	(654.7)	(3.9)
Eastern Illinois University	11,539.5	12,627.0	13,612.5	985.5	7.8
University of Illinois-Springfield	9,459.4	8,736.7	7,706.4	(1,030.3)	(11.8)
Governors State University	5,049.8	5,290.2	5,991.1	700.9	13.2

Because many forms of research and creative activities are highly specialized and resource intensive, Western Illinois University 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. Western Illinois University faculty and staff will work with our external partners in supporting scholarly activities and the resolution of scientific, technical, and social problems facing our global community.

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 (\$28.2 million) for the planning and construction of a Performing Arts Center (PAC). Total cost of the PAC is \$57.8 million. This includes a prior allocation of \$4 million for planning and a future allocation of \$25.6 million.

Performance: Governor Blagovich released \$4.0 million in major capital funding for Western Illinois University-Macomb to plan and design a performing arts/convocation center. Architectural and engineering planning is complete.

Performance and Implications: Western Illinois University is ready to initiate construction on the Performing Arts Center. When open, this new facility will support regional economic and cultural development, access to University resources, and the provision of high-quality academic programs and cocurricular services. It will also fulfill Western Illinois University-Macomb's highest facility priority, stated in *Higher Values for Higher Education* to provide the necessary resources for economic, educational, cultural, and community development in west-central Illinois.

1.7: Western Illinois University-Quad Cities Riverfront Campus Funding

Goal: Achieve Western Illinois University-Quad Cities' highest facilities priority by securing 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: Governor Blagovich released \$2.4 million in state capital funding for Western Illinois University to plan and design a new Riverfront Campus. Western Illinois University, through internal reallocations and federal grants, completed all interior asbestos abatement and campus master planning. All facilities on the new Western Illinois University-Quad Cities Riverfront Campus will adhere to silver (or higher) Leadership in Energy and Environmental Standards.

Implications: Western Illinois University is ready to initiate construction on the 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 non-traditional, place-bound, working professionals contributing to Illinois' knowledge-based economy. Current levels of enrollment and academic programming have exceeded capacity at the 60th Street facility.

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. The Western Illinois University teacher education program focuses on the entire educational experience, from pre-school through doctoral education, and emphasizes that initial teacher preparation and continuing professional development are one of the most important contributions that higher education makes to the well-being of the state and its residents.

Fiscal Year 2006 Accomplishments

- The Center for the Application of Information Technology is partnering with the Illinois Community College Board to bring General Equivalency Diploma (GED) on-line into Illinois prisons. This initiative is based on the successes of GED on-line in the Washington state prison system over the last two years. The GED on-line system has impacted 10,000 Illinois GED learners and over 25,000 learners nationwide.
- Western Illinois University established the Center for the Preparation of Educational Professionals to centralize the personnel, services, and resources that support University-wide teacher education. Center staff are responsible for advising; field and clinical supervision; and certification issues for future teachers, school support personnel, and school leaders.
- Western Illinois University began offering courses in its first doctoral program, the Ed.D. in Educational Leadership. The program provides school administrators with the leadership skills necessary to address the rapidly changing educational landscape and distinctive characteristics of Pre-K-12 public education in the University's service region. This includes declining enrollment, school consolidations, time management, accountability, and compliance reporting. In addition, emphasis is placed on integrating technology into schools and the curriculum.

- More than 100 school teachers from throughout Illinois attended Western Illinois University's 2005 Summer Experience to learn more about technology integration and student-centered instruction.
- Western Illinois University hosted the 55th Annual Illinois Council of Teachers of Mathematics (ICTM) Western Regional Conference that focused on enhancing teaching and learning of mathematics at all grade levels, from kindergarten through college. The conference featured more than 20 sessions on topics such as technology, literature and mathematics, standardized tests, mathematical games and activities, and the mathematical education of teachers.
- Western Illinois University-Quad Cities completed planning to offer counseling supervision coursework in summer 2006. Successful completion of the new coursework allows individuals to meet supervision training requirements for Illinois Licensed Clinical Professional Counselors licensure renewal that is required by March 2007. Participants will learn basic theories and accepted practices for effective supervision, which includes ethics, multicultural issues, and best practices.

Fiscal Year 2007 Plans

Western Illinois University will provide leadership in responding to emerging educational needs. The University supports 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. Western Illinois University's P-20 partnerships will focus on closing achievement gaps between minority and nonminority 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.

Fiscal Year 2007 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. Western Illinois University will continue to 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: Students Completing Requirements for Initial Teacher Certification by Certificate Area

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

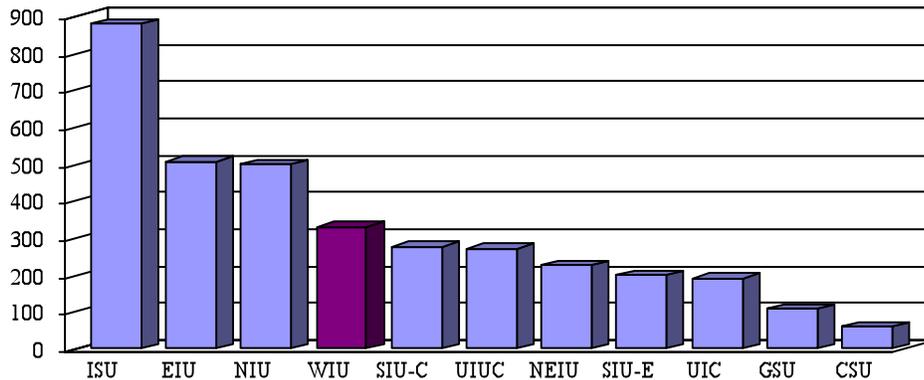
Performance and Implications: The number of students completing requirements for initial teacher certification peaked in 2005. The decline in teacher education graduates mirrors regional, statewide, and national need for increased teacher recruitment and retention. Western Illinois University will aggressively pursue educational partnerships to increase the number, diversity, and quality of Illinois teachers.

<u>Certificate Area</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Early Childhood Education	18	10	17
Elementary Education	146	172	135
Secondary Education	67	42	42
Special Education	21	21	30
K-12	36	50	42
Total	288	295	266

The need to increase teacher education graduates is a statewide issue. During the last two years the number of teacher education graduates decreased by 9.1 percent between Fiscal Years 2003 and 2005.

Illinois Public Universities	2003	2004	2005	Difference	
				Number	Percent
Illinois State University	1,015	890	879	(136)	(13.4%)
Eastern Illinois University	520	521	506	(14)	(2.7%)
Northern Illinois University	529	518	498	(31)	(5.9%)
Western Illinois University	445	306	329	(116)	(26.1%)
Southern Illinois University-Carbondale	297	289	276	(21)	(7.1%)
University of Illinois-Urbana-Champaign	263	241	271	8	3.0%
Northeastern Illinois University	251	229	224	(27)	(10.8%)
Southern Illinois University-Edwardsville	240	192	200	(40)	(16.7%)
University of Illinois-Chicago	149	159	190	41	27.5%
Governors State University	99	110	106	7	7.1%
Chicago State University	82	74	58	(24)	(29.3%)
Total	3,890	3,529	3,537	(353)	(9.1%)

The figure below shows that Western Illinois University ranks fourth in the number of Fiscal Year 2005 teacher education graduates for the 11 Illinois public universities with teacher education programs.



MISSION-SPECIFIC INDICATORS

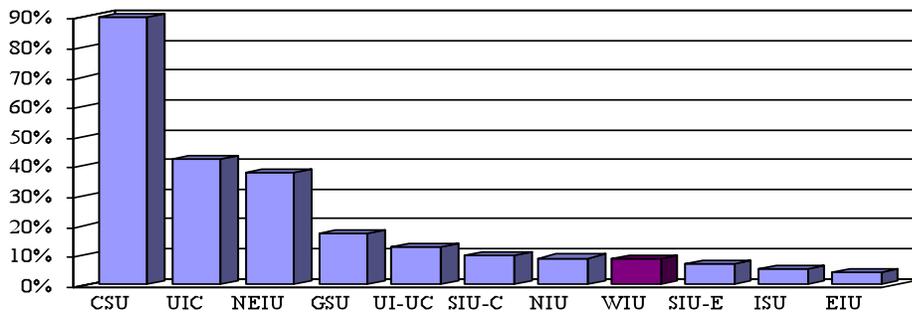
2.2: Diversity of Teacher Education Graduates

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%

The figure below shows that Western Illinois University ranks eighth for the Illinois public universities in the percent of minority teacher education graduates as a percent of total teacher graduates for Fiscal Year 2005.



However, the table below shows that only four Illinois public universities have increased minority undergraduate teacher education graduates as a percent of total teacher education graduates between Fiscal Years 2003 and 2005. In order of change, the institutions experiencing increases are Governors State University, Chicago State University, Western Illinois University, and Eastern Illinois University.

<u>Illinois Public Universities</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>Two Year Change</u>
Governors State University	9.1%	11.8%	17.0%	7.9%
Chicago State University	86.6%	86.5%	90.0%	3.4%
Western Illinois University	6.7%	7.2%	8.8%	2.1%
Eastern Illinois University	3.7%	4.4%	4.0%	0.3%
University of Illinois-Chicago	42.3%	37.7%	42.1%	(0.2%)
Southern Illinois University-Carbondale	10.4%	8.7%	9.8%	(0.6%)
Illinois State University	6.3%	5.6%	5.5%	(0.8%)
Northern Illinois University	10.0%	12.0%	9.0%	(1.0%)
University of Illinois-Urbana/Champaign	14.4%	17.4%	12.9%	(1.5%)
Southern Illinois University-Edwardsville	10.0%	7.8%	7.0%	(3.0%)
Northeastern Illinois University	47.4%	43.7%	37.5%	(9.9%)

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, 1,200 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 2006 Accomplishments

- Western Illinois University was selected as one of the nation’s “150 best value undergraduate institutions” by *The Princeton Review*. The New York-based education services company features Western in the new 2007 edition of its book, *America’s Best Value Colleges*. The guide profiles 150 colleges with excellent academics, generous financial aid packages, and relatively low costs. It includes 103 public and 47 private colleges in 40 states. Other Western Illinois University-Macomb and Quad Cities benchmark schools included in this publication were Arizona State University-West, James Madison University, and Missouri State University. The Website advises students interested in Western to also consider Bradley University and Augustana College.
- *Academic Success*: The Pell Institute for the Study of Opportunity in Education picked Western Illinois University as one of 13 universities nationally as a best practice institution for the retention of low-income and first generation students. Western was selected for inclusion as the University’s actual graduation rate

is significantly higher than predicted—based on consideration of ACT scores, high school percentile ranks, and other entering student characteristics.

After a one-year pilot program, Western Illinois University-Macomb fully implemented the new First Year Experience (FYE) program for all new first-time freshmen. Results from the pilot test of the FYE showed higher levels of freshmen academic performance and retention. Academic success at Western Illinois University decreases costs associated with transferring to another institution of higher education and/or the repayment of student loans.

- *Assisting Those in Financial Need:* Seventy-five 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.

For the first time in institutional history, Western Illinois University awarded 10, four-year, annually renewable Trustee Scholarships that include tuition, fees, room and board. The University will continue to add 10 more new scholarships per year for each of the next three years, raising the total to 40 during academic year 2010-2011.

All Western Illinois University-Quad Cities students pay in-state tuition, regardless of state of residency. Additionally, Western Illinois University-Quad Cities extends special services to low-income individuals and families. For example, the University's Volunteer Income Tax Assistance Program allows business and accounting students, faculty, and alumni who have passed a government-certified tax course to prepare returns and complete on-site electronic filing for individuals and families with low-incomes at no cost.

- *Providing Predictable and Fiscally Conservative Cost Increases:* Through *Gilbert Cost Guarantee* programs, Western Illinois University remains the only university in Illinois to guarantee tuition, fees, room and board with no cost increases to continuing undergraduate and graduate students. Western was the first Illinois college or university to “guarantee” rates to undergraduate and graduate students; and our model is being replicated nationally, most recently with undergraduate tuition and fees at Central Michigan University.

Fiscal Year 2007 Plans

- *Academic Success:* Western Illinois University-Macomb will modify the First Year Experience based on the assessment of student learning outcomes and program evaluation. Western Illinois University-Quad Cities will design and implement an analogous Students in Transition model for first-year, upper-division, working professionals. The University will also extend the Grad Trac program (which allows students and academic advisors to engage in long-term, multiyear course planning) to all of the academic programs at Western Illinois University Quad Cities.
- *Assisting Those in Financial Need:* Western Illinois University will internally reallocate resources to support financial aid for high-achieving, diverse students; establish 10 new Trustee Scholarships; implement a new Presidential Scholarship fundraising program; and engage in comprehensive campaign planning to generate additional support for high-achieving, diverse students.
- *Providing Predictable and Fiscally Conservative Cost Increases:* Western Illinois University will continue to promote *Gilbert Cost Guarantee Programs*. The University 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 2007 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.

The greatest opportunity for Western Illinois University in the area of access and affordability is to implement recommendations from a four-day conference hosted by the University, in partnership with the Illinois Board of Higher Education and the United States Department of Education during March 2006. The conference held in Macomb and Moline brought together corporate officials and senior-level higher education leaders to design and implement strategies to ensure student access and affordability. Many of the outcomes and plans discussed in this report are a direct outcome of Western Illinois University's conference on *The Future of Higher Education*.

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

In fall 2004, there were 2,085 first-time, full-time Illinois dependent freshmen enrolled at Western Illinois University. The total cost of attendance at the University for academic year 2004-2005 was \$11,771, including \$4,537 for tuition, \$1,158 for fees, \$3,248 for room, \$2,340 for board, and \$488 for insurance.

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: The Office of Financial Aid administers a variety of student assistance programs, including grants, student employment, tuition waivers, and low-interest loan funds. Approximately three-fourths of Western Illinois University students receive financial aid and pay less than the published "sticker price" to attend the University. Western Illinois University supports restoration and enhanced funding for state and federal financial aid programs. At the same time, the University will continue to seek expanded funding for institutionally-based financial aid and scholarship opportunities. This includes establishment of new Trustee Scholarships and Presidential Scholarships, as previously discussed in this report.

Gift Assistance Awarded to Dependent Full-Time, First-Time Freshmen, Fall 2004													
Student/ Family Income	Total ¹	Federal Programs				State Programs				Institutional Programs			
		Pell	FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers		
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	157	151	\$515,241	56	\$40,070	141	\$515,231	58	\$26,750	18	\$45,977	6	\$24,821
\$27,336-48,215	211	161	\$299,186	59	\$41,750	192	\$580,971	3	\$1,500	22	\$65,913	8	\$28,537
\$48,216-70,006	121	46	\$57,350	14	\$11,500	91	\$213,372	0	--	33	\$88,167	13	\$36,063
\$70,007-99,999	68	0	--	0	--	14	\$15,161	0	--	42	\$121,936	24	\$58,847
\$100,000 & Up	51	2	\$8,050	0	--	2	\$8,370	1	\$500	39	\$109,313	17	\$53,930
Unknown	40	0	--	0	--	0	--	0	--	31	\$102,212	19	\$57,576

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: Western Illinois University now has data to begin to assess the effects of the *Gilbert Cost Guarantee Program*. In fall 1999, Western Illinois University implemented a new, innovative, and nationally recognized program (in advance of Truth in Tuition legislation, *Illinois Public Act 93-0228*) that “guarantees” undergraduate and graduate tuition, fees, and room and board for four consecutive years, provided the student maintains continuous full-time enrollment². Western Illinois University remains the only Illinois public university that guarantees tuition, fees, room and board for undergraduate and graduate students.

The effects of Western Illinois University’s policies have been positive. The cumulative percentage of undergraduate students graduating in four and six years (1999 cohort) increased with implementation of the *Gilbert Cost Guarantee*. Western Illinois University is committed to increasing the four-year graduation rate.

	<u>1997</u>	<u>1998</u>	<u>1999</u>
Number of Students	1,602	1,749	1,693
Percent Graduating “On-Time” (four years)	32.0%	31.4%	32.9%
Percent Graduating in Six Years	55.4%	54.2%	55.4%

The table below shows that Western Illinois University has the fourth highest four-year graduation rate of the peer group comparison. However, the University had the eight highest six-year graduation rate. A similar pattern exists for Eastern Illinois University, which ranks third and fifth, respectively. Because more students from states outside Illinois are graduating in years four through six, an unintended effect of guaranteed tuition programs, which increase two years in value after year four, maybe a financial disincentive to remaining enrolled through degree completion. Western Illinois University will benchmark statewide policies and degree completion incentives in years four through six at benchmark universities.

4-Year			6-Year			Increase		
	<u>Rate</u>	<u>Rank</u>		<u>Rate</u>	<u>Rank</u>		<u>Increase</u>	<u>Rank</u>
James Madison	64.3%	1	James Madison	80.0%	1	Western Washington	36.3%	1
Truman State	37.9%	2	Truman State	67.0%	2	California State-Chico	34.8%	2
Eastern Illinois	34.1%	3	Western Washington	65.4%	3	Northern Iowa	34.7%	3
Western Illinois	32.9%	4	Northern Iowa	64.2%	4	Appalachian State	30.3%	4
Towson	31.5%	5	Eastern Illinois	62.2%	5	Truman State	29.1%	5
Appalachian State	29.7%	6	Appalachian State	60.0%	6	Missouri State	28.8%	6
Northern Iowa	29.5%	7	Towson	60.0%	6	Towson	28.5%	7
Western Washington	29.1%	8	Western Illinois	54.2%	8	Eastern Illinois	28.1%	8
Western Kentucky	26.5%	9	California State-Chico	51.0%	9	Western Illinois	21.3%	9
Missouri State	22.0%	10	Missouri State	50.8%	10	Western Kentucky	18.1%	10
California State-Chico	16.2%	11	Western Kentucky	44.6%	11	James Madison	15.7%	11

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: Western Illinois University experienced a four-percent decline in the percent of students graduating with debt. The University has also experienced a decline in the percentage of first-time freshmen receiving financial aid from 79.1 percent in fall 2003 to 75.7 percent in fall 2005.

Fiscal Year		
<u>2003</u>	<u>2004</u>	<u>2005</u>
66%	66%	62%

² 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.

The table below shows that Western Illinois University ranks 19th for public Midwest regional universities for lowest percentage of graduates with debt (66 percent). Western Illinois University will continue to implement strategies to ensure student access and affordability to higher education.

<u>Institution</u>	<u>Percent</u>	<u>Rank</u>	<u>Institution</u>	<u>Percent</u>	<u>Rank</u>
Northeastern Illinois University	29%	1	Univ. of Wisconsin–Eau Claire	65%	18
Indiana University Southeast	40%	2	Central Missouri State Univ.	66%	19
University of Michigan–Dearborn	42%	3	Western Illinois University	66%	19
Truman State University (MO)	43%	4	Univ. of Wisconsin–La Crosse	66%	19
University of Nebraska–Omaha	48%	5	Univ. of Wisconsin–Stevens Point	67%	22
Purdue University–Calumet (IN)	54%	6	Lincoln University (MO)	68%	23
Peru State College (NE)	55%	7	Bemidji State University (MN)	69%	24
Univ. of Wisconsin–Green Bay	57%	8	Univ. of Wisconsin–Oshkosh	70%	25
University of Southern Indiana	58%	9	Univ. of Wisconsin–Platteville	70%	25
Southwest Missouri State Univ.	59%	10	Fort Hays State University (KS)	71%	27
Washburn University (KS)	60%	11	Grand Valley State University (MI)	72%	28
Southeast Missouri State Univ.	60%	11	Minnesota State University–Mankato	75%	29
Indiana U.-Purdue U.–Fort Wayne	60%	11	Winona State University (MN)	81%	30
Eastern Illinois University	61%	14	Ferris State University (MI)	85%	31
Eastern Michigan University	61%	14	Pittsburg State University (KS)	94%	32
Univ. of Wisconsin–Parkside	62%	16	Minot State University (ND)	97%	33
Emporia State University (KS)	64%	17			

To decrease the percent of graduates with debt, the University will continue to 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 students’ time-to-degree. The latter includes supporting advanced placement credit, dual admissions agreements, and summer school offerings.

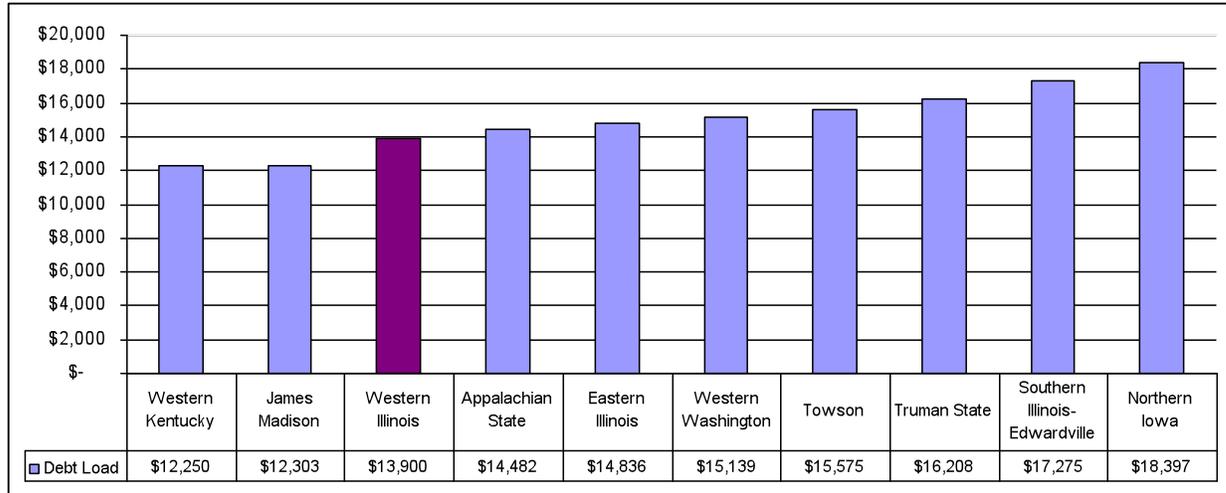
3.4: Average Debt Loads of Graduates

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.

Performance and Implications: The average debt load of Fiscal Year 2005 graduates is \$14,850 (20.9 percent) higher than the University’s goal of \$12,281. Restoring funding for state and federal financial assistance programs is important to decreasing the average debt loads of graduates. Equally important are institutional actions. The percent of first-time freshmen receiving “non-repayment financial assistance” (scholarships, grants, fellowships, tuition and fee waivers, and/or traineeships) increased from 57.4 percent in fall 2004 to 60.0 percent in fall 2005. A high priority of Western Illinois University’s newly developing comprehensive campaign, annual fund, and other philanthropic activities is student scholarship support to decrease student reliance on loans and the magnitude of these loans.

Fiscal Year		
<u>2003</u>	<u>2004</u>	<u>2005</u>
\$13,900	\$13,900	\$14,850

Fiscal Year 2004 is the most recent year for which there is comparative data. Compared to the Western Illinois University-Macomb 10 benchmark schools, Western graduates have the third average lowest debt load. Only graduates from Western Kentucky University and James Madison University have lower average debt loads.



The table below shows that Western Illinois University ranks ninth among public Midwest regional universities for lowest student debt load (\$13,900) and is 19th for public Midwest regional universities for lowest percentage of graduates with debt (66 percent).

<u>Institution</u>	<u>Percent</u>	<u>Rank</u>	<u>Institution</u>	<u>Percent</u>	<u>Rank</u>
Univ. of Wisconsin–Green Bay	\$9,238	1	Winona State University (MN)	\$14,987	18
Central Missouri State Univ.	\$9,960	2	Univ. of Wisconsin–Stevens Point	\$15,028	19
Pittsburg State University (KS)	\$10,348	3	Emporia State University (KS)	\$15,344	20
Northeastern Illinois University	\$10,941	4	Minot State University (ND)	\$15,575	21
Univ. of Wisconsin–Parkside	\$12,500	5	University of Michigan–Dearborn	\$15,634	22
Washburn University (KS)	\$13,125	6	Indiana U.-Purdue U.–Fort Wayne	\$15,810	23
Purdue University–Calumet (IN)	\$13,263	7	Eastern Michigan University	\$15,967	24
Southwest Missouri State Univ.	\$13,381	8	Peru State College (NE)	\$16,000	25
Western Illinois University	\$13,900	9	Bemidji State University (MN)	\$16,045	26
Lincoln University (MO)	\$14,000	10	Grand Valley State University (MI)	\$16,200	27
Univ. of Wisconsin–Oshkosh	\$14,000	10	Truman State University (MO)	\$16,208	28
Fort Hays State University (KS)	\$14,252	12	Univ. of Wisconsin–Eau Claire	\$16,237	29
Univ. of Wisconsin–La Crosse	\$14,485	13	Minnesota State University–Mankato	\$16,500	30
Southeast Missouri State Univ.	\$14,492	14	Indiana University Southeast	\$16,597	31
University of Southern Indiana	\$14,552	15	Univ. of Wisconsin–Platteville	\$16,785	32
Ferris State University (MI)	\$14,750	16	University of Nebraska–Omaha	\$16,900	33
Eastern Illinois University	\$14,836	17			

In addition to the strategies described in performance indicator 3.4, Western Illinois University is committed to helping relieve the debt burden of alumni. The Western Illinois University Alumni Association implemented a Student Loan Consolidation Program that locks in fixed interest rates, lowers monthly payments by as much as 54 percent, and simplifies repayments into one monthly payment.

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 are necessary in the rapidly changing, increasingly diverse, knowledge-based global community. Western Illinois University values educational opportunity. 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. Western's comprehensive Affirmative Action/Americans with Disabilities Act Compliance programs emphasize workforce diversity initiatives, nondiscrimination compliance support, outreach programming and training, and ADA compliance.

Fiscal Year 2006 Accomplishments

- *Workforce Diversity Initiatives:*
 - The Western Illinois University Board of Trustees authorized institutional expenditure of up to \$4.0 million to construct a new multicultural center to meet academic programming and cocurricular service needs. The new facility will emphasize the University's commitments to diversity and an inclusive campus environment.
 - Over 4,800 individuals applied for faculty and administrative positions at Western Illinois University during the past year, and minority applications accounted for 23 percent of the applicant pool. As of April 2006, 158 faculty and administrative searches have been completed. Seventy-two tenure/tenure track faculty positions have been filled. Of this total, 35 (48 percent) of the new hires are female and 24 (33 percent) are people of color.
 - Western Illinois University has placed 14 individuals in civil service trainee and learner programs since July 1, 2005. Of the 14 placements, six are people of color and 11 are female. Trainee program interest has remained stable. The prescreening committee completed interviews for 132 new trainee and learner program applicants over the last nine months and anticipates completing interviews for 35 to 45 additional applicants in the next quarter. Current usage of trainee and learner programs is spread throughout all four vice presidential areas at the University.
 - Western Illinois University, which led the state in offering the benefit of reimbursement for health coverage for opposite-sex and same-sex domestic partners, will now provide group insurance benefits to same-sex domestic partners through the State of Illinois Group Insurance Program. Effective July 1, 2006, unrelated, same-sex individuals who reside in the same household and have a financial and emotional interdependence consistent with that of a married couple for a period of not less than one year and continue to maintain such arrangement, are eligible for medical, dental and vision benefits through the state program. The minimum age of a domestic partner is 19 years old.
 - A professional teaching and research couple from the University of Arkansas-Monticello joined the College of Arts and Sciences at Western Illinois University through the University's Dual Career Recruitment and Retention Program. Rose Marie McConnell is the new chairperson of Chemistry, and J. Scott McConnell is the new associate director of the Institute of Environmental Sciences and associate professor of chemistry, effective July 1, 2006.
- *Supportive Environment:*
 - The University implemented mandatory sexual harassment training during 2006, and the Anti-Harassment Education Committee held an inaugural Awareness Day Event in March.
 - The Office of Affirmative Action/ADA Compliance presented 19 workshops and seminars to students, employees, and supervisors on diversity topics.
 - Fifty 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 specialized technology and other equipment to address specific medical conditions. A Web accessibility project was initiated and emergency evacuation procedures are under review to enhance compliance and safety guidelines for individuals with mobility, visual, and hearing disabilities.

- *Educational Access:*
 - Carl Sandburg College (CSC) and Western Illinois University entered into an agreement that partners the two institutions in CSC's wide area network, known as EduNet—a broadband wireless area communication network designed for transmitting/receiving data, Internet, audio, and video traffic. The network currently supports interactive distance learning, high-speed Internet access, WebCT, and educational cable television programs. Western will use the system to deliver educational services and undergraduate and graduate courses.
 - Through an institutional policy change, community college students now have the opportunity to optimize their earned college credits through the Western Illinois University Board of Trustees Bachelor of Arts degree program. Effective summer 2006, students can now transfer up to 80 semester hours of credit from their community colleges to the BOT/BA degree program, as well as complete BOT/BA degree requirements through online and independent study courses³. The new change to this program provides opportunities to students who have received degrees from community colleges, particularly associate of applied science degrees, who desire to pursue a baccalaureate degree with a minimum loss of transferable credit hours.
- *Engaging the Global Community:*
 - Western Illinois University, Illinois State University, and Southern Illinois University-Edwardsville are the only 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, *Global Challenges and Personal Responsibilities*, 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.
- *Internationalizing Curricular and Cocurricular Opportunities:*
 - The Law Enforcement and Justice Administration department signed a memorandum of understanding with Saint Petersburg University-Russian Federation; Western and Russian students will be involved in an exchange program.
 - Western Illinois University entered the Casa Guanajuato consortium that offers a study abroad experience to students at the University's Macomb and Quad Cities campuses, Black Hawk College, the Eastern Iowa Community College District, and St. Ambrose University. One of the first initiatives of the new consortium was a short-term program at the University of Guanajuato, Mexico, during summer 2006.
 - Two members of the Japanese National Debate Team were at Western Illinois University in February 2006 to debate members of Western's team. The two teams addressed whether or not the global spread of American culture is desirable. In an interesting twist, the Japanese debaters defended the spread of American culture and Western debaters argued that such a spread is undesirable.
 - Faculty from the Ryazan Agriculture Academy in Russia visited Western Illinois University for a week in May 2006, in an ongoing collaboration between the academy and Western's Agriculture department. In addition to student and faculty exchange programs, a small business development center was established at Ryazan, with assistance from faculty and graduate students in Western's College of Business and Technology.

³ *The Board of Trustees program (originally called Board of Governors program) was created in 1973 to serve adult students who are unable to attend a traditional college program due to family, work and community obligations. Rather than requiring a specific major, the program allows the student to design her or his program to meet individual educational goals.*

Fiscal Year 2007 Plans

Western Illinois University will continue to support all of the diversity/ADA compliance initiatives described above. The University also supports implementation of the *Diversifying Faculty in Illinois Higher Education* as specified in *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.

The University will continue to serve students in traditionally underserved areas through a strong BOT/BA degree completion program; and Western Illinois University and Carl Sandburg College will design future EduNet applications to include application hosting, teacher training and certification, data bureau services, and voice-over IP services.

Western Illinois University also remains committed to cultural development. *Global Challenges and Personal Responsibility* in the area of cultural diversity will be the academic year 2006-2007 campus theme. Through coordinated efforts from the First Year Experience, the American Democracy Project, and implementation of the Strategic Plan, Western Illinois University students, faculty, and staff will collectively and individually explore global challenges and our personal responsibilities in meeting these challenges.

Fiscal Year 2007 Challenges and Opportunities

During Fiscal Year 2007, Western Illinois University will engage in a comprehensive climate survey. The University's Fiscal Year 2007 Underrepresented Groups Report presented to the Western Illinois University Board of Trustees and the Illinois Board of Higher Education will identify institutional strengths and opportunities for improvement, as the University continually looks to increase the participation and achievement of all members of the campus community.

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: While the University's overall graduation rate increased, the six-year graduation rates of Black/Non-Hispanic and Hispanic students decreased. However, the graduation rate of Hispanic students remains above the Western Illinois University all-students rate. During fall 2006, Western Illinois University will conduct a campus climate survey to help determine how environmental factors and services can be improved to help all students achieve their educational goals and objectives.

	<u>1997 Cohort</u>	<u>1998 Cohort</u>	<u>1999 Cohort</u>
All Students	55.4%	54.2%	55.4%
Black/Non-Hispanic	43.3%	43.9%	38.7%
Hispanic	42.4%	62.2%	60.0%
Females	60.0%	59.7%	60.4%
Males	50.3%	48.2%	50.2%

Performance indicator 3.2 demonstrated that the University's six-year graduation rate ranks eighth of 12 peer institutions. The same is true for Black/Non-Hispanic students. However, the University has the third highest graduation rate for Hispanic students. The campus climate survey (described above) will look at environmental factors affecting student retention and graduation by racial/ethnic designation.

Black/Non-Hispanic		Hispanic	
James Madison	64.5%	James Madison	82.4%
Missouri State	60.0%	Towson	71.4%
Eastern Illinois	59.8%	Western Illinois	60.0%
Truman State	59.1%	Appalachian State	50.0%
Towson	51.2%	Truman State	48.1%
Appalachian State	42.5%	Southern Illinois-Edwardsville	47.8%
Northern Iowa	40.5%	Eastern Illinois	44.8%
Western Illinois	38.7%	Missouri State	40.5%
Western Kentucky	36.1%	California State-Chico	38.7%
Southern Illinois-Edwardsville	29.1%	Northern Iowa	37.5%
California State-Chico	21.2%	Western Kentucky	NA
Western Washington	NA	Western Washington	NA

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 constant. Western Illinois University will continue to recruit high-achieving, diverse students.

	<u>2003</u>	<u>2004</u>	<u>2005</u>
All Students	21.4	21.4	21.2
Black/Non-Hispanic	18.5	19.0	18.7
Difference from All Students	(2.9)	(2.4)	(2.5)
Hispanic	20.3	20.2	20.1
Difference from All Students	(1.1)	(1.2)	(1.1)

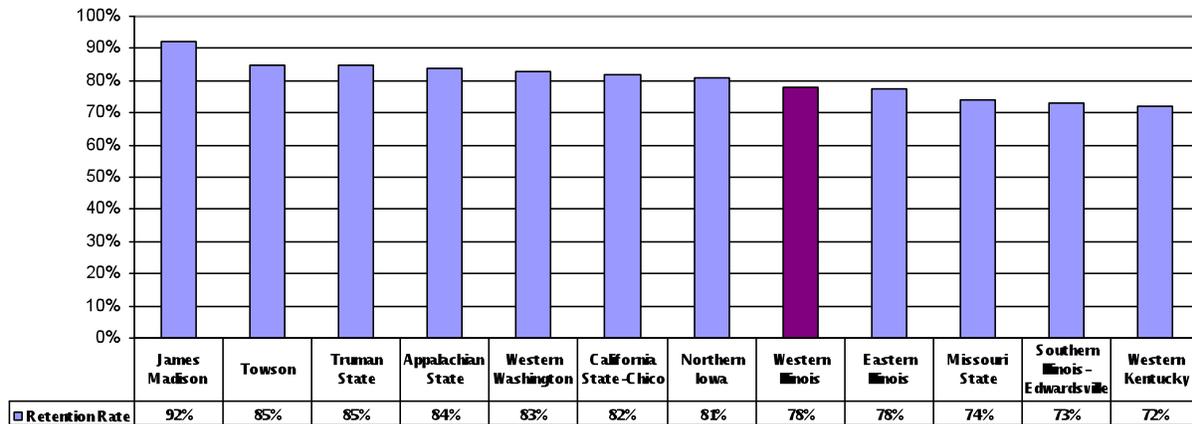
4.3: Freshmen Retention Rates

Goal: Increase the fall first-year freshmen retention rate from 78% to 84%.

Performance and Implications: Fall-to-fall 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 reported in Western Illinois University's *Fiscal Year 2005 Performance Report* show that students had higher academic achievement rates than students who did not participate in the pilot program. Fall 2005 was the first full year of implementation for the First Year Experience program, and the University's anticipates continued improvement in freshmen retention rates.

<u>2002 Cohort</u>	<u>2003 Cohort</u>	<u>2004 Cohort</u>
76.0%	77.5%	79.0%

The figure below shows that the fall 2003 to fall 2004 retention rate at Western Illinois University ranks eight for its peer group. Benchmarking of institutional practices will inform First Year Experience assessment and program evaluation.



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 Hispanic freshmen rate decreased, while the gap between the all student freshmen retention rate and Black/Non-Hispanic freshmen rate increased. Again, the campus climate survey (described above) will help Western Illinois University determine how environmental factors and services can be improved to help all students achieve their educational goals and objectives. A plan for enhancing the recruitment and integration of students from traditionally underrepresented groups into the campus community will be developed.

	<u>2002 Cohort</u>	<u>2003 Cohort</u>	<u>2004 Cohort</u>
All Students	76.0%	77.5%	79.0%
Black/Non-Hispanic	69.3%	68.1%	68.4%
Difference from All Student Rate	(6.7%)	(9.4%)	(10.6%)
Hispanic	70.0%	69.6%	73.3%
Difference from All Student Rate	(6.0%)	(7.9%)	(5.7%)

Of the six peer institutions reporting minority fall 2004 to fall 2005 freshmen retention rates by racial/ethnic designation, Western Illinois University ranks last for Black/Non Hispanic students and third for Hispanic students. Again, benchmarking will be used to investigate and adapt best practices to Western Illinois University. An additional policy question for the University to investigate is: What can be done to improve the University's persistence rate for students beyond the freshman year?

Black/Non-Hispanic		Hispanic	
James Madison	92%	James Madison	89%
Towson	90%	Towson	82%
Northern Iowa	82%	Western Illinois	73%
Appalachian State	82%	Appalachian State	71%
Western Kentucky	78%	Western Kentucky	69%
Western Illinois	68%	Northern Iowa	62%

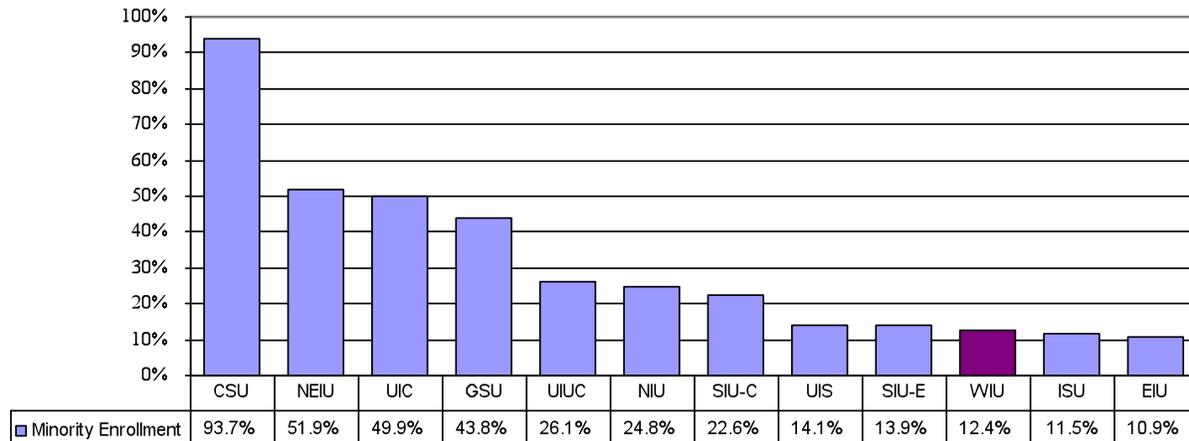
4.5: Minority Undergraduate Enrollment as a Percent of Total Undergraduate Enrollment

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, degree-seeking enrollment increased each of the last three falls. Western Illinois University will continue to aggressively recruit minority students and engage in retention strategies in support of institutional and statewide goals to increase

the participation and achievement of students from traditionally underrepresented groups (minorities, females, and individuals with disabilities).

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Western Illinois University	11.4%	12.0%	12.4%
Illinois Public University Median	21.8%	22.8%	23.7%



Recruitment planning will be enhanced by benchmarking best practices at statewide institutions and peer institutions. Fall 2004 minority enrollment as a percent of total undergraduate, degree-seeking enrollment ranks fifth for Western Illinois University-Macomb, and last for Western Illinois University-Quad Cities.

California State-Chico	19.3%	Baltimore	40.0%
Towson	15.9%	Governors State	38.0%
Western Washington	15.1%	Houston-Clear Lake	30.0%
Southern Illinois-Edwardsville	14.5%	Arizona State-West	29.1%
Western Illinois	12.0%	Texas A & M-Texarkana	19.0%
Western Kentucky	11.0%	Illinois-Springfield	12.2%
James Madison	9.8%	Western Illinois-Quad Cities	8.6%
Eastern Illinois	9.0%		
Truman State	8.0%		
Appalachian State	6.0%		
Missouri State	6.0%		
Northern Iowa	5.9%		

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 17:1, 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 57 undergraduate degree programs and 36 graduate degree programs for more than 13,400 students.

Both Western Illinois University campuses and the University's extension programs serve distinct market segments, as reflected in fall 2005 total enrollment (below). All of Western Illinois University's faculty commit to high-quality instruction. Over 94 percent of the University's Fiscal Year 2005 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	11,284	84.2%	2,120	15.8%	13,404	100.0%
Western Illinois University-Macomb	10,325	91.6%	952	8.4%	11,277	100.0%
Western Illinois University-Quad Cities	605	49.7%	612	50.3%	1,217	100.0%
Western Illinois University-Extension	354	38.9%	556	61.1%	1,910	100.0%

Western Illinois University's curriculum is delivered by 731 faculty (88.8 percent full-time, 69.6 percent tenured/tenure-track) in the Colleges of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication. The University conferred 2,376 baccalaureate degrees and 653 graduate and advanced degrees during Fiscal Year 2005. 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 (Currens Hall 201), the Curriculum Library (Horrabin 72), and the Western Illinois University-Quad Cities Library. The latter 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 cocurricular 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 2006 Accomplishments

- Western Illinois University was selected as one of the "nation's best value undergraduate institutions" by *The Princeton Review*. As described in Policy Area Four, these national rankings are based on academic quality and student affordability measures.
- Western Illinois University remains "a top tier Midwestern University" in *U.S. News and World Report* ratings. Western is among 24 public universities included in the Midwest top tier of 71 masters institutions. Nationally Western is 70th among all public masters comprehensive universities in the 2006 *US News* listing.
- The Princeton Review's *Best Midwestern College 2006 Guide* lists Western Illinois University as among the "best 158 colleges and universities in the Midwest" for the third consecutive year.

- Western Illinois University initiated annual administration of the Beginning College Student Survey of Student Engagement (BCSSE). BCSSE results, along with administration of the National Survey of Student Engagement for second semester freshmen and seniors, First Year Experience assessment, academic program reviews, and Illinois Board of Higher Education Baccalaureate Follow-Up Surveys, give Western Illinois University a comprehensive “cradle to grave” assessment system. This, coupled with other forms of data, allows the University to assess student needs, behaviors, and learning outcomes from initial enrollment to baccalaureate degree completion and beyond. Summaries of these survey instruments and how results have produced change are available at www.wiu.edu/UniversityPlanning/assessment/.
- *Academic Achievement and Civic Engagement*: Selected as an Effective Practice by the Illinois Board of Higher Education, Western Illinois University-Macomb fully implemented 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:
 - More than 100 Western Illinois University students were named to the prestigious *Who's Who Among Students in American Universities and Colleges*. The award recognizes juniors, seniors, and graduate students who display outstanding leadership, service, and academic excellence.
 - The Western Illinois University collegiate chapter of Beta Gamma Sigma (BGS), the honor society for AACSB International (The Association for the Advancement of Collegiate Schools of Business), was recognized as an Exemplary Chapter for its superior level of membership for the fifth consecutive year. Of the 430 Beta Gamma Sigma chapters currently established on college and university campuses, only 75 are recognized as Exemplary Chapters.
 - Six Western Illinois University faculty members were recently inducted into Western's chapter of Phi Kappa Phi National Honor Society—the nation's oldest, largest, and most selective all-discipline honor society. Some of the organization's more notable members include former President Jimmy Carter, writer John Grisham, NASA astronaut Wendy Lawrence, and Netscape founder James Barksdale.
 - Five Western Illinois University faculty received awards that recognized excellence in teaching, teaching with technology, scholarly and professional activities, University and community service, and internationalizing the campus.
 - Western Illinois University Libraries established the first endowed professorship in Icarian and Regional Studies, based in the Archives and Special Collections Unit. In 2004, the recently-deceased Lillian Snyder of Nauvoo (IL) presented the University with a \$250,000 gift to create the position. Following a national search, Jeffrey Hancks was named to the first endowed professorship. His primary duties include coordinating the Archives and Special Collections unit's activities, developing the unit's collections, and promoting the unit throughout Illinois.
 - Western Illinois University's Athletic Training Education program received continuing accreditation status from the Commission of Accreditation of Allied Health Education.
 - The Western Illinois University football team received the Gateway Conference Award for most student-athletes with a 3.0 grade point average or higher. Western Illinois University's student athlete graduation rate (72 percent) remains one of the highest in the state and the Mid-Continent Conference; and the women's basketball team won its fourth consecutive conference championship.
 - Western Illinois University's Beu Health Center's laboratory received accreditation from the Clinical Laboratory Accreditation and Education (COLA) national healthcare organization. In addition, Beu's laboratory was awarded the Laboratory Excellence Award for outstanding performance, COLA's highest commendation. The award recognizes top-performing labs providing excellence in patient care. Beu's lab is staffed with three registered medical technologists who see 6,500 to 7,000 patients each year and perform approximately 30,000 tests covering a wide range of conditions.

Fiscal Year 2007 Plans

- *Higher Standards for Academic Achievement, and Co-Curricular Excellence:* 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 accreditation⁴.

- The College of Arts and Sciences will seek reaccreditation for School Psychology and History Teacher Education, and the College will seek initial accreditation for the Clinical/Community Mental Health Program.
- The College of Business and Technology is preparing for ABET accreditation reaffirmation. ABET, Incorporated is the recognized United States accreditor of college and university programs in applied science, computing, engineering, and technology.
- The College of Fine Arts and Communication will seek accreditation for Art from the National Association of Schools of Art and Design and for Theatre from the National Association of Schools of Theatre.

Higher Standards for Civic Engagement: 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. This new major will feature four new international studies courses, a foreign language requirement, and a mandatory study abroad/international internship experience.

- *Commitment to Student Learning Outcomes Assessment:* Western Illinois University’s assessment programs have continually operated in every undergraduate major and graduate program for the past 16 years. The Faculty Senate will continue assessment of the University’s General Education program. The goal of this project is to demonstrate how general education contributes to Western Illinois University becoming the leading comprehensive university in the United States.

Fiscal Year 2007 Challenges and Opportunities

Western Illinois University has set ambitious but achievement goals for the characteristics of new students. At the same time, the University retains its commitment to providing educational opportunities to students who meet some but not all of published admissions standards. Each year, Western Illinois University enrolls approximately 300 new freshmen (of 1,900) who fall into this category. The six-year graduation rates of Western freshmen admitted under regular or special admissions standards are statistically similar.

<u>Admissions Type</u>	<u>1997 Cohort</u>	<u>1998 Cohort</u>	<u>1999 Cohort</u>
Regular Admissions Standards	56.4%	54.6%	56.1%
Special Admissions Standards	52.2%	52.8%	52.9%

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. The Alumni Association will be addressing these challenges and opportunities during Fiscal Year 2007.

⁴ 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.

The First Year Experience (FYE) is one of Western Illinois University-Macomb's greatest strengths. Successful implementation has increased student engagement and improved retention rates. An analogous "Students in Transition" model will be developed for students at Western Illinois University-Quad Cities during academic year 2006-07.

COMMON INSTITUTIONAL INDICATORS

5.1: Alumni Satisfaction with the Educational Experience and Satisfaction with Occupational Preparation (Class of 2000 surveyed five 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 all eight targeted areas below. Assessment of student learning outcomes, the program review process, evaluation of services, and accreditation processes will continue to be the base for academic excellence and educational opportunities at Western Illinois University.

<u>Percent Satisfied or Extremely Satisfied</u>	
What is your present attitude towards the institution?	98.2%
What is your present attitude towards your degree major?	93.2%
How well did your degree prepare you for your career path?	91.5%
How well were your college experiences in:	
Helping to develop your critical thinking ability?	98.8%
Helping to better develop your sense of ethics?	95.6%
Contributing to a better understanding of diversity?	97.4%
Helping you to become a more active citizen?	92.7%
Improving the quality of your life (aside from financial benefits)	96.4%

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.

<u>Field</u>	<u>Examination</u>	2002		2003		2004	
		<u>Inst'l</u>	<u>Nat'l</u>	<u>Inst'l</u>	<u>Nat'l</u>	<u>Inst'l</u>	<u>Nat'l</u>
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

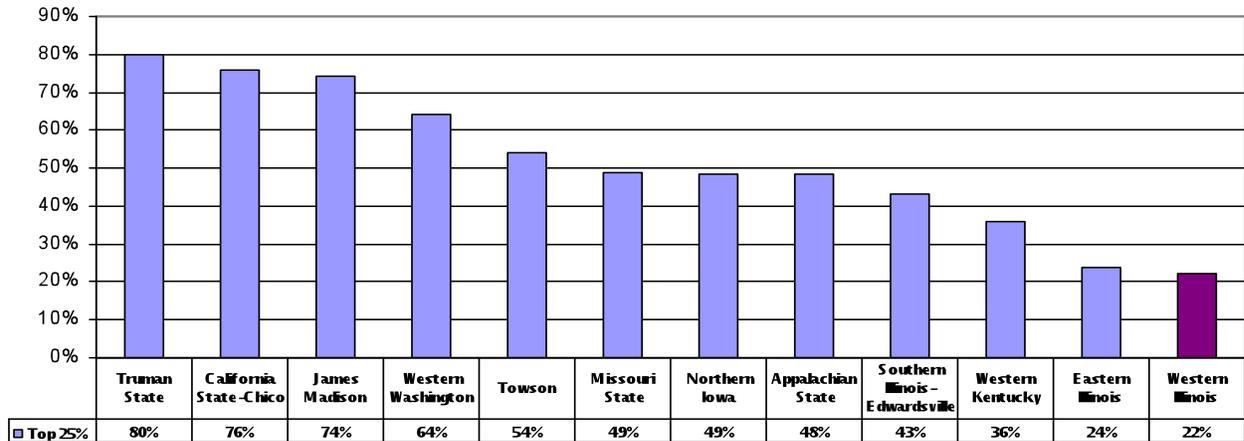
Goal: Increase the proportion of Western Illinois University new freshmen graduating from the top 25 percent of their high school class from 22 percent to 32 percent.

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 three years. Aggressive student

recruitment strategies will include increased outreach, contact, and scholarship and financial assistance to help the University enrollment goals identified in this and performance indicators 5.4-5.8.

<u>2003</u>	<u>2004</u>	<u>2005</u>
22.2%	22.2%	22.1%

As the University looks to increase the percent of freshmen that graduate from the top 25 percent of their high school graduating class, it will benchmark practices at peer institutions. Western currently has the lowest percentage of students in this category.



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 Western Illinois University new freshmen is 1.3 below the statewide average of college-bound students and 0.7 points below the national average of college-bound students. However, the University expects improved performance as we aggressively recruit high-achieving, diverse students.

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Western Illinois University Freshmen	21.4	21.4	21.2
State of Illinois College-Bound Freshmen	22.4	22.4	22.5
Difference above (below) WIU	1.0	1.0	1.3
National College-Bound Freshmen	21.8	21.9	21.9
Difference above (below) WIU	0.4	0.5	0.7

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 lower end of the University's ACT interquartile range decreased by one point from the last two years.

<u>2003</u>	<u>2004</u>	<u>2005</u>
19-23	19-23	18-23

The University's status on ACT interquartile range compared to peer institutions will increase as the University successfully implements new aggressive admissions strategies. The University is currently tied with Western Kentucky University for the lowest ACT interquartile range.

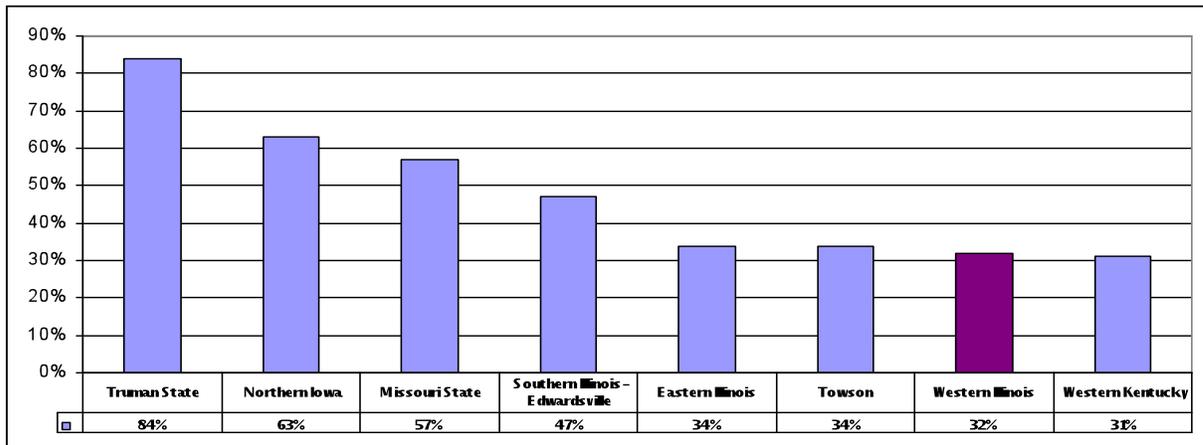
Truman State	25-30
Missouri State	21-26
James Madison	21-26
Western Washington	20-26
Northern Iowa	20-25
Appalachian State	20-24
Towson	19-26
California State-Chico	19-24
Eastern Illinois	19-24
Western Illinois	18-23
Western Kentucky	18-23
Southern Illinois-Edwardsville	NA

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 decreased by 2.7 percent from fall 2004.

<u>2003</u>	<u>2004</u>	<u>2005</u>
34.3%	34.6%	31.9%

Benchmarking and adapting best practices will help Western Illinois University meet its goals of increasing by 10 percent the percent of new freshmen with an ACT score of 23 or higher. Western currently ranks seventh of the eight peer institutions providing data for this measure.

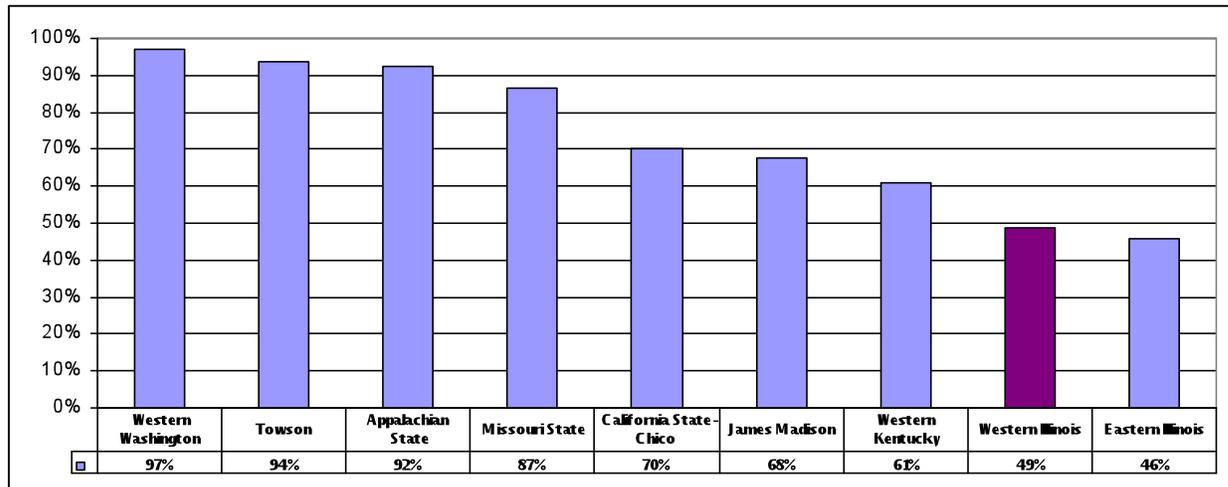


5.7: Percent of New Western Illinois University Freshmen with Grade Point Averages of 3.0 or Better

Goal: Increase the proportion of new Western Illinois University freshmen with high school grade point averages of 3.0 or higher 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, up 3.9 percent from fall 2003.

<u>2003</u>	<u>2004</u>	<u>2005</u>
45.0%	48.7%	48.9%

Again, benchmarking and adapting best practices will help Western Illinois University meet its goals of increasing by 10 percent the percent of new freshmen with grade point averages of 3.0 or better. Western currently ranks eighth of the nine peer institutions providing data for this measure.



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 (NSSE) 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 NSSE in 2004. Two years of comparative data for second semester freshmen and seniors are now available. Results show that the University's 2005 seniors exceed national benchmarks on the quality and quantity of student-faculty interactions inside and outside the classroom, and the belief that the University offers a supportive campus environment. These students also reported improved levels of satisfaction on all five measures reported on the NSSE (level of academic challenge, amount of active and collaborative learning, the quality and quantity of student-faculty interaction, the provision of enriching educational experiences, and the degree to which the University offers enriching educational experiences) compared to 2004 second semester seniors.

Results from Western Illinois University's spring 2005 second semester freshmen did not exceed national norms on the five measures of student satisfaction, and there were declines compared to spring 2004 second semester freshmen. However, with successful implementation of the First Year Experience (FYE) pilot program in fall 2004 and full implementation in fall 2005, the University expects improvement. Initial results are favorable. Survey results of spring 2006 second semester freshmen show that:

- 94.2 percent of students reported that they were active participants in their FYE class.
- All students reported that they attended at least one out-of-class activity and 32.4 percent reported attending four or more.
- 94.2 percent of students reported that their FYE instructor encouraged class discussion.
- 81.2 percent of students reported that they felt comfortable talking to their FYE instructor about academic difficulties.

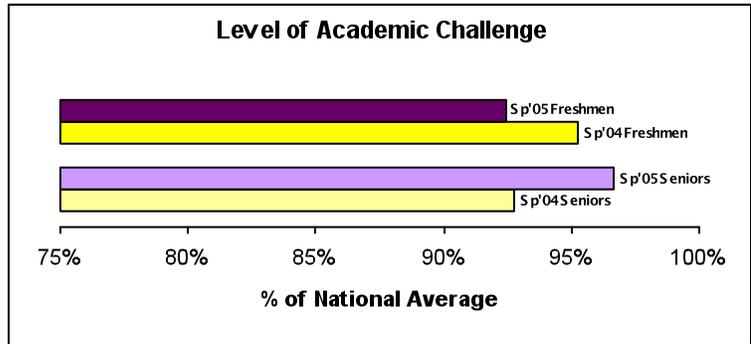
These measures of student satisfaction correlate with Western Illinois University faculty expectations of an active and challenging learning environment supported by the values of academic excellence and personal growth. For example in spring 2006:

- 93.2 percent of faculty reported attending at least one out-of-class FYE-related activity with their class.
- 90.3 percent of faculty reported that at least 25 percent of their FYE class' grade was based on writing.
- 72.6 percent of faculty reported that their FYE class involved more discussion than their other Western Illinois University courses.
- 89.0 percent of faculty felt that the small size of their FYE class promoted positive faculty-student interaction.
- 77.1 percent of faculty felt that participating in out-of-class activities with their FYE class helped them get to know their students.

As these results (above and below) show, Western Illinois University is committed to using assessment results to improve academic excellence, educational opportunities, personal growth, and social responsibility.

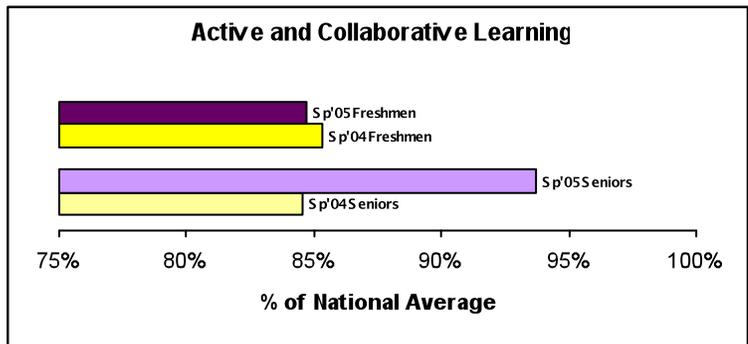
Level of Academic Challenge

In 2004, Western's seniors perceived less academic challenge than University freshmen and less than at other similar institutions. Faculty addressed this concern and results showed improvement in 2005. However, academic challenge for freshmen declined, an issue which should be addressed by the new FYE program, with strong emphasis on discussion, integration, and successful college transition.



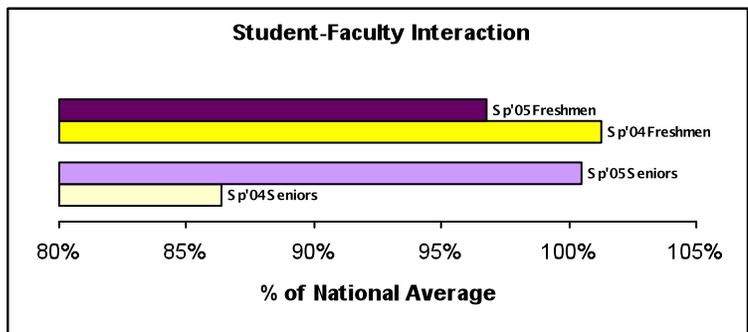
Active and Collaborative Learning

Both Western Illinois University freshmen and seniors had below-desired levels of active and collaborative learning in 2004. Faculty successfully addressed this challenge, with seniors showing improvement in 2005. However, freshmen experienced a small decline. Again, the new FYE program should be of benefit as it encourages active and collaborative learning (e.g., class projects, presentations, discussions, group work, and out-of-class experiences.).



Student-Faculty Interaction

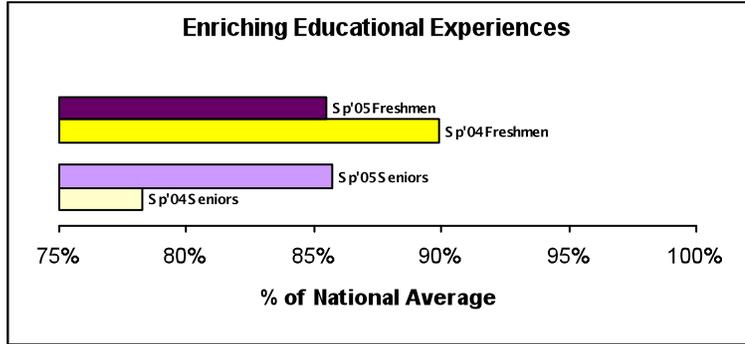
In 2004, Western Illinois University freshmen had greater student-faculty interaction than similar institutions, but seniors did not. Faculty rose to the challenge, with seniors surpassing the national 2005 average. Freshmen, ahead of the national mark in 2004, fell below the standard in 2005. The emphasis on



student-faculty interaction in the new FYE program should resolve this concern in 2006.

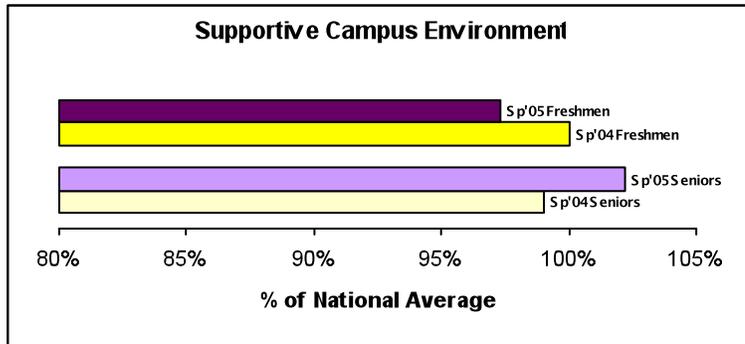
Enriching Educational Experience

Out-of-classroom learning activities are vital to the educational experience. While Western Illinois University freshmen in 2004 were below the national average, the greatest concern was for seniors. Broad-based effort across campus helped address this issue with seniors moving up the scale in 2005. The addition of cocurricular activities as part of the FYE program should show improvement, both for freshmen and seniors.



Supportive Campus Environment

Freshmen and seniors report Western Illinois University as providing a very supportive environment. In 2004, seniors were slightly below the national average, but well above in 2005. Freshmen, however, declined in their perceptions for 2005. In fall 2005, Western Illinois University will complete a campus climate survey to determine strengths and opportunities for improvement.



5.10: Undergraduate Class Size Distributions

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

Performance and Implications: Western Illinois University increased the percent of small classes through internal reallocation of resources.

	Fall		
	2003	2004	2005
Percent of Courses with Enrollments < 20	29.0%	29.5%	33.6%
Percent of Courses with Enrollments > 50	9.0%	9.4%	8.4%

Small course sections directly contribute to supporting the individual learner and active involvement in the learning process. For example, 87.7% of faculty felt that the small size of their First Year Experience FYE class helped them get to know their students better as individuals, 76.8% of faculty felt that the FYE program helped students manage the transition from high school to college, and 85.7% of faculty felt that the FYE program helped students appreciate that learning extends beyond the classroom. The University has also experienced historic peaks in retention rates at the same time the FYE was fully implemented.

Course sizes also influence student recruitment. Currently of the 11 peer institutions providing data, Western ranks eighth in the percent of small courses and fifth in the percent of large courses.

Small Classes (<20)		Large Classes (>50)	
Western Washington	52.1%	James Madison	14.1%
Missouri State	41.0%	Western Washington	10.6%
Western Kentucky	39.2%	Northern Iowa	8.7%
Appalachian State	38.2%	California State-Chico	8.5%
California State-Chico	36.0%	Western Illinois	8.4%
Truman State	35.0%	Missouri State	7.5%
Northern Iowa	34.4%	Western Kentucky	6.1%
Western Illinois	33.6%	Appalachian State	5.4%
Towson	33.4%	Eastern Illinois	4.8%
Eastern Illinois	30.3%	Truman State	2.0%
James Madison	28.6%	Towson	0.7%
Southern Illinois-Edwardsville	NA	Southern Illinois-Edwardsville	NA

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 2006 Accomplishments

- *Internal Reallocations, Cost Savings and Avoidance:*
 - Western Illinois University internally reallocated approximately \$6.2 million, or 6.0 percent of the University's total appropriation to support the University's highest priorities, including faculty and staff salaries, First Year Experience, and the new doctoral program in Educational Leadership.
 - In the last year Western Illinois University has received two Illinois Clean Energy Community Foundation grants totaling over \$142,000 for energy-efficient lighting upgrades that will save the University over \$27,000 annually.
- *Academic and Administrative Restructuring:* To enhance interdisciplinary collaboration and resource sharing:
 - University Television (UTV) was moved into the College of Fine Arts and Communication (COFAC). Public service programs are broadcast on Macomb cable access channel 3 in coordination with the Broadcasting department. Including UTV in the COFAC increases practical experience options for students, provides opportunities for expansion into other academic areas for acting and film courses, and creates a unified identity for cable access channel 3.
 - The Assistant to the President for Planning, Budget and Institutional research was charged by the President to serve as the technology coordinator for the University (there are five separate technology units on campus) and to work collaboratively with the campus community in developing an institutional strategic plan for technology that coordinates the efficient acquisition, utilization, and application of technology in support of the University's mission.
 - The University internally reallocated over \$500,000 to support technology security enhancements, upgrading of the University's two-way audio/video equipment for simultaneous instruction on the Macomb and Quad Cities campuses, and the fiber and other infrastructure to support the first half of work required to make all academic buildings wireless on the Western Illinois University-Macomb Campus. The current Quad Cities campus is wireless.

- *Physical Infrastructure:*
 - The Western Illinois University Board of Trustees unanimously approved the Western Illinois University-Quad Cities Master Plan for facilities, grounds, technology, and infrastructure.
 - The Assistant Director of Physical Plant and the Assistant to the President for Planning, Budget and Institutional Research initiated a master planning process for Western Illinois University-Macomb and are coordinating implementation of the Western Illinois University-Quad Cities Master Plan.
 - The Western Illinois University Board of Trustees approved financial plans for construction of a new multicultural center and Duplication and Property Distribution Center, expansion of the Donald S. Spencer Student Recreation Center, renovation to Hanson Field, installation of fire suppression systems in Bayless and Henninger Halls, and elevator upgrades in Lincoln and Washington Halls.
 - Western Illinois University opened the renovated Alfred D. Boyer Baseball Stadium in spring 2006.
 - Western Illinois University invested \$1.7 million in permanent campus improvement (maintenance) projects during Fiscal Year 2006.
 - Memorial Hall building occupant relocation is complete. Renovation of one of the University's primary instructional and student service buildings will begin during Fiscal Year 2007.
 - 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.
 - Western Illinois University initiated a number of sustainability planning actions, including new construction in accordance with Leadership in Energy and Environmental Design standards, increasing the University's recycling and diversion rate, hosting an environmental summit, forming a University Sustainability Committee, investigating storm water runoff and campus irrigation, and becoming the first Illinois college or university to join the American Association of Sustainability in Higher Education. These actions described in Section III of this report were selected as one (of two) best institutional practices for Fiscal Year 2006⁵.

Fiscal Year 2007 Plans

Western Illinois University-Quad Cities will continue implementation of the campus master plan. Construction is ready to begin once state funds are released. The new Riverfront Campus will feature buildings that minimally obtain silver Leadership in Energy and Environmental Design certification. Working together with City of Moline officials, Western Illinois University will ensure the development of an aesthetically pleasing and environmentally sustainable campus.

Western Illinois University is committed to improving its facilities and enhancing environmental stewardship on both campuses. The Macomb campus will complete campus master planning for the future physical development of 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, as well as 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 Lincoln, Washington, Corbin, and Olson Halls, and elevators will be rebuilt in Lincoln, Washington, Bayless, and Henninger

⁵ *The University's Learning to Lead Washington, D.C., based internship program was selected as Western Illinois University's second best practice for Fiscal Year 2006.*

Halls. Additionally, construction on the multicultural center, Donald S. Spencer Student Recreation Center, and Hanson Field will begin, and the University is ready to proceed with the new Performing Arts Center once state funding is released.

As campus construction continues, a Facilities Forum committee was established to ensure integration between current activity and the themes and guiding principles of the newly developing Western Illinois University-Macomb master plan. Likewise, campus sustainability planning is fully integrated with the newly developing master plan. Goals for sustainability improvements on the Macomb campus include efforts by the Physical Plant to assess potential resources to improve University Drive and electrical substation, research alternative energy funding projects, and explore possibilities for an environmental educational habitat along the Lamoine River Parkway. Physical Plant staff will also continue a program of installing lower-energy fluorescent lighting to replace less efficient systems.

Fiscal Year 2007 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. However, there has been no state support for these initiatives during the last three years, and the maintenance backlog of state-appropriated buildings alone is in excess of \$89 million. Similar needs exist with the University’s Auxiliary Facilities System. Western Illinois University is committed to supporting academic excellence by reducing the maintenance backlog and engaging in classroom enhancements, and seeks statewide partnership funding to support mission-critical permanent improvements.

Western Illinois University utilizes stand-alone, steam-fired absorption chillers. Two-thirds of all campus chillers are 13 years beyond optimal service-life efficiencies. They are obsolete and have begun experiencing increasing failure rates. Original replacement parts are typically no longer available, and retrofitting using nonstandard parts reduces efficiency and only marginally extends service life. A new chilled-water infrastructure must be addressed for the University to advance its academic mission, meet strategic objectives of environmental sustainability, and optimize state taxpayers’ investments in higher education.

Western Illinois University is 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 by the University 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 institutional and statewide strategic plans for higher education.

COMMON INSTITUTIONAL INDICATORS

6.1: Cost of Instruction per Credit Hour⁶

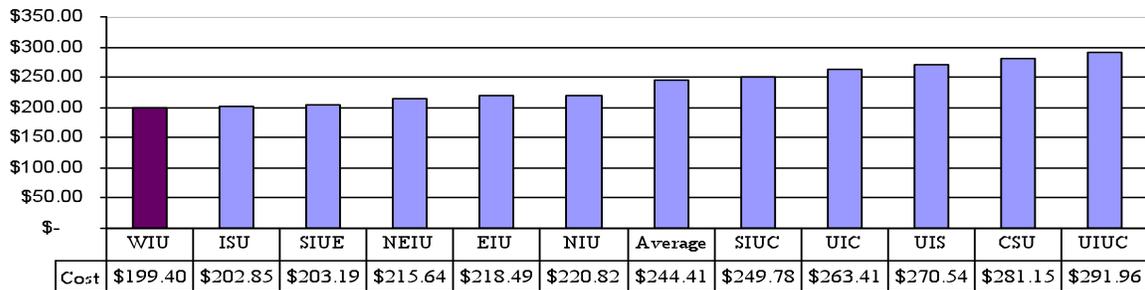
Goal: Keep student costs per credit hour below the statewide average.

Performance and Implications: Shown in the table and figure below, the cost per credit hour at Western Illinois University remains well below the statewide average. In Fiscal Year 2004, Western Illinois University had the lowest rate of all 12 Illinois public universities. The range is from a low of \$199.40 at Western to a high of \$291.96 at the University of Illinois-Urbana/Champaign.

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Western Illinois University	\$201.18	\$199.40	\$211.97
Statewide Average ⁷	\$241.16	\$244.41	NA
Percent Below Statewide Average	(16.6%)	(18.4%)	NA

⁶ Total cost of instruction per credit hour excludes operations and maintenance expenditures.

⁷ Fiscal Year 2005 data were not available from the Illinois Board of Higher Education at the time of writing this report, July 29, 2006.



The \$12.57 cost per credit hour increase at Western Illinois University between Fiscal Years 2004 and 2005 reflects offering coursework in support of the new doctoral program in Educational Leadership. Doctoral coursework is the most expensive in ratio analyses. Senior faculty typically teach in this category, which makes the numerator (salaries) high; and doctoral students tend to take the fewest courses, which makes the denominator (credit hours earned) low. Even with the addition of doctoral education, Western Illinois University fully anticipates being significantly below the statewide average cost per credit hour when Fiscal Year 2005 data are published.

As previously stated, the data reported above are a function of the cost of instruction for lower division students (freshmen and sophomores), upper division students (juniors and seniors), graduate I students (master's degree, advanced graduate degree and certificate students), and graduate II students (doctoral students). When disaggregating the data for Fiscal Year 2004, the table below shows that Western Illinois University is slightly above the statewide average cost per credit hour for lower division instruction, but significantly below the statewide average for upper division and graduate I instruction. The combined effect is that Western Illinois University has the lowest overall cost per credit hour ratio of the 12 Illinois public universities.

It is also important to note that the data reported below are for academic year 2003-04. Beginning with academic year 2005-06 and full implementation of the First Year Experience, senior faculty are teaching more freshmen and sophomore courses. The numerator in cost per credit hour comparisons is heavily influenced by faculty salaries. The anticipated effects of more senior faculty (who are typically higher-paid) teaching more introductory courses is that the cost per credit hour ratio for lower division instruction will increase and, therefore, the similar ratio for upper division instruction will decrease.

Additionally, implementation of the new doctoral program in Educational Leadership will also increase the total cost per credit hour ratio. Doctoral students generate fewer credit hours, which affects the denominator of cost per credit hour comparisons.

Lower Division		Upper Division		Graduate I		Graduate II	
UIS	\$ 279.32	CSU	\$ 293.95	SIUC	\$ 462.68	UIS	\$ 940.55
CSU	\$ 251.73	UIS	\$ 247.31	UIC	\$ 460.14	UIUC	\$ 654.39
EIU	\$ 179.79	UIUC	\$ 245.36	UIUC	\$ 450.85	Avg	\$ 627.26
SIUC	\$ 164.21	SIUC	\$ 234.34	Avg	\$ 391.84	UIC	\$ 608.49
NEIU	\$ 154.54	GSU	\$ 233.93	SIUE	\$ 388.43	SIUC	\$ 569.55
WIU	\$ 151.04	Avg	\$ 227.24	ISU	\$ 353.93	NIU	\$ 527.28
Avg	\$ 148.18	EIU	\$ 226.25	EIU	\$ 344.85	SIUE	\$ 522.13
SIUE	\$ 146.10	NIU	\$ 219.50	NIU	\$ 341.08	ISU	\$ 415.05
ISU	\$ 145.46	NEIU	\$ 218.29	NEIU	\$ 335.33	CSU	--
NIU	\$ 143.12	ISU	\$ 218.11	WIU	\$ 328.26	EIU	--
UIUC	\$ 132.72	UIC	\$ 215.68	GSU	\$ 320.57	GSU	--
UIC	\$ 118.90	WIU	\$ 209.67	UIS	\$ 305.34	NEIU	--
GSU	--	SIUE	\$ 200.96	CSU	\$ 302.00	WIU	--

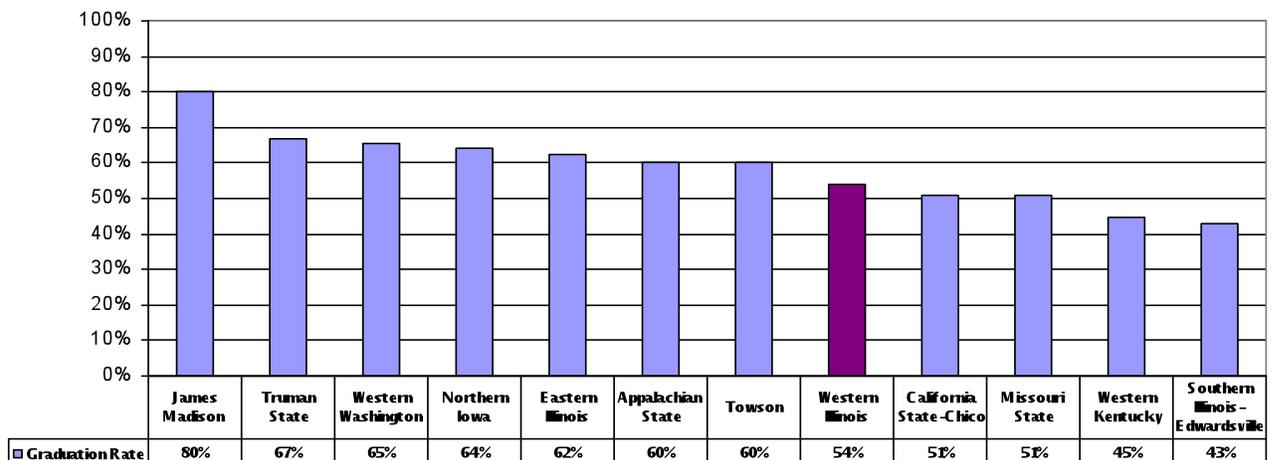
6.2: Western Illinois University-Macomb Six-Year Graduation Rates

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

Performance and Implications: After a one-year decline, the six-year graduation rate returned to a three-year high. Western Illinois 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>2003</u>	<u>2004</u>	<u>2005</u>
55.4%	54.2%	55.4%

Western Illinois University 2004 six-year graduation rate ranks eighth among the 12 peer institutions. Achieving the University's 65-percent graduation-rate goal will place Western third among the benchmark universities.



MISSION-SPECIFIC INDICATORS

6.3: Western Illinois University-Quad Cities Five-Year Graduation Rates⁸

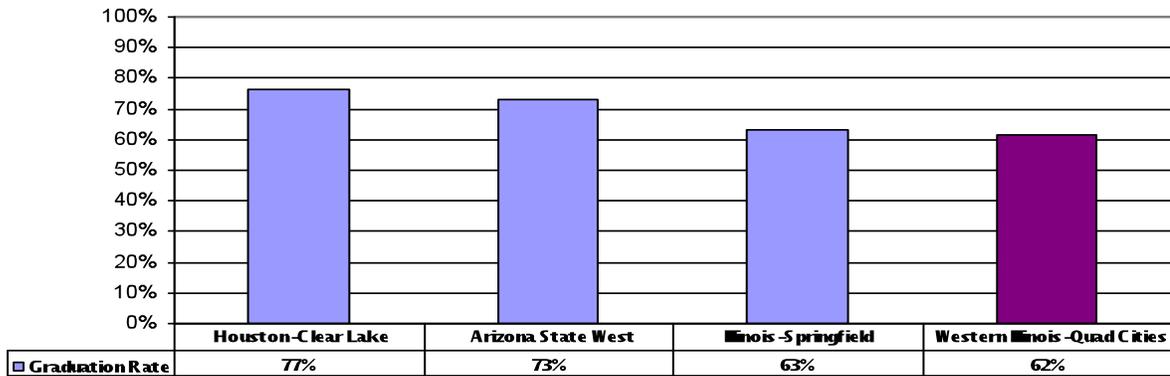
Goal: Increase the five-year graduation rate from 62 percent to 67 percent.

Performance and Implications: After a one-year increase, the graduation rate is again at 62 percent. The University believes that these rates will continue to increase as a result of aggressive recruitment and retention strategies described previously in this report.

<u>2003</u>	<u>2004</u>	<u>2005</u>
61.7%	64.5%	61.5%

Western Illinois University-Quad Cities has the lowest graduation for the four peer institutions providing data; data were not available for Governors State University, Texas A & M (Texarkana), and the University of Baltimore. The University will benchmark best practices at peer institutions as it designs and implements the Students in Transition model that is intended to increase student retention.

⁸ Five-year graduation rates were selected as national benchmark data is available for this comparison.



6.4: Administrative and Support Costs per Credit Hour

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

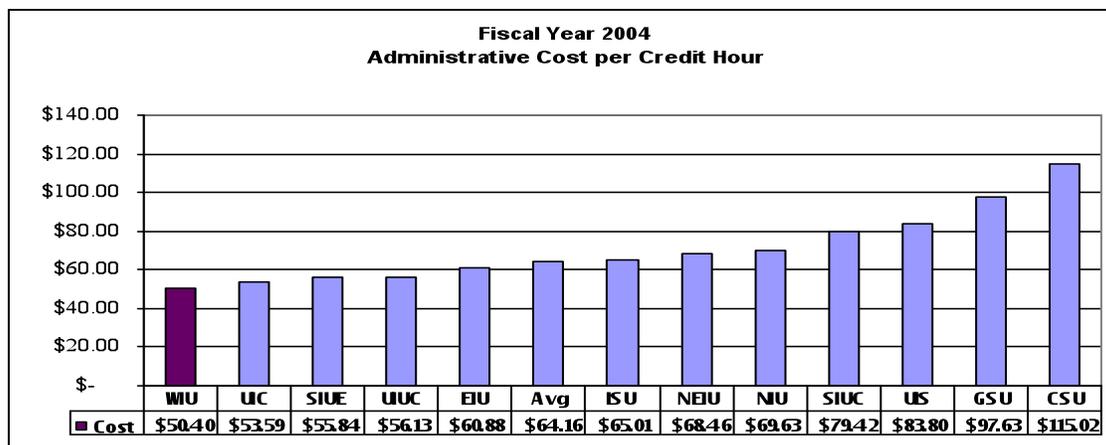
Performance and Implications: Western Illinois University’s administrative and support costs per credit hour are well below the statewide average, 21.4 percent in Fiscal Year 2004. The University’s Fiscal Year 2004 rate is the lowest among the 12 Illinois public universities, where values range from a low of \$50.40 at Western to a high of \$115.02 at Chicago State University.

The decline in values between Fiscal Years 2003 and 2004 for Western Illinois University reflects an 8.2 percent reduction in state general funds (from \$61.1 million to \$56.1 million). The University did experience a 0.5 percent increase in new general funds (\$300,000) between Fiscal Years 2004 and 2005, with funds specifically restricted to Western Illinois University-Quad Cities by the state.

	2003	2004	2005
Western Illinois University	\$52.46	\$50.40	\$51.47
Statewide Average ⁹	\$65.87	\$64.16	NA
Percent Below Statewide Average	(20.4%)	(21.4%)	NA

Western Illinois University fully anticipates remaining below the statewide average administrative and support cost per credit hour when comparative ratios are published by the Illinois Board of Higher Education. The figure below shows that the University’s Fiscal Year 2004 values are substantially below the statewide average, reinforcing the University’s commitments to conservative fiscal management and efficient staffing patterns.

⁹ Fiscal Year 2005 data were not available from the Illinois Board of Higher Education at the time of writing this report, July, 29, 2006.



The numerator in administrative and support costs per credit hour follows Illinois Board of Higher Education guidelines, and is based on three factors: 1) Academic Support contains libraries, hospitals and patient services, museums, and galleries; 2) Student Services includes social and cultural development, counseling and career services, student health/medical services, intercollegiate athletics, financial assistance, financial aid administration, and student service administration; and 3) Institutional Support includes executive management, financial management and operations, general administration, faculty and staff auxiliary services, and public relations/development.

When disaggregating the data reported above, the table below shows that Western Illinois University is below the statewide average per credit hour expenditure on academic support and institutional support. The value on academic support reinforces the need for new state funding for library support. Western Illinois University has received no cost increases for utilities, library materials, or other instructional materials in 11 years. Within the past five years, the value of higher education goods and commodities, according to the *Higher Education Price Index*, has increased by 20.2 percent. Internal reallocation alone cannot support these cost increases. Additional state funding is needed for critical library materials that support scholarly activity to improve the knowledge base and economic circumstance of the state and nation. The lowest levels of expenditures for institutional support demonstrate administrative efficiencies.

Student services expenditures are above the statewide average. However, the chart above shows that Western Illinois University has the lowest administrative costs per credit hour of the 12 Illinois public universities. The University's commitment to comprehensive student services is evident in student achievement. In fall 2005, the University was selected as one of only 13 universities nationally as benchmark institution for best practices in the retention of low-income, first generation students by the Pell Institute for the Study of Opportunity in Education.

Academic Support		Student Services		Institutional Support	
SIUC	\$ 34.05	CSU	\$ 21.99	CSU	\$ 60.07
CSU	\$ 32.95	UIS	\$ 15.62	GSU	\$ 58.95
GSU	\$ 31.23	WIU	\$ 13.62	UIS	\$ 42.66
UIUC	\$ 26.66	EIU	\$ 12.93	NIU	\$ 39.79
UIS	\$ 25.52	SIUC	\$ 11.19	NEIU	\$ 37.79
ISU	\$ 24.19	NIU	\$ 9.85	ISU	\$ 34.59
Average	\$ 23.11	SIUE	\$ 9.62	SIUC	\$ 34.19
SIUE	\$ 22.26	NEIU	\$ 9.51	EIU	\$ 32.73
NEIU	\$ 21.16	UIC	\$ 9.40	Average	\$ 32.07
NIU	\$ 19.99	Average	\$ 8.98	UIC	\$ 29.30
WIU	\$ 16.34	GSU	\$ 7.45	UIUC	\$ 25.36
EIU	\$ 15.22	ISU	\$ 6.23	SIUE	\$ 23.96
UIC	\$ 14.90	UIUC	\$ 4.11	WIU	\$ 20.44

6.5: Average Faculty Salaries Compared to University Professionals of Illinois (UPI) Benchmarks

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

Performance and Implications: Western Illinois University received no new state resources for faculty or staff salaries for the period reported below. Internal reallocations have supported modest salary increases during the last three years. Professors are now at the UPI benchmark and instructors made some progress as compared to their benchmark¹⁰. However, salary erosion is a critical issue facing assistant and associate professors and the University's ability to achieve institutional and statewide strategic planning goals to successfully recruit high-achieving and diverse faculty and staff. The same is true for performance indicator 6.6.

	Fiscal Year 2004		Fiscal Year 2005		Fiscal Year 2006	
	Western Illinois University	Percent of UPI Benchmark	Western Illinois University	Percent of UPI Benchmark	Western Illinois University	Percent of UPI Benchmark
Instructors	\$34,646	85.9%	\$35,449	85.9%	\$36,665	86.5%
Assistant Professors	\$46,876	93.1%	\$47,989	93.2%	\$48,789	90.6%
Associate Professors	\$56,933	94.8%	\$58,584	96.7%	\$60,332	95.3%
Professors	\$73,740	98.9%	\$76,875	98.9%	\$78,887	99.9%

6.6: Average Civil Service Salaries

Goal: Exceed the average statewide civil service salary for employees of Illinois public universities south of Interstate 80 and including Northern Illinois University¹¹.

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		
	2003	2004	2005
Western Illinois University	\$32,566	\$33,275	\$34,425
Weighted Peer Average	\$32,800	\$33,923	\$35,263
Percent of Statewide Average	99.3%	98.1%	97.6%

Fiscal Year 2007 comparisons should show improvement for individual Western Illinois University civil service salaries as a percent of peer group salaries. The University implemented a market salary adjustment program for nonnegotiated staff based on longevity in current position and comparison to average salaries for the universities displayed below. Additionally, the University continues to work with all campus bargaining units to help provide salaries that meet and exceed the mean of peer institutions.

¹⁰ The Western Illinois University-University Professionals of Illinois agreed upon peer group consists of California State University-Chico and Hayward, Central Connecticut State University, Eastern Illinois University, University of Northern Iowa, Western Kentucky University, Towson University, Grand Valley State University, Minnesota State University-Mankato, Saint Cloud State University, Missouri State University, University of Nebraska-Omaha, Montclair State University, State University of New York College-Buffalo, Appalachian State University, University of North Carolina-Charlotte, Youngstown State University, James Madison University, Western Washington University, and West Chester University of Pennsylvania.

¹¹ Western Illinois University does not compare its civil service salaries to those at the University of Illinois-Chicago, Chicago State University, Northeastern Illinois University, and Governors State University, as cost of living differences are not comparable between Macomb, Moline, and Chicago; and the University does not use the Chicago area as a recruitment base for Civil Service positions.

2003		2004		2005	
UIUC	33,589	UIUC	34,982	UIUC	37,437
EIU	33,211	ISU	34,376	ISU	35,605
ISU	33,067	Average	33,923	Average	35,263
SIU-C	33,021	EIU	33,844	SIU-C	34,787
Average	32,800	SIU-C	33,739	WIU	34,425
WIU	32,566	WIU	33,275	NIU	34,315
NIU	31,678	NIU	33,116	EIU	33,917
SIU-E	29,986	UIS	30,351	UIS	30,889
UIS	28,619	SIU-E	29,791	SIU-E	30,111

6.7: Average Administrative and Professional Salary Compared to Peer Group

Goal: Exceed the average administrative staff salary for Western Illinois University-University Professionals of Illinois agreed-upon peer group for faculty salaries¹².

Performance and Implications: Western Illinois University began benchmarking administrative and professional staff salaries to the mean of Western Illinois University-University Professionals of Illinois peer groups in Fiscal Year 2005. Administrative salaries are 101.5 percent of weighted peer average, and professional salaries are 99.2 of the weighted peer average.

Again, Fiscal Year 2007 comparisons should show improvement for individual Western Illinois University administrative and professional staff salaries below the weighted peer group average. The University implemented a market salary adjustment program for nonnegotiated staff based on longevity in current position and comparison to average salaries for the Western Illinois University-University Professionals of Illinois peer group.

6.8: Internal Reallocations

Goal: Annually document internal reallocations, with internal reallocations annually totaling at least one percent of the total appropriation (general funds and income fund).

Performance and Implications: With no increases in general revenue during the years reported below, Western Illinois University continued reallocating resources to our highest institutional priorities stated in *Higher Values in Higher Education*. During Fiscal Year 2006, the University internally reallocated \$1.0 million to the First Year Experience, \$250,000 to the new doctoral program in Educational Leadership, \$2.3 million for faculty and staff salary increases; \$515,000 for negotiated faculty promotion, professional achievement awards, and salary minima; and \$528,000 for market salary equity adjustments for nonnegotiated staff. Western Illinois University will continue to support, to the best of our abilities, faculty and staff salary enhancements. It is the University's highest Strategic Plan priority.

¹² Western Illinois University compares administrative and professional staff salaries to this peer group, as the majority (but not all) of administrative and professional staff searches are national in scope.

(\$ in Thousands)	2004	2005	2006
Internal Reallocations	\$2,607.0	\$4,700.0	\$4,593.0
Total Appropriation	\$94,084.1	\$97,714.1	\$103,154.1
Percent Reallocated	2.8%	4.8%	4.5%

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.

(\$ in Thousands)	2003	2004	2005
Capital Renewal Appropriated Expenditures	\$1,400.0	\$1,400.0	\$1,700.0
Percent of \$11.2 million Benchmark	12.5%	12.5%	15.2%

CONCLUSION AND NEXT STEPS

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, when meaningfully supported, 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 2007 Higher Values in Higher Education update* (presented to the Western Illinois University Board of Trustees in March 2007) and the *Fiscal Year 2007 Performance Report* (presented to the Western Illinois University Board of Trustees in September 2007).

SECTION III: EFFECTIVE PRACTICES

WESTERN ILLINOIS UNIVERSITY'S LEARNING TO LEAD PROGRAM

Direct Connection to *The Illinois Commitment*: Western Illinois University's Learning to Lead summer internship program promotes active, engaged learning inside the classroom and in the workplace. With a carefully designed curriculum, clearly articulated student learning outcomes, and enriching cocurricular opportunities, the program directly enhances academic excellence and Illinois Commitment Policy Area 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.

Issue or Need Addressed: Employers overwhelmingly point to internship experience as the most important factor they consider in hiring new college graduates for full-time positions. Employers who hire people with internship experience can be sure that they are hiring people who know what they want to be in their particular profession. The Learning to Lead program is designed to give Western Illinois University students a decisive advantage in the job market; it develops their leadership skills and prepares them for the leadership roles they will be expected to fill.

Description of the Program: The Learning to Lead Program, open to all Western Illinois University students (Macomb and Moline) who have attained junior class status and a minimum cumulative grade point average of 2.8 (on a four-point scale), is designed in two parts. First, students participate in a four-week intensive academic program on the Macomb campus. Students are immersed in such courses as public policy analysis, multicultural issues, business communication, and leadership development training. In addition to their classes, students attend a series of lectures, presentations, and activities. Next, students complete an eight-week field placement in Washington, D.C., with professionals and agencies involved in public policy. During their internships, students complete specific projects and are required to participate in formal meetings, lectures, and conferences.

Achievement of Sustainability: The Learning to Lead program was established at Western Illinois University in 1994. It has been maintained and supported since that time. This summer marks the 12th annual Learning to Lead program. During summer 2006, 17 Western Illinois University students lived in Washington, D.C., as part of the eight-week public policy internship program. The program offers students many internship opportunities with federal agencies. This past summer students completed internships at such agencies as the National Archives; the United States Hispanic Chamber of Commerce; the Washington, D.C. Police Department; and the United States Park Service.

Results and Measurable Outcomes: There is both quantitative and qualitative evidence for the success of this collaborative program that is jointly sponsored by Academic Affairs and Student Services at Western Illinois University.

- The program is contributing to academic excellence. The mean cumulative grade point average of the last cohort of participants was 3.3 on a four-point scale.
- The program is contributing to diversification of the workplace. Seventeen students participated in the last cohort; of these students, six are African American and one is Hispanic.
- Public policy makers endorse this program. In addition to the internship sites mentioned above, Congressmen Lane Evans and Luis Gutierrez; the Offices of the White House; the Hispanic Association of Corporate Responsibility; and the United States Departments of Education, Labor, and Secret Service all sponsor internship opportunities for this program.
- The field placement experience is designed to provide students with the opportunity to work directly with professionals involved in public policy, and all of them have the opportunity to make direct contributions to public policy issues. An experience like this is designed to have a long-term effect on professional and leadership development, and students agree. For example, Pia Jeffries, a law enforcement and justice administration graduate student at Western, participated in the 2004 Learning to Lead program and called it a "once-in-a-lifetime experience." "Learning to Lead was phenomenal," Jeffries added. "Participating in this program enhanced my communication skills and taught me the true meaning of a committed community."

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WESTERN ILLINOIS UNIVERSITY'S CAMPUS SUSTAINABILITY PLANNING

Direct Connection to *The Illinois Commitment*: Western Illinois University is committed to statewide and national leadership in environmental sustainability. Preserving the environment for future generations is a critical component of the accountability function of Illinois Commitment Policy Area 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Issue or Need Addressed: Western Illinois University's Strategic Plan, *Higher Values in Higher Education*, expresses the University's commitment to serving as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond it. Environmentally, we are leaders who create and support strategies for a better environment by providing and modeling healthy, economical, and productive places to live, work, and study.

Description of the Program: Sustainability planning extends across all facets of institutional life at Western Illinois University. There is not one single program, but a collection of activities with commitments at all levels of the organization and coordination provided by the newly created Campus Sustainability Committee.

Achievement of Sustainability: Environmental sustainability is evident in all facets of the University's instructional, research, and service mission; we are committed to statewide and national leadership in this area. For example:

- The Department of Biological Sciences offers summer classes and conducts year-long research at the University's Kibbe Life Science Research Station located on the Mississippi River.
- The College of Education and Human Services' 92-acre Horn Field Campus (located one mile south of Western Illinois University-Macomb) advances regional, community, and environmental sustainability through experiential education and leisure services.
- In August 2005, the College of Arts and Sciences established the Institute for Environmental Studies (IES) to undertake environmental research, support interdisciplinary academic programs, and to provide campus/community environmental service.
- In April 2006, President Goldfarb signed the Talloires Declaration, a document signed by more than 300 university presidents from across the globe. President Goldfarb was the second Illinois president to sign the declaration that commits universities to improved environmental standards on their campuses.
- In June 2006, Western Illinois University became the first higher education institution in the state of Illinois to join the Association for the Advancement of Sustainability in Higher Education (AASHE), a membership-based association of colleges and universities working to advance sustainability in higher education in the United States and Canada.
- Document imaging across the University significantly reduces paper use, and the University is committed to a comprehensive recycling program.

Results and Measurable Outcomes: There is both quantitative and qualitative evidence for the success of environmental sustainability at Western Illinois University. For example:

- In fall 2005, 70 undergraduate students were pursuing an academic minor in Environmental Studies.
- All buildings on the new Quad Cities Riverfront Campus will achieve at least silver Leadership in Energy and Environmental Design certification.
- Western Illinois University received a \$59,000 Illinois Clean Energy Community Foundation grant for energy-efficient lighting upgrades in Morgan Hall. The University recently completed work from a previous foundation grant to upgrade the lighting in Stipes Hall. The \$83,000 project will save nearly \$15,000 a year in energy costs due to more efficient lighting.
- A global survey on the south end of the Macomb campus has been completed. Results will help the University address issues of storm water retention and irrigation.

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