

To: Members of the Western Illinois University Board of Trustees  
Carolyn Ehlert Fuller, Chair     Todd Lester  
Justin Brown                             Yvonne Savala  
Roger Clawson

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

Date: January 31, 2019

Re: January 2019 Strategic Plan Update

This month's *Strategic Plan Update* provides an update on the University's Self Study for reaffirmation of accreditation from the Higher Learning Commission (HLC), development of the 2019-2020 and 2020-2021 Strategic Plan Supplements, and seeks your input on these matters.

As you will recall, we agreed that the 2019-2020 Strategic Plan Supplement will focus on areas that the University needs to address as we prepare for the HLC accreditation site visit that will in April 2021. The 2020-2021 Strategic Plan Supplement will focus on planned actions in relation to accreditation data trends. This two-year approach shows we meet and exceed accreditation criteria and have plans to sustain institutional progress. To date, the Social Responsibility (University Planning) Task Force has affirmed the University's *Vision, Mission, and Values* and completed an initial review of all five accreditation criteria.

The operative question for the 2019-2020 Strategic Plan Supplement is, Does Western have sufficient data to demonstrate that it meets and exceeds each of the five accreditation criteria? Using Criterion 1 as an example, we must provide evidence to show that we meet Core Components 1A-1D. If we do not meet any of these Core Components, then we do not meet Criterion 1.

In order to meet a Core Component, we must meet each of its subcomponents. For example, in order to meet Core Component 1A, we must provide evidence that we meet subcomponents 1A1-1A3. Failure to meet any subcomponent means the institution fails to meet the Core Component and the related Criterion.

Furthermore, failure to meet 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, we believe that there is sufficient evidence to demonstrate that Western meets Criterion 1, and all related Core Components and Subcomponents. However, we seek your input if there are things to add to the examples below or additional actions that the University should take. 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.

Thank you for your continued engagement and support of university planning. Please contact me if you have any questions about the material in this *Update*, and/or feedback with regard to the continue successful implementation of *Higher Values in Higher Education*. Similar analyses to Criterion 1 will be presented in future Strategic Plan Updates.

cc: President Thomas                             CSEC President Whan                             SGA President Ramos  
Interim Provost Clow                             COAP President Adamson                             Associate Provost Mossman  
Vice President Bainter                             Faculty Council Ch. Porter                             Associate Provost Morgan  
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**CRITERION 1. MISSION: THE INSTITUTION’S MISSION IS CLEAR AND ARTICULATED PUBLICLY; IT GUIDES THE INSTITUTION’S OPERATIONS.**

Core Component 1.A: The institution’s mission is broadly understood within the institution and guides its operations.

*(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.*

Western Illinois University follows collaborative and transparent processes established in 2004 for developing the 2012-2022 and 2017-2027 *Strategic Plan* and 2016-2018 annual Strategic Plan Supplements.

- a. Each of these documents were prepared by university-wide writing teams comprised of students, faculty, and staff from both campuses.
- b. The writing teams worked with the university community to produce iterative drafts of each document, and received endorsement from all governance groups on both campuses before seeking Board of Trustees implementation approval
- c. Similar processes will continue to be used in annual Strategic Plan Supplements and the scheduled development of Higher Values in Higher Education 2022-2032.

*(1A2) The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.*

*Academic Programs*

Evidence of meeting our *Mission* in instruction, research, and service is evident in:

- a. The high percentage of Western alumni employed and/or pursuing additional educational credentials upon receipt of the baccalaureate degree.
- b. Data published by The Economist demonstrating that Western Illinois University’s alumni earning power places in the top 24% nationally.
- c. The highest percentage of faculty time is devoted to instruction and efforts by the Center for Innovation in Teaching and Research to support teaching and the scholarship of teaching and learning.
- d. Faculty scholarly activity (publications, conference presentations, and creative activities).
- e. Faculty and staff contract and grant activity.
- f. Earning Carnegie Foundation Community Engagement Classification in 2011 and currently seeking certification renewal.
- g. Annual university awards for excellence in instruction, research, and service.

*Student Services*

Evidence of active student learning inside and outside the classroom is demonstrated by:

- a. Providing Living-Learning Communities (LLCs) on the Macomb campus.
- b. Requiring all students to successfully complete University 100.
- c. Offering annual University Theme year programming and events.
- d. Engaging students in independent studies, thesis and dissertation research, capstone requirements, Research Inspiring Student Excellence in the College of Arts and Sciences, Undergraduate Research Days, Graduate Research Days, and the Quad Cities Research Conference.
- e. Encouraging student participation Student Government Associations (SGA) on both campuses; Interfraternity, Panhellenic, United Greek, and Inter-Hall Councils.
- f. Supporting Registered Student Organizations on both campuses, as well as sports clubs and a NCAA Division I intercollegiate athletic program.

### *Enrollment Profile*

Evidence of a diverse enrollment, employee base, and community engagement is demonstrated by.

- a. Increases in the percentages of minority students, faculty, and staff demonstrate institutional commitments to diversity.
- b. Students participating in internships, developing a cooperative education program, and the public service accomplishments documented in Core Component 1D3 illustrates collaboration with alumni and community partners.

*(1A3) The institution's planning and budgeting priorities align with and support the mission.*

- a. Western maintains the largest percentage of institutional expenditures for instruction and instructional support.
- b. Implementation and modification of automatic scholarship programs for new dual enrollment students, new freshmen, new transfers and remaining the only Illinois public university to guarantee no cost increases in tuition, fees, room and board rates shows how Western serves a highly cost sensitive population.

Note: This section of the Accreditation Self-Study seeks evidence of the University applying resources to its high priorities. Other points in the document address the statewide budget impasse, budget reductions, and other fiscal matters.

### Core Component 1.B: The mission is articulated publicly.

*(1B1) The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

- a. Western's *Vision, Mission, and Values* are available on the University homepage and in *Undergraduate and Graduate Catalogs*.
- b. University identification cards, employee business cards, banners, and highly trafficked areas on both campuses contain *Higher Values in Higher Education* displays.
- c. The University Planning Website contains:
  - Goals, priorities, and accomplishments for the University's *Strategic Plans, Strategic Plan Supplements, Higher Learning Commission materials, and Campus Master Plans* (for facilities and infrastructure).
  - *Annual Performance Reports* comparing institutional performance on *Strategic Plan* benchmarks in terms of whether data are progressing in the desired direction, showing no change, or moving in the opposite direction. Additionally, there are comparison the University's status on *Strategic Plan* performance indicators to peer institutions.
  - *Monthly Strategic Plan Updates* provide the Board of Trustees and all employees with updates and solicit feedback on timely issues.
  - *Strategic Plan* Power Point presentations made to the Western Illinois University Board of Trustees.
- d. Other university-wide plans are available on websites for areas with implementation responsibility. For example, the University Technology homepage provides access to the *2017-2022 IT Strategic Plan*. The Equal Opportunity and Access website contains the University's *Affirmative Action Plan*; and the *Report on Athletic Program Participation & Financial Support Data* is available on the Athletics website.
- e. All administrative units and academic departments and schools complete *Consolidated Annual Reports*. These materials are summarized by the Vice President's and areas that report to the President each spring in annual *Planning and Accomplishment Presentations*. The University Planning website contains copies of these *Reports and Presentations* that document accomplishments, reallocations, reductions, and budget requests in relation to university goals and priorities. Detailed materials are also available from the Provost and Academic Vice President and Senior Vice President for Strategic Planning and Initiatives websites.

*(1B2) The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

Western's mission documents are current and define the roles of the University.

- a. Core Component 1A1 documents currency in the University's *Vision, Mission, Values, goals, and priorities*.
- b. The University's *Vision* clearly defines the Western's overall goal: National leadership in quality, opportunity, and affordability.

- c. The University's *Mission* clearly defines the roles instruction, scholarship/professional activities, and public service. With research and public service supporting teaching, the contractual *Agreement 2017-2021* (between the University Professionals of Illinois and Western Illinois University) *Articles 20* and *33* clearly articulate that instruction is the primary activity and basis of evaluation for faculty.
- d. The University's commitment to community and economic development is clearly stated in the first sentence of the University *Mission*, "Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities." Furthermore, in 2016, we modified our Social Responsibility value descriptor to emphasize our role in community and economic development.

*(1B3) The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

We seek and serve a diverse array of active learners and demonstrate strong commitments to educational opportunity through special admissions and distance learning.

- a. As stated in the first sentence in the University's Academic Excellence Value, "Central to our history is the commitment to teaching, the individual learners, and to active involvement in the teaching learning process.
- b. We serve a diverse array of active learners. The *Undergraduate Catalog* identifies admissions requirements for new freshmen, transfers, veterans, international students, and Bachelor of Arts in General Studies students (primarily working adults). The *Graduate Catalog* contains admissions policies for second baccalaureate, post-baccalaureate certificate, master's, specialist and doctoral students.
- c. Valuing Educational Opportunity, Western Illinois University has a special admissions program through the Office of Academic Services (OAS) for students who do not meet published admissions standards, but show promise and a willingness to work towards achieving shared educational goals. Up to 25% of new freshman may be admitted to Western through OAS.
- d. Western offers a strong commitment to distance education, as evidenced by:
  - Expanding online offerings from the National Fire Academy (NFA) Curriculum for Fire Fighters and two-degree programs in 2010 (Bachelor's degree in General Studies and Master's degree in Instructional Design and Technology) to the NFA Curriculum, 11 baccalaureate degree programs, five post-baccalaurean certificates, and six master's degree programs (as of January 2019).
  - Establishing hybrid master's degree programs in Business Administration, College Student Personnel, and Community and Economic Development to serve working professionals in the Quad Cities region.
  - Piloting live streaming courses in academic year 2017-18, and launching 12 sections in Biology; Communication; Educational Studies; Graphic

Communication; History; Recreation, Park and Tourism Administration, and Zoology in academic year 2018-19.

- Offering graduate cohort programs in Educational Leadership in four Illinois off-campus locations to serve place-bound professionals who otherwise may not have access to graduate education.
- e. Demand for distance education is strong and growing, as evidenced in:
- Course enrollments.
  - Off-campus enrollment.
  - Total credit hours generated.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

*(1C1) The institution addresses its role in a multicultural society, as evidenced by:*

- a. Data in Core Component 1A2 showing that Western continues to diversify, consistent with trends identified in the *December 2017 Strategic Plan Update* for the Illinois public universities and nationally.
- b. Western's General Education curriculum requires that all students successfully complete at least three credit hours in designated Multicultural Studies course(s).
- c. Western's academic programs prepare students for the diverse and global society.
  - For example, the University offers academic minors in African American Studies, International Business, Religious Studies, and Women's Studies. The University has majors in Anthropology, French, French Teacher Certification, Spanish, Spanish Teacher Educational, and Special Education.
  - All business programs in the College of Business and Technology are internationally accredited by AACSB. Less than one-third of U.S. business schools and only 15% of business schools worldwide meet the rigorous standards of AACSB International accreditation.
- d. All baccalaureate degree candidates are required to successfully complete the Foreign Language/Global Issues (FLGI) requirement
- e. Student participation in Study Abroad.

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

- a. Support of diversity is a shared value of the University, with specific departments leading these efforts. This includes the Casa Latina Cultural Center, Center for

International Studies (CIS), Disability Resource Center, Equal Opportunity and Access, Gwendolyn Brooks Cultural Center, Human Resources, Veteran's Resource Center, and Women's Center.

- b. These departments support a wide array of initiatives and organizations, including Feminist Action Alliance, Illinois Cultural Diversity Association, International Friendship Club, Latin American Student Organization, Quad Citians Affirming Diversity, Quad Cities Student Services, Unity, Western's English as a Second Language (WESL) institute, Women's Center, and Western Organization for Women.
- c. Often departments collaborative on shared initiatives and services. For example, The Disability Resource Center, Office of Equal Opportunity & Access, and Quad Cities Student Services provide support and accommodations for students, faculty, staff, and guests of the University, in addition to ensuring Americans with Disability Act compliance and advocacy.
- d. The University also offers opportunities for students, faculty and staff to engage in institutional diversity planning and program delivery. Examples include the University Diversity Council and its working committees, the Military Task Force, and Minority Health Month.
- e. A diverse array of fine and performing arts concerts, exhibitions, and programs are provided to the University and regional community through the College of Fine Arts and Communication, Bureau of Cultural Affairs, University Union Board, and the World View channel operated by WQPT-Quad Cities Public Television.
- f. The University is committed to diversifying its employee base.
  - The *President's Statement on Diversity*, a comprehensive *Equal Opportunity and Affirmative Action* program, *Title IX* compliance, family friendly policies and procedures, and mentoring programs are all means used to recruit and retain a high-achieving, diverse faculty and staff.
  - The University also cultivates its talent. The Affirmative Action Internship Program increases the pool of qualified women and minorities for administrative positions.
- g. The University's programs and services described above are highly effective:
  - National Survey of Student Engagement results show that second semester Western Illinois University freshmen and seniors rate the University environment as more supportive than students report at other national master's granting institutions.
  - Evidence of the University achieving higher than predicted graduation rates for low-income and minority students.
  - National recognitions in serving students from the United States Armed Forces.

Core Component 1.D: The institution's mission demonstrates commitment to the public good.  
*(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. This is evident in:*

- a. The establishment of new degree programs and adherence to Illinois Board of Higher Education established program review schedule and processes to ensure that Western is providing a responsive academic portfolio that is based on high standards of quality and viability to the state tax payers of Illinois and beyond.
- b. Western annual \$473 million annual economic impact to its immediate 16-county service region.
- c. Public service partnerships and accomplishments documented in Core Component 1D3.

*(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.*

Adherence to state statutes on excess funds, operating comprehensive internal and external audit programs for the University and the University Foundation, maintaining discipline-specific and clinical accreditations, and athletic program that has never been sanctioned demonstrates that the University educational responsibilities take primacy over other purposes.

- a. Western Illinois University is a public university, does not have investors or a parent organization, and can only carry forward and use excess funds in accordance with Illinois state statutes.
- b. Western has a comprehensive program of internal auditing.
- c. In compliance with Illinois state statutes, Western completes annual external compliance and fiscal audits.
- d. The Western Illinois University Foundation is a separate 501(c)3 organization from the University and also follows similar processes of internal and external auditing.
- e. Western Illinois University maintains 17 discipline-specific accreditations, accreditation for Beu Health Center and the University Counseling Center, and 21 advisory boards to assure and advance academic and service quality.
- f. Western Illinois University has never been found in violation of Missouri Valley Football Conference, Summit League, or National Collegiate Athletic Association rules and regulations.

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

- a. Many academic departments support public service and outreach to our host communities and regions. Examples include the Psychology Clinic, Speech-Language-Hearing Clinic, and Counselor Education Clinic.



- b. Public service provision is often interdisciplinary. For example, WIU's Adapted Physical Activity Motor Clinic serves 45 – 50 students with disabilities between the ages of 4 to 21 from the West Central Illinois Special Education Cooperative every semester. This is a collaborations between Recreation, Park and Tourism Administration; Physical Education Teacher Education; Special Education; Exercise Science; Speech Pathology and Audiology; Social Work; School Psychology; Psychology; Teacher Education; Biology; Sociology; and Music Therapy.
- c. Students established food pantries and run newspapers on both campuses.
- d. University Channel 3 programming includes a student run evening newscast in Macomb and received numerous national awards for broadcast quality.
- e. The University's Public Service Centers serve individuals across the region, statewide, and national effects. Examples include TriStates Public Radio, WQPT-Quad Cities Public Television, the Center for the Application of Information Technologies, Center for Best Practices in Early Childhood Education, the College of Business and Technology providing voluntary income tax preparation assistance to individuals with low incomes, and the College of Education and Human Services Advising Office working with individuals seeking initial or subsequent licensure.
- f. The Geographic Information Systems Center is a partnership between the City of Macomb, McDonough County and the University that compiles, manages, and stores GIS data layers. The Center has completed GIS and GPS work for various federal, state and local entities, has partnered with WIU faculty members on research projects, and provides hands-on GIS and GPS training for students.
- g. The Illinois Institute for Rural Affairs provides community and economic development visioning, technical assistance, and implementation resources to 73 rural counties in Illinois by a Governor's Executive Order. These programs and services in the MAPPING program, Value Added Sustainable Development Center, ICDC, RTAC, Small Business Development Centers, Procurement Technical Assistance Centers, International Trade Center, and Peace Corps Fellow Program.
- h. The Quad Cities Manufacturing Laboratory supports national research and development through the provision of manufacturing equipment, systems and software, and student interns.
- i. University Libraries serves as a federal documents repository, hosts the Baxter-Snyder Center for Icarian Studies, features a special collection of printed materials documenting the history of West Central Illinois, selected from the Archives and Special Collections. University Libraries also signed an agreement in 2014 that enables WIU students, faculty, staff and community patrons to borrow books and utilize materials and resources at each location. This build upon similar agreements in Macomb.
- j. To serve the needs of the region, 1,765 students participated in internships and 226 students participated in student teaching assignments between FY17-18. Additionally, the Director of the School of Engineering, Director of Business Engagement and Outreach, and the Senior Vice President for Strategic Planning and Initiatives are developing a pilot cooperative education program after consultation with leading universities in the field and the

procurement of four pioneer partners in Davenport, Iowa, and Macomb, Moline, and Quincy, Illinois.

- k. The University launched the President's Executive Institute at the end of FY16 to build enrollment partnerships, support community and economic development, and to engage external organizations in shared goals and priorities. Initial FY17-18 PEI actions focused on conducting 32 Summits in eight Illinois communities with 257 participants discussing community/industry needs and opportunities for collaboration with the University.
- l. From these Summits, the University established on-site dual enrollment programs at regional high schools, reinstated teacher recruitment fairs on the Macomb campus with 63 schools recruiting 109 students in FY17-18, and opened the Small Business Development and International Trade Centers on the Quad Cities campus.
- m. The University Writing Center in Macomb and the US Bank Writing Center in the Quad Cities offers one-on-one consultations to students, faculty, staff, alumni, and community members. Work with the community member and alumni often focuses on resumes, curriculum vitae, cover letters, and personal statements.