

To: Members of the Western Illinois University Board of Trustees
Greg Aguilar, Chair Nick Pagett
Justin Brown Polly Radosh
Erik Dolieslager Doug Shaw
Kisha Lang Jackie Thompson

From: Joe Rives, Senior Vice President, Strategic Planning and Initiatives

Date: May 8, 2019

Re: May 2019 Strategic Plan Update

Previous *January-April 2019 Strategic Plan Updates* have solicited university-wide feedback on the five criteria for accreditation from the Higher Learning Commission. This month's *Strategic Plan Update* provides a summary of evidence demonstrating that WIU meets or is addressing HLC criteria, core components, and subcomponents. I am seeking your feedback on items to add, edit, or delete by the end of the day Friday May 17th.

In providing your feedback, please recall that this is institutional accreditation. Responses need to focus on university, campus, or other actions that extend across multiple departments and/or units, or impact a wide array of students, faculty, and/or staff.

As always, the operative question for this analysis is, Does Western have sufficient data to demonstrate that it meets and exceeds each of the five accreditation criteria? Using Criterion 5 as an example, we must provide evidence to show that we meet Core Components 5A-5D. If we do not meet any of these Core Components, then we do not meet Criterion 5.

In order to meet a Core Component, we must meet each of its subcomponents. For example, in order to meet Core Component 5A, we must provide evidence that we meet subcomponents 5A1-5A5. Failure to meet any subcomponent means WIU fails to meet the Core Component and the related Criterion.

Not meeting one or more of the five accreditation criteria jeopardizes an institution's accreditation status, along with the ability to administer federal financial assistance, and the transfer of credit hours and degrees to other regionally-accredited institutions of higher education.

After review, the 74-member Social Responsibility Task Force (see Attachment A) believes that there is sufficient evidence to demonstrate that WIU meets Criteria 1-5 and/or is working on actions to assure that this conclusion is correct. We appreciate your review of this analysis.

A revised copy of this document will be presented in the form of the 2019-2020 Strategic Plan Supplement at the June 14th Board of Trustees Meeting. Afterwards, future monthly Strategic Plan Updates will document trends and actions in response to institutional data as the next part of accreditation self-study.

Please contact me if you have any questions about the material in this *Update*, and/or feedback with regard to the continued successful implementation of *Higher Values in Higher Education*. Thank you for your engagement and support of university planning.

cc: President Thomas CSEC President Whan SGA President Ramos
Interim Provost Clow COAP President Roselieb Associate Provost Mossman
Vice President Bainter Faculty Council Ch. Porter Associate Provost Morgan
Vice President Williams Faculty Senate Chair Pynes Planning, Budget, and IR Staff
Vice President Polley SGA President Reed President's Office

2019-2020 STRATEGIC PLAN SUPPLEMENT

Accreditation Actions and Analysis

The 2019-2020 Strategic Plan Supplement focuses on actions and follow up items needed to ensure that Western Illinois University meets and exceeds Higher Learning Commission requirements for accreditation. Following are actions recommended by the Social Responsibility (University Planning) Task Force and approved by the President's Leadership Team to these ends.

Each action item ends parenthetically, with the HLC core component(s) and/or subcomponent(s) that the action addresses, and the office(s) or individual(s) implementing the action. Future reporting will keep the Board updated on the status of each action to demonstrate institutional transparency and accountability.

1. Preparing to engage the Board of Trustees in Open Meetings Act training with the Illinois Attorney General Public Access Counselor (*2A/University Legal Counsel, President's Office*).
2. Updating University Policies and implementing cyclic policy reviews (*Criteria 1-5/Policy Review Committee*).
3. Addressing HLC's expectation on *Control* that requires that institutions designate their status (public or private) in Undergraduate and Graduate Catalogs (*2B/Provost's Office, School of Graduate Studies*).
4. Meeting the Commission's expectation that all references to the North Central Association of Colleges and Schools are removed from university websites (*2B/Web Services*).
5. Embedding and supporting analysis of student persistence, completion, and time-to-degree rates in program reviews (*4A1, 4C1-4C4, 5D1, 5D2/Provost's Office, Institutional Research and Planning, Office of the University Registrar*).
6. Continuing to address challenges identified in the Self-Study related to:
 - A. Stabilizing and increasing new and total student enrollment (*5A3, 5C4, 5D1/Admissions, School of Graduate Studies, School of Global Education and Outreach, Year Round Recruitment and Educational Innovation Task Forces*).
 - B. Increasing international student and WESL enrollment (*1C1, 1C2, 3B4, 5C5/School of Global Education and Outreach, Distance Learning and International Education Task Force*).
7. Adding student learning outcomes for all degree, minor, and certificate programs in Undergraduate and Graduate Catalogs. Websites for Truman State, University of Illinois-Springfield, and the University of Wisconsin-Eau Claire provide examples (*2B, 3A2, 4B1/Provost's Office, School of Graduate Studies*).
8. Engaging in co-curricular assessment in all academic support and student service departments, Publications by the Association of Institutional Research, Council for the Advancement of Standards, Minnesota State University-Moorhead, Youngstown State University, and the University of Central Arkansas provide examples (*4B2-4B4/Co-Curricular Assessment Committee*).
9. Continue development of the University's Self-Study for Reaffirmation of Accreditation from the Higher Education Commission as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).
10. Following the same protocol as used in academic year 2018-2019 to create the 2020-2021 Strategic Plan Supplement as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).

	Met	In Progress X
Criterion 1. Mission		
<u>1.A. The Mission is broadly understood within the institution and guides its operations.</u>	X	
<i>(1A1) The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</i>		X
<ul style="list-style-type: none"> • Following precedent established in 2004, WIU uses university-wide writing teams, shared governance endorsements, and Board approvals before implementing Higher Values in Higher Education and Annual Strategic Plan Supplements. 		
<i>(1A2) The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</i>	X	
<u>Academic Programs</u>		
<ul style="list-style-type: none"> • WIU's Mission to serve as a comprehensive regional institution is consistent with the University's Carnegie Classification. • "WIU prepares students to lead in diverse and dynamic communities" is evident in the high percentages of alumni employed, seeking continuing graduate and professional education after graduation, and earning high salaries. • The high percentage of faculty time allocated to instruction and the Center for Innovation in Teaching and Research's (CITR) support of instructional activities is consistent with the value of academic excellence. • Research and Service activities advance WIU's commitment to the scholarship of teaching and learning, and is evident in the number of faculty publications, conference presentations, and creative activities; contract and grant activity; and the University's Carnegie Communication Engagement Classification (2011) and application for renewal (2019). • Provost's Awards of Excellence and the Quad Cities Value in Practice Awards recognize academic excellence and professional achievement 		
<u>Student Services</u>		
<ul style="list-style-type: none"> • WIU values learning inside and outside the classroom. Examples include Living-Learning Communities, University Theme programming, students participating in faculty research, Undergraduate and Graduate Research Days, and the Quad Cities Research Conference. • Student participate in shared governance (Student Government Associations, Interfraternity Council, Panhellenic Council, United Greek Council, Multicultural Greek Council, Inter-Hall Council) • WIU supports over 250 Registered Student Organizations in Macomb, over 25 in the Quad Cities, sports clubs, and Intercollegiate Athletics to enrich students' educational experiences. 		
<u>Enrollment Profile</u>		
<ul style="list-style-type: none"> • In preparing students to lead in diverse and dynamic communities, WIU has a diverse faculty, staff, and student body, and students engage with alumni and community partners. 		

<p>(1A3) <i>The institution's planning and budgeting priorities align with and support the mission.</i></p> <ul style="list-style-type: none"> • The highest institutional expenditures are for instruction and academic support. • Internal reallocations support scholarships given the price sensitivity of WIU students. 	<p>Met X</p>	<p>In Progress</p>
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<p><u>1.B. The Mission is articulated publicly.</u></p>	<p>Met X</p>	<p>In Progress</p>
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<p>(1B1) <i>The institution clearly articulates its mission through one or more public documents, including:</i></p> <ul style="list-style-type: none"> • “Higher Values in Higher Education” is displayed on the University homepage, Undergraduate and Graduate Catalogs, university ID cards, business cards, banners, and highly trafficked areas on both campuses. • WIU is also transparent with regard to progress towards its plans, as displayed on University Planning website. 	<p>X</p>	
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<p>(1B2) <i>The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission</i></p> <ul style="list-style-type: none"> • Higher Values in Higher Education and Annual Strategic Plan Supplements are current and define the University's vision, mission, values, goals and priorities. • Contractual agreements with the University Professionals of Illinois define the roles of instruction, research, and service. • Modification of the Social Responsibility value descriptor in 2016 places stronger emphasis on the University's role in community and economic development. 	<p>Met X</p>	<p>In Progress</p>
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<p>(1B3) <i>The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</i></p> <ul style="list-style-type: none"> • WIU values and recruits high-achieving, diverse learners. • WIU has a special admissions program for undergraduate students and a special program for place-bound working professionals. • WIU has a strong and growing distance education portfolio. 	<p>Met X</p>	<p>In Progress</p>
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<p><u>1.C. The institution understands the relationship between its mission and the diversity of society.</u></p>	<p>Met X</p>	<p>In Progress</p>
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<p>(1C1) <i>The institution addresses its role in a multicultural society.</i></p>	<p>X</p>	
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This is evident in:

- Diversity Policies
- Commitment to equal opportunity and access
- Diversification of the student population
- Multicultural Studies General Education requirement
- Majors and minors in multicultural areas of study

- International accreditation in the College of Business and Technology
- Foreign Language/Global Issues degree requirement
- Study Abroad and Outreach programs
- Commitment to growing international student enrollment

Action Item: Documenting existing efforts of offices/departments and new and expanded efforts resulting from university task forces will help to increase international (and all other) new student enrollment. These actions will change the status of this Core Component from in progress to met.

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

Met
X

In
Progress

This is evident in:

- Specific offices that led diversity efforts
- Diversity initiatives and organizations
- The Course Syllabus Policy requiring information on Disability Resource Centers
- University Diversity Council and subcommittees
- Military Task Force
- Minority Health Month
- Performing Arts Society, Bureau of Cultural Affairs, and University Union Board programming
- Diversification of employee base, the President's Statement on Diversity, Equal Opportunity and Access, and Affirmative Action Internship Program
- National Survey of Student Engagement results related to diversity
- Other national recognitions and accolades

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

Met
X

In
Progress

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

X

- WIU's academic portfolio serves statewide and regional needs.
- WIU provides a \$473 million annual economic impact to its service region.
- Public service partnerships and accomplishments further benefit the region.
- WIU joined the Illinois Innovation Network in 2019 to advance statewide community and economic development.

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

Met
X

In
Progress

WIU:

- Does not have a parent company or investors, and only carries forward funds in compliance with Illinois state statutes.
- Administers a comprehensive internal audit program.

- Completes annual external financial and compliance audits for the University and Foundation.
- Maintains discipline-specific accreditation with 17 agencies.
- Has not violated of athletic conference or NCAA regulations

Met **In Progress**
X

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

This is evident in:

- Public service units.
- Student participation in internships, student teaching, and clinical placements.
- Establishment of a cooperative education program.
- Accomplishments of the President’s Executive Institute.

Met **In Progress**
X

Criterion 2. Integrity: Ethical and Responsible Conduct

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

X

Fiscal Integrity

- WIU has never been under financial restrictions from the United States Department of Education or other governmental agencies.
- Methods used to assure fiscal integrity include Board of Trustees fiscal oversight, institutional processes for expenditure approvals, compliance with state statutes, engaging in internal and external audits, and submitting annual financial indicators to the Commission.

Academic Integrity

- No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action.
- WIU maintains ongoing relationship with the Commission, the Illinois Board of Education, State of Iowa Postsecondary Education, National Council on State Authorization and Reciprocity Agreements, and 17 discipline-specific accreditation agencies.
- WIU promotes timely degree completion through advising, the Cost Guarantee, and GradTrac.

Personnel Integrity

- WIU has a Non-Discrimination Policy, and requires all employees to annually complete Ethics and Sexual Harassment Prevention trainings.
- WIU has 10 policies related to fair behavior and equal treatment of employees, and 9 policies on ethical behavior of employees.
- Board of Trustees Regulations define institutional protocol for employee discipline and termination. These matters are further defined in contractual agreements and the Civil Service Employees Handbook.

Action Item: The former Board of Trustees had an Open Meeting Act (OMA) violation. The new Board is planning to complete OMA training to prevent future infractions. Completion of this training will change WIU's status in this Core Component from in progress to met.

Met In
Progress
X

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

Programs and Requirements

- WIU publishes links to academic programs on A to Z indices for both campuses, and on the Academics website.
- Undergraduate and Graduate Catalogs contain academic policies, program and degree requirements.

Faculty and Staff

- Undergraduate and Graduate Catalogs list the University's Trustees, Officers of the University, faculty and professional staff.
- The University Directory provides contact information for all University employees and students.
- Departmental websites provide faculty contact and CVs.

Costs

- Tuition, fees, and room and board rates are displayed in *Undergraduate* and *Graduate Catalogs* and on the *Tuition and Costs* website.
- Western Commitment Websites provide information about automatic scholarships for new freshmen, transfers, and dually enrolled high school students.
- WIU provides a net price calculator to assist with financial planning.

Control

- Undergraduate and Graduate Catalogs currently do not display WIU's status as a public university, nor has the University assured that reference to the North Central Association of Colleges and Schools has been eliminated as a result of a HLC name change.

Action Items: Adding the University's Statement of Control as a Public University in Undergraduate and Graduate Catalogs, and assuring that all references to the North Central Association of Colleges and Schools are removed from current institutional materials and websites will change the status of this core component from in progress to met.

Accreditation Relationships

- Undergraduate and Graduate Catalogs contain the University's accreditation relationships with the Higher Learning Commission, 17 discipline-specific agencies, State of Iowa, and the National Council for State Authorization and Reciprocity Agreements
- The Accreditation Schedule website contains links to each of agencies (mentioned above), the degree programs accredited, and the last and next dates of accreditation

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Met
X **In**
Progress

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

Met
X **In**
Progress

- The Board receives quarterly reports from the President, Assistant to the President for Government Relations, and the Vice Presidents.
- In accordance with Illinois State Statute, the Board receives four standing reports and three standing resolutions quarterly, in addition to 14 reports and 14 resolutions annually.
- The Board also receives ad hoc reports and resolutions to address timely issues.

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

Met
X **In**
Progress

- The Self-Study documents seven methods used by the Board to gain university perspective, and five methods to gain external perspective.

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

Met
X **In**
Progress

- All Board candidates appointed by the Governor are confirmed by the Senate to ensure independence from undue influence.
- Board membership is voluntary.
- Appointed members sign *Annual Conflict of Interest Statements* with the University and the State. If there is potential for a conflict of interest in Board actions, individual board member(s) recuse themselves(s).

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

Met
X **In**
Progress

Management of the Institution

- Board of Trustees Bylaws entrusts coordination and management of the University to the President with the understanding that provisions shall be made for advisory participation by faculty, staff, and students in university decision-making
- WIU exercises shared governance (1A1) and transparency (1B1-1B3)

Faculty Oversight of Academic Matters

- Faculty own the curriculum.
- Faculty, academic committees, department chairs/school directors, deans, and the provost engage in approval processes for new undergraduate and graduate courses, degrees, options, concentrations, and certificate programs.
- The University Honors Council approves requests for new honors courses.
- Individual academic programs/committees and departments complete and submit annual assessment plans and reports to the Provost's Office.

- Departments and Schools complete Illinois Board of Higher Education program reviews of quality and viability.
- Departments and schools are responsible for completing and maintaining discipline-specific accreditations, where appropriate to the discipline.
- By contractual agreement with the University Professionals of Illinois, when the University is considering eliminating academic programs that would result in the layoff of an employee, it constitutes an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit.
- The APER Committee provides recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee.
- The Faculty Senate has seven councils and five committees that oversee academic matters.
- WIU also has a Graduate Council and the Quad Cities Faculty Council

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

Freedom of Expression

- The entire University is a free speech area
- The University has an Appearance of Off-Campus Speakers Policy, Religious Observance Policy, and Student Code of Conduct and Disruptive Student Behavior Procedure.

Pursuit of Truth

- Board of Trustees Regulations on Academic Freedom and Responsibility recognize that academic freedom is essential right to teaching and research for the common good.
- Students are treated with dignity and mutual respect in the all aspects of teaching, research, and service through the Just and Equal Policy.
- There are protective measures for students and faculty in addressing controversial subject matter, including the Policy on Grade Appeal, and Articles 20.11 and 33 in Agreement 2017-2021.

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

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

Oversight

- The quality and integrity of scholarly/creative activity occurs as part of the promotion and tenure processes.
- Oversight for the ethical use of subjects is the responsibility of the Institutional Review Board, and the Institutional Animal Care and Use Committee.
- WIU Conflict of Interest with Regards to Sponsored Projects and Intellectual Property policies.
- Individual schools and departments provide university-wide and discipline-specific information to students on scholarly activity, resources, and expectations.

**In
Progress**

- The School of Graduate Studies produces Guidelines for the submission of theses and dissertations.

Support

- Examples of university offices supporting scholarly activity include the Center for Innovation in Teaching and Research, Geographic Information Systems Center, University Libraries, and the Office of Sponsored Projects.
- There are Summer Research Stipend Awards, and the Mini-Sabbatical/Grant Writing Fellowship program.
- WIU invested over \$5.4 million in faculty and staff travel between FY14-18 to support professional development and presentation of original research and creative activities.
- 137 faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018.
- There are college and university awards for research.
- Students engage in research in courses, as undergraduate research assistants, and graduate assistants, at Undergraduate, Graduate, and Quad Cities Research Days, and have access to Writing Centers and library resources.

Met **In**
X **Progress**

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

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

Met **In**
X **Progress**

(2E3) The institution has and enforces policies on academic honesty and integrity.

- WIU policies on academic honesty and integrity are included in the Student Code of Conduct, and Undergraduate and Graduate Catalogs.
- The University Course Syllabus Policy requires all WIU syllabi to include web links to Student Rights and Responsibilities and Academic Integrity Policy.

- The [Academic Integrity Policy](#) requires all members of the university community to report witnessed or suspected violations of academic honesty and integrity.
- Faculty use plagiarism detection software to ensure that students are submitting original work.
- Testing Centers on both campuses deploy video surveillance to ensure that students are not cheating.
- The University uses Respondus Monitoring and Lock Down Browser to ensure distance education students maintain academic integrity.
- Engagement in plagiarism, fabrication and falsification, cheating, complicity in academic dishonesty, abuse of academic materials, and multiple submissions of substantially similar work for different classes results in sanctions ranging from reproduction of the assignment to institutional dismissal.

Met **In Progress**
X

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

X

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

X

Currency

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

Levels of Student Performance

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

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

Met **In Progress**
X

- A standard template in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) display degree offerings, location(s), instructional modality, program outcomes, as well as major, minor, and university degree requirements and course descriptions.
- School and departmental websites (e.g., [Nursing](#), [Engineering Technology](#), [Social Work](#), and [Museum Studies](#)) also contain this information.

- The IBHE requires that all new degree and certificate programs include a statement of program goals and intended learning outcomes.

Action Items: Adding intended program learning outcomes in Undergraduate and Graduate Catalogs, and departmental websites will change the status of this Core Component from in progress to met.

(3A3) The institution’s program quality and learning goals are consistent across all modes of delivery and all locations.

Met
X **In**
Progress

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

Met
X **In**
Progress

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

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

X

WIU’s General Education Program

- WIU’s Philosophy and Goals of General Education were reaffirmed by the General Education Review Committee, Faculty Senate, Interim Provost, and President in fall 2018, and establish the foundation for future learning across all disciplines.
- The University has English placement and math placement processes.
- WIU does not utilize placement testing in these areas, unless the student is trying to improve their placement.
- WIU’s General Education curriculum makes provisions for high-achieving students with in-course honors experiences and honors classes.

Illinois Articulation Initiative (IAI) and Compact Agreements

- IAI is a statewide program that promotes General Education completion through a common core of articulated courses to promote seamless transfer within Illinois public higher education.
- Compact Agreements represent articulation agreements where WIU accepts successful completion of general education requirements at the partner institutions as evidence of meeting WIU’s General Education requirements.
- WIU accepts successful completion of General Education requirements from all 48 Illinois public community colleges through IAI, and at one Illinois private and eight Iowa community colleges through Compact Agreements.

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

Met
X **In**
Progress

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

- The purpose, content, and intended learning outcomes of WIU’s General Education curriculum is displayed in the Undergraduate Catalog.
- Ongoing annual assessment of General Education includes operational definitions of intended learning outcomes, and processes for data collection and analysis, reporting, and continuous improvement.

Met
X **In**
Progress

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

- General Education courses introduce students to different modes of inquiry, as they learn to collect, analyze, and communicate information. Discipline-specific mastery of these skills is achieved by successfully completion course, minor, and degree requirements.
- The pursuit of discipline-specific inquiry occurs inside and outside the classroom. Examples include Writing Instruction the Disciplines degree requirement, participation in research opportunities, service as practitioners in the University’s public service units, and degree requirements include student teaching, internships, clinical placements, recitals, performances, exhibitions, and/or other capstone requirements.

Student Success in Adapting to Changing Environments

- Data from the Last One-Year Alumni Survey show that 23% of respondents are continuing postsecondary education and/or 83% are employed one year after graduation, with 71% of those respondents indicating employment is closely tied to their major.
- Additional certification and placement rates are given for Engineering, Nursing, Speech Pathology and Audiology, and CPA pass rates.
- WIU graduate students are required to demonstrate advanced levels scholarly productivity and mastery of discipline-specific inquiry. This is demonstrated by successful completion of an exit option (comprehensive exams, action research paper, thesis, and/or dissertation).
- WIU continually implements new support structures to support discipline-specific content mastery. For example, Accounting and Finance initiated the CPA Project in fall 2018 to increase the number of students who take and pass the CPA exam at the end of the Master of Accountancy program.

- WIU graduate students are in high demand. Placement rates for College Student Personnel, Counselor Education, Educational Leadership, and Physics serve as examples.

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

Met **In**
Progress
X

- The University *Mission*, general education program, academic portfolio, Foreign Language/Global Issues degree requirement, and Study Abroad opportunities exemplify this core component.
- All students are also encouraged to participate in the over 250 Registered Student Organizations (RSOs) on the Macomb campus and 25 RSOs on the Quad Cities campus to enrich their educational experience.
- WIU disburses several million dollars in scholarships annually to reward merit, address need, and support diversity.
- Financial aid used to recruit and retain high-achieving, diverse students include automatic Western Commitment Scholarships, athletic scholarships, discipline-specific scholarships, Senior Citizen Tuition Waivers, federal tuition assistance for military students, Study Abroad scholarships, and Talent Grants in music, art, theatre, dance, and leadership.
- Through the Administrative Internship Program, Competitive Benefits Plans, Dual Career Retention and Recruitment Program, Underrepresented Minority Dissertation Fellowships and Visiting Professor Programs, WIU positions itself to recruit and retain a diverse faculty and staff.

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

- Increasing population of diverse students, faculty, and staff.
- Supporting a strong base of students participating in Study Abroad experiences annually.
- Serving 3,521 students with disabilities between Fiscal Years 2013-2018.
- National Survey of Student Engagement data showing second-semester freshmen and seniors rating WIU's diversity and inclusion at levels higher than national benchmarks.
- Data from the [2018 Fact Book](#) shows that over one-half of the University's total undergraduate enrollment (52%) and graduate enrollment (58%) is female. Females account for almost half of WIU's faculty (46%), and over half of the graduate assistants (53%) and staff (55%).

WIU has two challenges related to diversity. First, while Western has been able to recruit and retain over 350 international students annually, total international student enrollment has decreased by 139 students (27.2%) since fall 2014.

Second, challenges of international student enrollment have been pronounced in Western's English as a Second Language (WESL) Institute that provides intensive English language instruction. While WIU has served 871 WESL students between fall 2014 and fall 2018¹, the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

¹ *The University began reporting WESL enrollment in the fall 2014 Fact Book.*

WIU recognizes the need to improve international student and WESL enrollment that is partially caused by national policies resulting in fewer international students receiving visas. The School of Global Education and Outreach is implementing strategies to these ends. The President also established a Task Force to provide support to new and expanded initiatives.

As examples, since Task Force establishment in March 2019, WIU is developing a guaranteed international admissions program for international students at Rivermont Collegiate Academy and is investigating new partnerships in Morocco.

Action Items: Document new and expanded actions to increase new international student enrollment through academic/administrative and Task Force actions.

	Met	In Progress
<p><i>(3B5) The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</i></p> <ul style="list-style-type: none"> • Faculty engage in scholarship, creative works, and grant activity. • Students produce/present original research/creative activities at Undergraduate and Graduate Research Days and the Quad Cities Research Conference, complete exit options, and serve as practitioners in the University's public service units. • WIU showcases scholarship and creative works, with university and college awards for research and creative activities. • University Libraries maintains a <u>searchable database</u> of publications produced by WIU authors. 	X	
<p><u>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</u></p> <p><i>(3C1) The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</i></p> <ul style="list-style-type: none"> • Due to declining state appropriations, university income fund revenue from lower enrollment, and the historic and unprecedented FY16-17 statewide budget impasse and its aftermath, WIU had to reduce its workforce between FYs15-19. • Eight <i>Guiding Principles</i> were used by the President's Leadership Team to ensure the University maintains sufficient numbers and continuity of faculty. • Faculty own the curriculum, engage in academic governance (2C4) and the actions described in the definition of this Core Component. 	X	In Progress
<p><i>(3C2) All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.</i></p> <ul style="list-style-type: none"> • New faculty are hired by departments and schools, who set faculty qualifications. 	X	In Progress

- WIU upholds Commission policies and expectations with regard to faculty qualifications.
 - All faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
 - In terminal degree programs, faculty members possess the same level of degree.
 - When faculty members are employed based on equivalent experience, academic departments and schools define a minimum threshold of experience and the evaluation process used in appointments.
 - Faculty teaching general education courses, or other non-occupational courses that transfer, hold a master’s degree or higher in the discipline or subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, academic departments and schools are responsible for ensuring that faculty member have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- Graduate Assistants teach 4% of WIU’s undergraduate courses, under close supervision of WIU faculty members.
- Undergraduate Teaching and Research Assistants support classroom instruction but do not engage in direct instruction.
- WIU dual enrollment courses with high schools are WIU courses taught by WIU faculty under the qualifications described above.
- WIU does not use external employees to teach its courses and award credit. Nor does the University have any consortial or contractual agreements for instruction with other institutions.

Met
X **In**
Progress

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

- WIU follows Agreement 2017-2021 with the University Professionals of Illinois Articles 20 for Evaluation, Criteria and Procedures, 21 for Sanctions, 22 for Termination for tenured/tenure track faculty.
- WIU also follows Articles 33, 38, and 39 for similar matters related to non-tenure track faculty.
- Board of Trustees Regulations provide institutional procedures for the discipline and termination of WIU staff who teach.
- The Board grants tenure at its annual summer (June) meeting. The President approves faculty promotions. A total of 137 faculty members earned tenure, and 228 faculty members earned promotions between 2013-2017.

Met
X **In**
Progress

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

- The Self-Study will document institutional investments in travel, technology, library, research, public service, and the Center for the Advancement of Teaching and Research. These investments are made in order to assure that faculty currency and professional development.

- [Board of Trustees Regulations on Academic Freedom and Responsibility](#) allow faculty to address timely, controversial issues.
- Promotion and tenure decisions are based, in part, on the quality of instruction.
- Instructional currency and proficiency are demonstrated by faculty renewing professional licensure/certification where required by the discipline; assisting students achieve high employment, graduate school matriculation, and licensure/certification pass rates; engaging with offices, programs, services, and committees that advance diversity; and maintaining discipline-specific accreditation with 17 agencies.
- The Center for Innovation in Teaching and Research offers new faculty and distance education faculty mentoring programs.
- Faculty mentoring also occurs at school, department, and college levels.
- WIU supports and values instruction. There are instructional awards at the university and college level.

Met
X **In**
Progress

(3C5) Instructors are accessible for student inquiry.

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

Met
X **In**
Progress

(3C6) Staff members providing student support services and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff Qualifications

- Unless granted a [waiver of search](#), all WIU staff members are initially hired through competitive search processes and have published job descriptions.
- Two recent events in 2019 (Civil Service Reclassifications and Employee Layoffs) effect staff classifications. However, these events did not change staff qualifications.

Staff Training

- Is available from Human Resources, individual departments, and university-wide events (e.g., WIU Development Day in December 2017, active shooter training, rape aggression defense, and simulations of pandemic flu, biohazards, and weather emergencies).
- WIU supports employees using tuition waivers to advance their educational and professional goals. For FY17-18 combined, 318 employees (duplicate headcount) utilized institutional tuition waiver benefits.

Employee Support

- WIU has promotional opportunities for all employee classifications.
- WIU supports employees in time of need through the Employee Assistance Program, and 10 institutional polices (ranging from [Active Military Service](#) to [Sick Leave Bank](#)).

- HR held public sessions to discuss questions and concerns regarding civil service reclassifications, and “bumping” procedures.

3D. The institution provides support for student learning and effective teaching.

**Met
X**

**In
Progress**

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

**Met
X**

**In
Progress**

- WIU has eight offices and nine initiatives and organizations supporting diversity (1C2), eight academic support offices, six methods of online support (4A4), comprehensive academic advisement (3D3), in addition to:
 - Career Development Centers
 - Food Pantries
 - Intercollegiate Athletics Academic Support Staff
 - Math Help Centers.
 - University Libraries.
 - Veteran’s Resource Centers.
 - Writing Centers.

**Met
X**

**In
Progress**

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

- WIU places new freshmen in remedial or general education English and mathematics courses (3B1).
- Writing and mathematics tutoring is available to students.
- WIU does not require students to take courses in areas where they are proficient. The University has protocol for awarding credit for prior learning.
- International students who do not meet WIU or other institutions’ English language proficiency requirements may choose to participate in Western’s English Second Language Institute.

**Met
X**

**In
Progress**

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

- Academic advisement is customized to the student’s admissions type, degree status, and program level in order to match faculty and staff expertise with advising needs.
- Academic advisement promotes timely degree completion, so students may realize the benefits of the Cost Guarantee and GradTrac.
- Students receive real-time data on their progress to degree through Western's Audit of Requirements for Degrees.
- All undergraduates are required to see an academic advisor and clear all registration holds before they can register for the next semester.
- Prior to the completion of 21 semester hours of graduate work, all graduate students must file a *Graduate Degree Plan* for approval by the Graduate School.

(3D4) The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.

- There are 42 non-residential buildings on the Macomb campus, and WIU operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, and University Farms.
- WIU-QC has four academic buildings, with Museum Studies hosted at the Figge Museum in Davenport, Iowa.
- The University’s facilities also host many discipline-specific resources. Examples are given from Agriculture, Broadcasting, Chemistry, and Teacher Education.
- Since 2012, the University opened six new instructional facilities.
- The quality of WIU facilities is demonstrated by maintenance of 17 discipline-specific accreditations, and for the Beu Health Center, University Counseling Center, along with NCAA Division I certification.

Instructional Technology

- There are 186 classrooms on the Macomb campus, of which 152 (82%) are electronic classrooms. For the latter, 61 (40%) are general-use electronic classrooms open to all colleges, and 91 (60%) are classrooms allocated to departments, with discipline-specific technology deployed in these settings.
- There are 65 electronic instructional laboratories in Macomb. Twenty-five (38%) of these labs are open to all colleges, and 40 (62%) are owned by departments and schools to support discipline-specific instruction and research. Examples mentioned are from Kinesiology, GIS Center, College of Education and Human Services.
- All 19 classrooms at WIU-QC are electronic classrooms. The Quad Cities Complex hosts 12 video conferencing classrooms. There are also specialized classrooms and laboratories for Engineering, Counselor Education, Science Teacher Education, and Environmental Science.
- There are over 550 computers for student use in computer labs and resource centers on the Macomb campus. WIU-QC has four teaching computing laboratories and two open laboratories for student use.
- WIU has purchased 2,698 new faculty and staff computers valued at \$2.8 million since FY 13. WIU-QC also purchased 416 new computers valued at \$479,667 and during this time.
- In Macomb, 63 electronic classrooms and laboratories have been upgraded since AY 2013-14. These upgrades have been supported by the purchase of 463 computers valued at \$442,171
- University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. Purchase of 272 iPads and Tablets support faculty and staff mobility.
- In 2019, the Chief Information Officer and Senior Vice President for Strategic Planning and Initiatives joined four institutions in the submission of a \$800,000 National Science Foundation grant to add increased high-speed bandwidth to support advanced technical applications in teaching and learning.

Research Facilities

- Examples include the Alice L. Kibbe Life Science Research Station, *Horn Field Campus*, University Greenhouse, W.M. Walter Natural Area, Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, Speech, Language, and Hearing Clinic, Department of Engineering Technology laboratories, Quad Cities Manufacturing Laboratory, Psychology Clinic, and the GIS Center.
- Technologies supporting these facilities include the advanced and additive manufacturing equipment, scanning electron microscope, and Doppler radar.

University Libraries

- University Libraries provides research assistance; instruction in library use; group study space; lectures and special events; regional archives; and is a Federal Depository.
- The libraries house an extensive collection and offer online database access to thousands of academic journals and publications.
- The Macomb campus also has two specialized branch libraries for music and curriculum.
- WIU-QC houses a branch library and provides access to the same materials as the Macomb libraries.
- The Libraries homepage has been the most frequently referral from the University's home page since 2012.
- Between 2015-2017, the Library Gate Count increased by 64% (from 493,706 to 808,746) and E-Reference Guide use increased by 42% (from 67,719 to 96,450 annual uses).
- The Libraries deploy a Library Liaison program to ensure that appropriate information is available to meet academic needs in every department/school.

Performance and Production Spaces

- The Self-Study describes facilities used by Art, Broadcasting and Journalism, Music, Theatre and Dance, Tri States Public Radio, and WQPT.
- The Self-Study also described capacities for the University Union, Western Hall, and Hanson Field.

Museums

- The Self-Study describes the University Art Gallery, Geology Museum, and facilities used by Museum Studies.

Current Facilities

- WIU remodeled space in Malpass Library to create the Digital Commons (2012), Athletic Training Rooms in Western Hall and Brophy Hall (2018), and the third floor of Tilman Hall to open the state-of-the-art McCamey Crime Laboratory (2019).
- The College of Fine Arts and Communication raised funds to purchase 40% of the inventory necessary for WIU to become an All Steinway institution.
- The University is planning for the relocation of the Honors College from Malpass Library to Simpkins Hall.
- The Self-Study describes seven renovations to university-owned, auxiliary facilities, and 13 additions/renovations to athletic facilities.

- The Self-Study describes the State’s current deferred maintenance backlog in Macomb is over \$400 million. In FY19, WIU received \$2.7M for roof repairs and replacements, \$4.3M on chiller replacements, and \$2.5M on building system water replacement.
- The Board of Trustees FY20 Capital Recommendations to the IBHE requested \$17 million for critical deferred maintenance needs.
- WIU has spent \$189.7 million (an average of \$27.1 million annually) on deferred maintenance since FY12.

New Facilities

- The Board of Trustees Fiscal Year 2020 Board of Trustees Capital Recommendations to the IBHE include prioritized funding requests for a new Science Building, renovation to Tillman and Stipes Halls, a new Education building, and WIU-QC phase III.
- In 2016 Governor Rauner froze all state capital funding that stopped re-bidding for the Center for Performing Arts (CPA) in Macomb, as well as Art in Architecture, Leadership in Energy and Environmental Design Certification, and Phase III planning at WIU-QC. Funds have not been released since that time.
- The Self-Study describes need and amenities designed for the Center for Performing Arts.

(3D5) The institution provides to students guidance in the effective use of research and information resources.

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

Met
X **In**
Progress

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

Met
X **In**
Progress

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

- The Self Study provides eight examples of how Student Services supports WIU’s personal growth value, and 24 examples from across the University in supporting the social responsibility value.

Met
X **In**
Progress

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

X

- A correspondence table is provided showing student contributions to the University Mission statement.

Met **In Progress**
X

Criterion 4. Teaching and Learning: Evaluation and Improvement

4A. The institution demonstrates responsibility for the quality of its educational programs.

X

(4A1) The institution maintains a practice of regular program reviews.

X

- WIU follows Illinois Board of Higher Education protocol for program reviews.
- Institutional Research and Planning’s website provides supporting data, as participants evaluate and enhance programmatic quality and viability.
- The next draft will provide examples of changes resulting from program reviews.
- Program reviews have also been used to provide one-year progress reports on low enrolled programs. Seven degree programs were required to submit progress reports in academic year 2018-2019.
- A program review calendar is available from the accreditation website.

Met **In Progress**
X

(4A2) The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

- All attempted academic credit is expressed in semester hours, using letter grades, and a plus/minus grading scale. The latter applies to undergraduate students only.
- WIU courses numbered through 499 are undergraduate courses. Courses numbered 500 and above are graduate courses.
- All forms of experiential learning (e.g., internships, student teaching, clinical placements) have an assigned WIU faculty member who is the instructor of record. Grades are assigned by the instructor of record and include feedback from the site supervisor.
- Up to one-fourth of the credit (30 semester hours) required for a baccalaureate degree may be earned through external testing and/or military credit.

Transfer Credit

- WIU accepts transfer credit from regionally accredited institutions.
- Transferology allows students to see how their courses will transfer to the University.
- The Admissions website provides students with transfer information related to Published transfer guides, 2+2 articulation agreements, and the Illinois Articulation Initiative.
- Courses for undergraduate transfer for international classes are evaluated on a course by course basis.
- Centennial Honors College has seven agreements with Illinois and Iowa community colleges that allow students to transfer in lower division honors course work used to support or achieve General (lower-division) Honors.

Credit in the Bachelors of Art in General Studies (BGS) Degree Program

- The BGS degree requires 30 hours of credit to be earned at WIU to satisfy residency requirements. All other credit hours for the degree can be earned from WIU courses, transfer courses, military courses/training, non-collegiate training, proficiency examinations and prior learning portfolios.

Graduate School Admission

Applicants for admission to the School of Graduate Studies must hold a bachelor's degree from a regionally-accredited postsecondary institution.

(4A3) The institution has policies that assure the quality of the credit it accepts in transfer.

- In addition to participation in the Illinois Articulation Initiative and the maintenance of nine Compact Agreements for articulation of general education coursework, WIU follows five policies and 10 Regulations/Guidelines to assure the quality of credit accepted through transfer and proficiency examinations.

Met
X **In**
Progress

(4A4) The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Met
X **In**
Progress

Courses, Rigor, and Expectations for Student Learning

- Faculty own the curriculum, set course prerequisites and co-requisites, and maintain academic rigor in all courses, degrees, options, concentrations, and certificate programs.
- Faculty are responsible for establishing and assessing student learning outcomes in General Education and all degree programs.
- All courses taught in the high school dual enrollment program are WIU courses taught by WIU faculty members, following WIU assessment processes. The University does not have different courses adjusted to dual enrollment students. All students are graded on their performance on college-level work.

Access to Learning Resources

- On-campus student services include 10 Student Service departments, Academic Advising, University Libraries, and Writing Centers.
- Additional examples include the Center for International Studies, Distance Learning, Math Help Centers, Office of the Registrar, School of Global Education and Outreach, and University Technology.
- Online student services include career exploration tools, real time interview and resume assistance, survey of student readiness to take online courses, online tutorials from the Writing Center, mathematical tutoring, access to Mathematica software, and Western's Knowledgebase (computing self-help).

Faculty Qualifications and Dual Enrollment

- Academic departments and schools are responsible for setting disciplinary qualifications, and conducting searches approved by Equal Opportunity and Access.
- WIU upholds Commission policies with regard to faculty qualifications (3C2).
- WIU instructors are appropriately qualified, including those teaching in the University’s dual enrollment program.

(4A5) *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

- WIU maintains discipline-specific accreditation with 17 agencies where academic programs have determined accreditation is appropriate to the discipline.
- This is in addition to accreditations for Beu Health Center and the University Counseling Center, and NCAA Division I certification.
- No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action.

Met **In**
X **Progress**

(4A6) *The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).*

- WIU evaluates the potential success of students before they graduate.
 - Students receive feedback on workforce preparation and participation in student teaching, clinical placements, internships, research and creative activities with faculty.
 - The Career Development Center provides mock interviews for students. Professional attire is available to those who do not have access to appropriate attire.
- Formative evaluative processes include the use of 21 advisory boards to help ensure curricular currency and relevance.
- Summative evaluation measures include:
 - Student outcome and output analyses required in discipline-specific accreditations.
 - Academic program review results that evaluate student/employer satisfaction, results of national certification and licensure examinations, and placement results.
 - Surveys conducted one, five, and nine years after graduation track the number of graduates in the workforce, employment as related to the student’s major, and the number of alumni pursuing additional education.
- Secondary sources also provide evidence to WIU on the success of its graduates. For example, the Illinois College2Career data system allows perspective students to review four-year graduation rates, net price, student debt, average and predicted earnings by discipline and/or institution.

Met **In**
X **Progress**

Met In Progress X

4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

(4B1) The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

X

- The Philosophy and Six Goals of the University's General Education Program are documented in the *Undergraduate Catalog*.
- The *Undergraduate Catalog* includes descriptions of the educational (major and minor) and career opportunities associated with every academic program.
- The *Graduate Catalog* includes program descriptions with goals for all degree and certificate programs.

Action Items: Adding intended program learning outcomes in Undergraduate and Graduate Catalogs, and departmental websites will change the status of this Core Component from in progress to met.

Met In Progress X

(4B2) The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Curricular Assessment

- General Education, and all degree and certificate programs follow a four-step model to operationally define intended student learning outcomes, collect and analyze data, report findings, and engage in empirically-driven, continuous improvement.
- The Student Learning Assessment Committee provides oversight and coordination of assessment activities by identifying issues/concerns that require attention; supporting assessment initiatives; and sharing information about assessment activities across the University.

Co-Curricular Assessment

- Documentation of the assessment of student learning in Student Services is evident in accreditation self-studies for the Beu Health Center and the University Counseling Center, Alcohol and Other Drugs Center assessing student learning in prevention programs, and the Career Development Center offering two courses for academic credit.
- Ten other examples show evaluation of co-curricular programs and student needs leads to programming and resources necessary for students to be successful in their academic pursuits. However, formal assessment processes of intended student learning outcomes require development.

Action Item: Developing, implementing, and documenting results from co-curricular assessment using the University's four-step assessment model will change the status of this Core Component from in progress to met.

Met In Progress X

(4B3) The institution uses the information gained from assessment to improve student learning.

- The Self-Study will provide examples of changes resulting from assessment in General Education and at undergraduate and graduate discipline-specific levels.
- Examples from co-curricular assessment and evaluation include student-athletes achieving the second highest grade point average in the program's history, opening of the LGBT*QA Center, continuing expansion of the University's Living-Learning Communities, and increases in retention for students participating in the Learning Assistants Program.

(4B4) The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Met
X **In**
Progress

- WIU's four-step assessment model (4B2) is led by faculty for academic programs, and based on best practices learned in the Commission's Assessment Academy.
- Cocurricular assessment in the Health Center and University Counseling Center is led by staff in those areas, and they have achieved/maintained service-based accreditations.
- To affirm that the University upholds to best practices in assessment with online students, WIU completed a *Study-Study* to ensure full compliance with *State Authorization Reciprocity Act* and *Interregional Guidelines for the Evaluation of Distance Education Programs*. Results were presented to the Western Illinois University Board of Trustees in December 2015.
- The Associate Provost for Undergraduate and Graduate Studies is responsible for ensuring that WIU's assessment processes continue to reflect best practices.

4C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Met
X **In**
Progress

(4C1) The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

X

- All academic departments and schools develop and evaluate annual *Recruitment and Retention Plans* to support the University' short- and long-term goals for retention, persistence and completion.
- WIU's short-term objective is to stabilize enrollment by increasing the number of new students and the institutional retention rate. Recent evidence demonstrates progress in these areas.
 - Total fall 2018 enrolment was 8,502 compared to a spring 2018 projection of 8,000 students. Total spring 2019 enrollment was 7,893 students.
 - Fall-to-spring retention for new 2018 full-time freshmen was 86.3%, compared to 82.5% in fall 2017.
 - Total undergraduates retained in spring 2019 was 89.7%, compared to 88.9% in spring 2018.
- WIU has a short-term goal to restore six-year graduation rates above 50%. The fall 2012 six-year graduation rate of first-time, full-time freshmen was 46.2%. This is the first time that WIU's six-year graduation rate fell under the 50% threshold during the period of accreditation self-study.

- WIU's mid- and long-term goals are to restore enrollment at 10,000 students and to achieve retention and graduation rates that place the University at the top 25% of its peer institutions for the Macomb and Quad Cities campuses.
- Student persistence and completion is a key to enrollment growth. Illinois and Midwest high school graduates are projected to decline in 2025. Raising retention rates and attracting more online students and graduate students will help the University meet enrollment goals.

(4C2) The institution collects and analyzes information on student retention, persistence, and completion of its programs.

- Degrees conferred, retention, persistence and completion data are collected and analyzed in annual Fact Books, program reviews, and discipline-specific accreditation processes.
- Annual Performance Reports presented to the Board of Trustees compare university performance to stated goals and benchmark institutions to determine if WIU is successfully achieving its goals.
- WIU tends to perform lower on national comparisons of retention and graduation rates. Such performance is not unexpected. Unlike peer institutions, Western admits up to 25% of its freshmen class who do not meet published admissions standards but show a desire and willingness to work towards shared goals, following the institutional value of educational opportunity.
- WIU's supportive educational nationally recognized graduation rates exceed projections based on entering student characteristics (ACT/SAT scores and high school grade point averages), as documented in US News and World Report (2011-2018).
- WIU recognizes that students admitted to Western through Special Admissions have lower persistence and completion rates than Regularly Admitted students, and it is taking corrective actions to help improve these rates, as documented in the Self-Study.
- The four-year transfer graduation rate of 67.4% rate for the Macomb campus is equal to last year's rate and up 3.0% percent from two years ago, with the campus experiencing continuing increases in graduation rates of minority students.
- The 69.7% rate for the Quad Cities campus is down 3.8% from last year. Rates for minority students are down but percentages are based on small sample sizes less than 20. With a larger base, the graduation rate of Pell grant recipients is on a three-year improvement trend.

Met
X **In**
Progress

(4C3) The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

WIU's Quality Initiative addressed improving retention, persistence, and completion rates, and demonstrates how the University makes improvements in areas warranted by the data.

- Administrative Information Management Systems, Institutional Research and Planning (IRP), and Office of the Registrar developed a distributed database to support use of the Predictive Analytic Framework (PAF) in identifying students at risk of dropping out. IRP completes PAF analyses each semester and forwards results to offices and committees for intervention.

Met
X **In**
Progress

- In Macomb, an inventory of student support services was created, two new student success coaches were appointed to work with at-risk students, student Living-Living Communities were expanded, new discipline-specific mentoring opportunities were added (e.g., Women in Science, Technology, Engineering and Mathematics), and planning for a new Retention Center was initiated.
- In the Quad Cities, an inventory of current retention efforts and courses with high percentages of D/F/W rates was completed, a campus retention committee was established, and a three-year pilot of a peer tutoring program in mathematics and physics was started, with engineering retention rates increasing from 67% to 75%.
- For distance learning, an inventory of electronic student services and faculty and student surveys were conducted. New software (Respondus Monitor) was deployed that enables students to complete graded assignments on their computer rather than having to travel to a Western campus or approved testing location to complete these requirements.
- Additionally, based on the cost-sensitivity of WIU students and the need for them to work in order to support educational studies, the University continues to expand its distance learning portfolio and has added online student success tools (4A4).

(4C4) The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

- The data discussed above focuses on traditional census day reporting used by colleges and universities nationally to analyze retention, persistence, and completion rates.
- WIU also uses other means to analyze persistence, completion, and retention rates.
 - The BGS program does not have a limit on time-to-degree. Therefore, it tracks student persistence and completion regardless if a student has stopped out.
 - Using this model, the School of Global Education and Outreach, and designated offices on the Macomb and Quad Cities campuses contact students who have stopped out to encourage continued studies at the University.
- The Office of the Senior Vice President for Strategic Planning and Initiatives formed a Data Sharing Consortium in 2018 of 10 public and private institutions that serve a high percentage of non-traditional students. From the Consortium, WIU has implemented new strategies to recruit undergraduate and graduate students,

Met
X **In**
Progress

Criterion 5. Resources, Planning, and Institutional Effectiveness

5A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

(5A1) The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

- National collegiate ranking systems (*GI Jobs Magazine, Military Times, Princeton Review, US News and World Report, Washington Monthly*) show that WIU provides a high-quality, world class educational experience, on- and off-campus.

Met
X **In**
Progress

X

X

- WIU was also recognized in January 2019 by *U.S. News & World Report* for excellence in online education for the 9th consecutive year. Western placed in the top 22% of colleges and universities providing distance education.
- Examples of other recognitions for online education received since the last reaffirmation of accreditation those from Affordable Colleges Online, College Choice, and BestMastersDegrees.com.

Fiscal and Human Resources

WIU maintains high rankings despite the Illinois public universities addressing reduced and delayed appropriations (Fiscal Years (FY) 11-15), the historic and unprecedented statewide budget impasse (FY16-17), and its aftermath (FY18-21).

Fiscal Years 2011-2015: Reduced and Delayed Appropriations

- WIU's appropriations were reduced by \$4.8 million (8.5%), from \$56.2 million in FY11 to \$51.4 million in FY15. Similar percentage reductions occurred at all other Illinois public universities.
- The State also began releasing appropriations incrementally in FY11. WIU responded to "state cash flow issues" and maintained its fiscal health by engaging in \$14.2 million in personal services and \$2.7 million in operating cost savings and avoidance actions.
- The net effect of decisions made during FY11-15 was that size of the WIU workforce (employee headcount) was reduced by 163 positions (52 faculty and 111 staff) between Fall 2010 and Fall 2015.
 - The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs between FY11-15. The vast majority of employee reductions were achieved through employee resignations, retirements, and non-replacements.
 - WIU further protected the academic core by increasing the percentage of institutional expenditures on academics and academic support from 65.3% in FY11 to 66.2% in FY15.

FY16-17: Statewide Budget Impasse

- FY16 appropriations were made in the 10th month of the FY, 22 months since FY15 appropriations were made. WIU received \$14.9 million, representing 71% less than its last appropriation.
- Similar percentage appropriations were made to all other Illinois public universities, except Chicago State that received additional funding due to extreme financial and enrollment hardships.
- In FY17, \$51.4 million was appropriated to WIU. The State's first installment was made in the form of a stop gap payment in the amount of \$31.4 million, issued in September 2016 and vouchered against FY16 expenditures.
- The remaining \$20 million was issued in unpredictable installments well into the following fiscal year. The last installment for WIU's FY17 appropriation was made in March 2018.
- Combined FY16 and FY17 state appropriations totaled \$66.4 million dollars – \$37.8 million (37% less) than the combined appropriated total for FYs14-15.
- WIU also received additional one-time funding (\$8.4 million) from the Illinois Board of Higher Education (IBHE).

- *Never* in the 160-year history of Illinois public higher education have institutions received delayed and partial funding for two consecutive years.
- WIU sustained operations through expense management and by “floating the state” with its income fund reserve and other unrestricted fund sources. Western also diversified all other revenue streams, with increases in grants and contacts, and pledges and contributions to the Foundation.
- WIU deployed additional expense reduction strategies during the statewide budget impasse, including a voluntary pay reduction program at the dean level and above. A mandatory furlough program for all non-negotiated employees earning more than \$40,000 annually was implemented (effecting 479 employees). WIU also engaged in 23 permanent layoffs and implemented a retirement incentive program.

FY18-21: Aftermath

- WIU’s FY18 appropriation decreased by \$5.1 million, or 10%, compared to FY15. This amount increased by 2% from FY18 to FY19, but remained 8% below the FY15 level. The Governor recently proposed a 5% increase for FY20, but the actual appropriation for this year is still unknown.
- The Illinois public universities did not receive retroactive funding used for operational expenses during the budget impasse.
- These facts, coupled with an institutional budget that averages 80.2% on personnel costs for the last three fiscal years and a decline of income fund revenue (primarily tuition revenue) from \$75.5 million to \$63.8 million between FYs 15-18, necessitated the 132 announced layoffs (29 faculty and 103 staff) in March 2019.
- WIU continues to protect its academic core by enacting layoffs at a staff-to-faculty ratio of 3.6:1, and continues to demonstrate academic and financial integrity. No discipline-specific accrediting agency has placed WIU under negative status or action. Nor has the University ever been placed under financial restrictions from the United States Department of Education or any other federal or state agency.
- WIU maintains accreditation with [17 discipline-specific agencies](#), as well as accreditations for Beu Health Center and the University Counseling Center, and National Council for State Authorization and Reciprocity Act membership.
- Final evidence of the University protecting its fiscal health is evidenced by the facts that that:
 - WIU has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
 - Total institutional debt decreased from \$101.1 million in FY14 to \$76.0 million in FY18. This action was possible because restricted funds cannot be used in addressing institutional cash flow issues per Illinois Legislative Audit Commission guidelines,
 - Standard & Poor’s (S&P) indicated that WIU was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State were rated as stable.
 - S&P upgraded WIU’s FY19 bond rating from "BB-" to "BB". In comparison, Eastern Illinois University was upgraded from "B+" to "BB-".
 - WIU continues to solidify its future fiscal foundation (5C4).
 - Beginning in FY20, President Thomas, the Vice Presidents, and members of the University Professionals of Illinois will all take a 2% base salary reduction to further reduce personnel costs.

Physical Resources

- WIU operates 44 non-residential buildings, with over 2.6 million in Gross Square Feet (GSF) and 1.7 million in Net Assignable Square Feet (NASF). WIU also operates 13 residential buildings in Macomb, with over 1.4 million GSF, 829 thousand NASF, and 4,400 student capacity.
- WIU has the infrastructure and resources necessary to support effective teaching and learning (3D4). This includes sufficient scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections.
- WIU facilities and grounds also demonstrate a strong commitment to sustainability, consistent with the institutional value of social responsibility.

Technological Infrastructure

- WIU also has the technological infrastructure and resources necessary to support effective teaching and learning through 1GB internet egress, redundant critical assets, and strong internal processes that reduce downtime and increase availability of technology services.
- Recent examples of discipline-specific technology supporting the academic mission includes installing Doppler Radar on the Macomb campus; equipping advanced and additive manufacturing engineering laboratories at WIU-QC; purchasing a new scanning electron microscope that allows students and faculty to analyze specimens at macro, micro, and nano levels; and providing drone technologies.

(5A2) *The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*

- Internal and external audits are conducted annually for the University and Foundation.
- Institutional checks and balances with regard to revenue, expenditures, and fiscal reporting (2A1).
- WIU does not have a superordinate entity.

Met X **In Progress**

(5A3) *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

- WIU's vision to provide national leadership in quality, opportunity, and affordability is realized in results from national ranking systems (5A1).
- Higher Values in Higher Education Strategic Plan and Annual Strategic Plan Supplements set institutional goals and priorities (1B2).
- WIU's planning and budgeting priorities align with and support the mission (1A3).
- Furthermore, Annual Strategic Plan Updates and Performance Reports show that the University is successfully implementing and achieving its objectives (1B1).

Met X **In Progress**

(5A4) *The institution's staff in all areas are appropriately qualified and trained.*

- Unless granted a waiver of search, all WIU staff members are initially hired through competitive search processes and have published job descriptions.

Met X **In Progress**

- Training opportunities include sessions sponsored by Human Resources, the Center for Innovation in Teaching and Research, and at the departmental level, in addition to institutional support for travel and the use of educational tuition waivers.

Met
X **In**
Progress

(5A5) The institution has a well-developed process in place for budgeting and for monitoring expense.

- Institutional processes were previously documented (2A1).
- Annual budgets and expenses by funding source are available from the Budget Office website and there are summary displays in annual Fact Books.
- WIU's most recent annual externally audited financial statement is available from the Vice President for Administrative Services website. The Foundation's annual audited financial statement is available from the Vice President for Advancement and Public Services website.

Met
X **In**
Progress

5B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

(5B1) The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

X

- The new Board of Trustees appointed by Governor Pritzker (2A3) had its first meeting in March 2019.
- The Board approves WIU's *Strategic Plans* and annual *Strategic Plan Supplements*, and receives monthly, quarterly, and annual Planning Updates to ensure currency on institutional operations, challenges, and opportunities.
- The Board meets quarterly and holds an annual summer planning retreat to further exercise oversight of the University.
- Other methods used to remain knowledgeable about the institution include annual Trustees in Residence, establishment of Point in Pride presentations at quarterly meetings, participation in university planning committees, attendance at university functions, and individual trustee self-evaluations.
- Board of Trustees deliberations reflect priorities to preserve and enhance the institution in conjunction with its responsibilities for institutional planning and priority setting, legal and fiduciary management, and degree conferral (2C1).
- Board Minutes and Agendas are available from the Board's website.

Met
X **In**
Progress

(5B2) The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

- Institutional policies for shared governance are defined in nine institutional documents.
- Examples of institutional shared governance includes strategic planning processes (1A1), faculty governance in academic matters (2C4), Student Government Associations recommending changes to fee rates for their campuses, and Inter-Hall Council recommending changes to room and board rates.

- WIU's investments in technology (5A1) are based on the IT Strategic Plan and processes that is based on input from students, faculty, and staff, and aligned to the goals and priorities of the University's Strategic Plan.
- In Spring 2019, President Thomas established a Steering Team and eight Task Forces in to engage shared governance as the University works to stabilize and increase enrollment. Steering Team members include leaders from the governance groups on both campuses; Chair of Chairs Council, Chair of the Graduate Council, Deans from the Colleges of Arts and Sciences, Fine Arts and Communication, and the Honors College; Associate Provost; Chief of Staff; and all four Vice Presidents.

**In
Met
X
Progress**

(5B3) Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

- Faculty own the curriculum, and is responsible for courses, rigor, and expectations for student learning (2C4, 4A4).
 - The Faculty Senate has seven councils and five committees that oversee academic matters in undergraduate education.
 - The Graduate Council oversees academic matters in graduate education. Its 10 members act as a Committee of the Whole.
- Examples of academic shared governance include:
 - Establishing new minors, certificate, and degree programs at the undergraduate and graduate levels since the last onsite review in spring 2011 (2C4).
 - Implementing a Grade Replacement Policy in fall 2011.
 - Launching a Continuous Enrollment Policy and course for graduate students in fall 2012.
 - Raising undergraduate admissions standards in fall 2014.
 - Affirming the University's General Education program in fall 2018.
 - Implementing of high school dual enrollment, initially for high school seniors in fall 2014, and modifying eligibility requirements to include second semester sophomores with a 3.0 grade point average in fall 2019.

**In
Met
X
Progress**

5C. The institution engages in systematic and integrated planning.

(5C1) The institution allocates its resources in alignment with its mission and priorities.

X

- WIU's academic programs, student support services, and enrollment profile are consistent with its stated mission (1A2).
- The University's planning and budgeting priorities align and support the mission of the institution (1A3).
- Western has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations (5A1).
- Western held to its academic core and highest priorities during a period of reduced and delayed state appropriations, the statewide budget impasse, and its aftermath (3C1, 5A1).
- WIU continues to provide the infrastructure and resources necessary to support effective teaching and learning (3D4).

- Co-curricular programs are suited to WIU’s mission and contribute to the educational experience of its students (3E1).
- The success of mission-driven resource allocation is the University graduating more students than predicted based on entering student characteristics (4C2), the earning power of WIU alumni (1A2), and WIU’s continued advancement in national ranking systems (5A3).

Met
X **In**
Progress

(5C2) The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

- Annual assessment of student learning identifies strengths and areas of improvement in instruction, academic support, and student services. Programs use data from this and other evaluations to inform continuous improvement, planning and budgeting processes (described below).
- WIU engages in “bottom-up” and “top-down” planning and budgeting processes. All academic departments and administrative units complete *Consolidated Annual Reports* each year to highlight accomplishments, plans, contributions to university planning, areas of reallocation or reductions, and budget requests.
- Within Academic Affairs, there are individual departmental reports and college reports and reports for areas that report to the Provost’s Office. Directors from all other vice presidential areas submit their reports to their vice president, and areas that report to the president provide their reports directly to President Thomas.
- Materials presented in Consolidated Annual Reports are summarized and prioritized by the corresponding vice president and a designee from areas that report to the President.
- Annual [Planning and Accomplishments Reports and Presentations](#) are prepared by these individuals and presented to the university community each spring.
- An intermediate step used by the Provost (VPAA) and Senior Vice President (SVP) for Strategic Planning and Initiatives is to have the Deans and Directors make annual Planning and Accomplishments Reports and presentations, as well. These materials are available on the [VPAA](#) and [SVP](#) websites.

Met
X **In**
Progress

(5C3) The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

- WIU engages in “bottom-up” and “top-down” planning to gain comprehensive institutional perspective. This is evident in:
 - Preparing Strategic Plans and Strategic Plan Supplements (1A1), where membership also includes members of external communities (e.g., Mayor of Macomb, City Aldermen in Moline, President of Spoon River College).
 - Creating IT Strategic Plans for 2013-2018 and 2017-2022 that were based on feedback obtained from University Technology staff, University Technology Advisory Group, faculty and staff, and the President’s Leadership Team (President and Vice Presidents).
 - Implementing grass roots activities resulting from the President’s Executive Institute, which includes specific actions to help increase enrollment (ID3).
 - Utilizing 12 methods for gaining internal and external perspective in Board of Trustees decision making (2C2).

Met
X

In
Progress

(5C4) *The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.*

- WIU submitted FY18 and FY19 Financial Recovery Plans to the Higher Learning Commission in response to the University's FY17 and FY18 Composite Financial Indicators (CFIs) being -0.30 and 0.54, respectively.
- In evaluating WIU's FY18 Financial Recovery Plan (FY 17 data), the Financial Panel Review Team concluded that, "After much reflection, the panel [concluded] that WIU has approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI's that are in or above the zone."
- WIU's FY18 CFI was "in the zone," but still required a FY19 Financial Recovery Plan since it was not "above the zone," (i.e., a CFI . 1.0).
- The Commission's analysis of WIU's *FY 19 Financial Recovery Plan* (FY18 data) concluded: "Western Illinois University has worked diligently to respond to unstable funding from the State of Illinois...WIU's administration has aggressively responded to these changes in its financial position through program prioritization, administrative and instructional staff reductions, creation of new innovative and marketable programs to name a few strategies. There is nothing to cause the team to believe that WIU will not operate in such a manner, as they diligently have in the past."
- WIU's continued diligence led to a FY19 CFI of 3.50. This is above the zone. No further Financial Recovery Plans are required.

Met
X

In
Progress

(5C5) *Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.*

Emerging Factors

- WIU engages in ten-year strategic planning processes with the understanding that the Strategic Plans are updated every five years.
- Recognizing that there are unforeseen opportunities and challenges at the time of writing a strategic plan, WIU also began producing annual Strategic Plan Supplements beginning in Academic Year 2016-2017.
- WIU uses environmental scanning to identify and address emerging factors in strategic planning. The November 2017 and February 2018 Strategic Plan Updates shows that 51 data sources were reviewed in creating Higher Values in Higher Education 2017-2027.
- This data framed discussions at 23 Social Responsibility Task Force meetings, in three Strategic Plan drafts with five solicitations for university-wide feedback (in *October*, *November*, and *December 2017 and February and March 2018 Strategic Plan Updates*), and ten meetings with governance groups on both campuses.

Technology Planning

- The IT Strategic Plan for 2017-2022 is also based on employee feedback, environmental scanning, and best practices. Priorities are placed on digital technologies, mobility, cloud computing, enterprise systems, data primacy, usability and accessibility, and cost efficiency.

Diversity and Globalization

- Annual Underrepresented Groups Reports submitted to the Illinois Board of Higher Education detail institutional plans and outcomes related to increasing the participation and achievement of students, faculty, and staff who are female, minority, and/or have disabilities in accordance with *Illinois Public Act 85-283*.
- Diversity Planning also includes [Affirmative Action Updates](#).
- WIU enrolls 372 international students from 61 countries, which represents 4.4% of the University's total enrollment.
- The School of Global Studies and Outreach supported 150 students on faculty-led Study Abroad experiences during FY19 (up 5% from FY18).
- WIU's international recruitment and partnerships are based on close working partnerships with embassies and recruiting agents. They also include development of a [Chinese language website](#) (2018), targeted recruitment for Spanish-speaking populations and social media campaigns in India (2019).
- WIU also provides high-quality quality, affordable education to global audiences (5A1) through 13 baccalaureate, 7 master's, 8 integrated baccalaureate and master's programs and 5 post-baccalaureate certificates online. Distance education programs and enrollment continues to increase at the University (1B3).

5.D. The institution works systematically to improve its performance.

Met
X **In**
Progress

(5D1) The institution develops and documents evidence of performance in its operations.

X

This is evident in Self-Study discussions related to:

- Annual Assessment of Student Learning.
- Annual Performance Reports.
- Annual Strategic Plan Updates.
- Cocurricular assessment.
- Consolidated Annual Reports.
- Diversification of underrepresented students, faculty, and staff.
- General Education assessment and review.
- IT Strategic Plan Accomplishments.
- Monthly Strategic Plan Updates.
- Western Illinois University's Quality Initiative.

(5D2) The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts

Met
X **In**
Progress

In addition to the examples discussed above, this Self-Study will lead to enhancements in university structures and processes related to requirements for accreditation. WIU is currently:

1. Preparing to engage the Board of Trustees in Open Meetings Act training with the Illinois Attorney General Public Access Counselor (2A).

2. Updating University Policies (University Policies are mentioned throughout the Self-Study) and engaging in a cyclic policy review. Some of WIU's policies have not been reviewed in the last three to five years.
3. Addressing HLC's expectation on *Control* that requires that institutions designate their status (public or private) in Undergraduate and Graduate Catalogs (2B).
4. Meeting the Commission's expectation that all reference to the North Central Association of Colleges and Schools is removed from university materials and websites (2B).
5. Analyzing student persistence, completion, and time-to-degree rates in program reviews (4A1, 4C1-4C4, 5D1, 5D2).
6. Continuing to address challenges identified in the Self-Study related to:
 - A. Stabilizing and increasing new and total student enrollment (5A3, 5C4, 5D1).
 - B. Increasing international student and WESL enrollment (1C1, 1C2, 3B4, 5C5).
7. Adding student learning outcomes for all minor, degree, and certificate programs in Undergraduate and Graduate Catalogs (2B, 3A2, 4B1 Websites for Truman State, University of Illinois-Springfield, and the University of Wisconsin-Eau Claire provide examples.
8. Engaging in co-curricular assessment in all academic support and student service departments (4B2-4B4). Publications by the Association of Institutional Research and Council for the Advancement of Standards provide frameworks.

At the institutional-level, Minnesota State University-Moorhead has each unit develop at least one student learning outcome and relate it to a university goal, value, or program. Youngstown State University has similar codified processes in its *Co-curricular Assessment Handbook*; and the University of Central Arkansas' co-curricular assessment templates and rubrics are available online. Each of these institutions recommend using three-five learning outcomes in co-curricular assessment.
9. Continue development of the University's Self-Study for Reaffirmation of Accreditation from the Higher Education Commission as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).
10. Following the same protocol as used in academic year 2018-2019 to create the 2020-2021 Strategic Plan Supplement as described in the June 2019 Report to the Western Illinois University Board of Trustees (*Social Responsibility Task Force*).

As this Core Component and *Self Study* shows, WIU learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

2019-2020 STRATEGIC PLAN SUPPLEMENT
Social Responsibility Task Force

1. Dr. Joe Rives, Senior Vice President, Strategic Planning and Initiatives/Chairperson
2. Ms. Audrey Adamson, Program Coordinator, WIU-QC Student Services
3. Dr. Tawnya Adkins Covert, Professor, Sociology and Anthropology
4. Ms. Rocio Ayard Ochoa, Program Director, Casa Latina
5. Dr. Lori Baker-Sperry, Professor, Liberal Arts and Sciences
6. Mr. Brad Bainter, Vice President, Advancement and Public Services
7. Ms. Lindsey Bideaux, Undergraduate Student
8. Dr. Keith Boeckelman, Chairperson, Political Sciences
9. Ms. Angela Bonifas, Director, Institutional Research and Planning
10. Mr. Bill Brewer, Director, Quad Cities Facilities
11. Dr. Katherine Broughton, Assistant Professor, Recreation, Park and Tourism Administration
12. Mr. Billy Clow, Interim Associate Provost
13. Mr. Dan Dankert, Graduate Assistant, WIU-QC Student Services
14. Dr. Gary Daytner, Associate Professor, Educational Studies
15. Dr. Katrina Daytner, Interim Dean, College of Education and Human Services
16. Mr. Rumen Dimitrov, Professor, Mathematics and Philosophy
17. Dr. Steven Dworkin, Professor, Psychology
18. Dr. Jack Elfrink, Dean, College of Business and Technology
19. Dr. Jose Fernandez, Associate Professor, English
20. Ms. Nichole Friedrichsen, Administrative Aide, Office of the Senior Vice President
21. Dr. Jeff Hancks, Executive Director, School of Global Studies and Outreach
22. Dr. Richard Hardy, Dean, Centennial Honors College
23. Mr. Michael Harmon, Undergraduate Student, Pre-Business
24. Dr. Algerian Hart, Associate Professor, Kinesiology
25. Dr. Scott Hemenover, Associate Professor, Psychology
26. Dr. Buzz Hoon, Interim Dean, College of Fine Arts and Communication
27. Ms. Stephanie Hovsepian, Program Director, Women's Center
28. Dr. Michelle Janisz, Program Director, Student Activities
29. Ms. Deborah Kepple-Mamros, Director, Quad Cities Operating and Planning
30. Ms. Marissa Kletke, Undergraduate Student
31. Dr. Bill Knox, Professor, English
32. Ms. Kellie Larrabee, Admissions Counselor, Graduate Studies
33. Dr. Michael Lorenzen, Dean, University Libraries
34. Dr. Angela Lynn, University Registrar
35. Mr. Damon McArthur, Professor, Art
36. Dr. Sue Martinelli-Fernandez, Dean, College of Arts and Sciences
37. Dr. Kyle Mayborn, Professor, Earth, Atmospheric, and Geographic Information Sciences
38. Dr. Leslie Melim, Professor, Earth, Atmospheric, and Geographic Information Sciences
39. Dr. Christopher Merrett, Director, Illinois Institute for Rural Affairs
40. Dr. Kristi Mindrup, Assistant Vice President, Academic Affairs, Quad Cities
41. Ms. Dana Moon, Assistant to the Dean, College of Education and Human Resources
42. Dr. Christopher Morrow, Professor, English
43. Dr. Mark Mossman, Associate Provost
44. Dr. Lorette Oden, Associate Dean, College of Education and Human Services
45. Mr. Curt Oldfield, President, Spoon River College
46. Mr. Alali Oruamabo, Graduate Assistant, Advising and Academic Services Center
47. Dr. Carla Pacioto, Professor, Educational Studies
48. Mr. Sairam Panguluri, Undergraduate Student

49. Ms. Becky Paulsen, Director of Development, Business Engagement and Outreach
50. Dr. Bill Polley, Vice President, Administrative Services
51. Ms. Priscilla Porter, Undergraduate Student
52. Dr. Rob Porter, Associate Professor, Recreation, Park and Tourism Administration/Chairperson, Quad Cities Faculty Council
53. Ms. Andria Potter, Academic Advisor, College of Business and Technology
54. Dr. Christopher Pynes, Professor, Mathematics and Philosophy/Chairperson, Faculty Senate
55. Mr. Jesse Ramos, President, Student Government Association-Quad Cities
56. Mr. Grant Reed, President, Student Government Association-Macomb
57. Dr. Jeremy Robinett, Assistant Professor, Recreation, Park and Tourism Administration
58. Ms. Kelly Rodgers, Graduate Assistant, Purchasing
59. Mr. Joe Roselieb, Director of Residential/Auxiliary Facilities/Union
60. Dr. Roger Runquist, Director, Center for Innovation in Teaching and Research
61. Mr. Mike Sartorius, Director, Internal Auditing
62. Dr. Paul Schlag, Chief of Staff
63. Mr. Ian Shelly, Assistant Professor, Art
64. Ms. Amber Shupe, Undergraduate Student
65. Dr. Amanda Silberer, Chairperson, Speech Pathology and Audiology
66. Ms. Rebecca, Slater, Interim CIO
67. Ms. Amy Spelman, Director, Alumni Programs
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69. Dr. Susan Stewart, Professor, Management and Marketing
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71. Ms. Letisha Trepac, Director, Budget Office
72. Ms. Lisa Turke, Office Manager, College of Education and Human Services
73. Mr. Curtis Williams, Director, WIU-QC Student Services
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