

## Letter from the President

Welcome to Western Illinois University's *2010 Self-Study for Reaccreditation* from the Higher Learning Commission–North Central Association of Colleges and Schools. We were first accredited as a teacher's college in 1913, and accreditation has been continuous since that time.

Western is a leading public comprehensive university in the Midwest with a residential campus in Macomb; an urban, nonresidential campus in the Quad Cities; and the state's first extension and distance learning programs. With an outstanding, diverse faculty and staff committed to multicultural and international education, we offer undergraduate and graduate programs of study to more than 12,600 students from 92 Illinois counties, 35 states, and 70 countries. Western's core values, which shape our mission, are academic excellence, educational opportunity, personal growth, and social responsibility.



As such, the title of this self-study, *Higher Values in Higher Education*, is intentional and meaningful. In academic year 2002-2003, one year after receiving ten years of Commission reaccreditation with no follow-up visits or reports—the highest level of reaffirmation an institution can receive—Western implemented the *Higher Values in Higher Education* strategic planning, budgeting, and accountability reporting process. As this *Self-Study* demonstrates, we have successfully used our original strategic plan and the updated *Higher Values in Higher Education 2008-2018* to achieve our goals and priorities; advance our mission; and continue the vision of leadership in educational quality, opportunity, and affordability among our peers.

You will find that this *Self-Study* reflects a meaningful four-year process during which students, faculty, staff, alumni, and community members honestly and critically evaluated our status in relation to the criteria for accreditation; the standards for federal compliance; and our strengths, challenges, and opportunities in relation to three special emphases: (1) Strengthening Distance Education, (2) Growing Our Two Campuses, and (3) Measuring and Demonstrating Our Values. The end result is an action document endorsed by all of the governance groups on both campuses—Macomb and the Quad Cities—that has been approved by the Western Illinois University Board of Trustees.

It is with great pride that I present Western Illinois University's *Self-Study* that will work in tandem with *Higher Values in Higher Education* in the years ahead as we continue to prepare our students and graduates to lead in the global community. As outlined in the plan, and with successful implementation of Commission consultation, we will continue to do so in a manner that is distinctive and nationally recognized. I also wish to invite those new to Western to learn more about our great university by visiting [wiu.edu](http://wiu.edu) and [wiu.edu/qc](http://wiu.edu/qc).

Sincerely,

A handwritten signature in black ink, appearing to read "Al Goldfarb". The signature is fluid and cursive, written over a white background.

Al Goldfarb  
President



# Western Illinois University Board of Trustees

June 4, 2010

## Resolution No. 10.6/10 Institutional Self-Study for Re-Accreditation from the Higher Learning Commission-North Central Association of Colleges and Schools

**WHEREAS** Western Illinois University's *Self-Study* for institutional re-accreditation from the Higher Learning Commission-North Central Association of Colleges and Schools was a collaborative four-year process following precedent used in other University planning activities; and,

**WHEREAS** Academic Year 2007-2008 focused on updating *Higher Values in Higher Education* that guided the *Self-Study*; and academic years 2008-2009 and 2009-2010 involved writing by 10 teams that represented over 200 members of the campus community; and,

**WHEREAS** The Self-Study Steering Team solicited and made edits to the document based on seven accreditation updates to our campus communities and 15 focus groups with 115 members of the campus community; and,

**WHEREAS** The Self-Study Steering Team, at the request of the campus governance groups, provided monthly accreditation updates to the Faculty Senate and Quad Cities Faculty Council; and three process updates each to the Civil Service Employees Council, Council of Administrative Personnel, and Student Government Associations—Macomb and Quad Cities; and,

**WHEREAS** The Western Illinois University Board of Trustees reviewed the *Self-Study* at its summer 2008 and 2009 retreats, Board meetings, and *Accreditation Updates*; and,

**WHEREAS** The *Self-Study* reflects a meaningful analysis of strengths, challenges, and opportunities in each of the five evaluation criteria, federal compliance, and the three special emphases; and plans outlined in the *Self-Study* position the University to successfully address *Higher Values in Higher Education* goals and priorities; and,

**WHEREAS** All campus governance groups on both Western campuses endorsed the *Self-Study*; and,

**WHEREAS** the Vice President for Quad Cities, Planning and Technology and the Associate Provost for Undergraduate and Graduate Studies will be responsible for the continued preparation of and follow up from the on-site review team visit on February 14-16, 2011:

**THEREFORE** be it resolved that the Board of Trustees approves submission of the University's *Self-Study* to the Commission; and be it further resolved that the Board highly commends all involved in the self-study process for producing a high-quality document showing how we collectively advance academic excellence, educational opportunity, personal growth, and social responsibility.





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\* former WIU employee

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## Acronyms

AACSB – Association to Advance Collegiate Schools of Business  
AAS – Academic Advisor Syllabus  
AAT – Associate of Arts in Teaching  
ACRL – Association of College and Research Libraries  
ADA – *Americans with Disabilities Act*  
ADP – American Democracy Project  
AFA/EBI - Association of Fraternity Advisors/Educational Benchmarking, Inc.  
AFS – Auxiliary Facilities System  
Bb – Blackboard  
BCSSE – *Beginning College Survey of Student Engagement*  
BGS – Bachelor of General Studies  
BHC – Black Hawk College  
BLAS – Bachelor of Liberal Arts and Sciences  
BOT/BA – Board of Trustees/Bachelor of Arts  
BSA – Black Student Association  
CAGAS - Council on Admission, Graduation and Academic Standards  
CAIT – Center for the Application of Information Technologies  
CAS – Council for the Advancement of Standards  
CBPECE – Center for Best Practices in Early Childhood Education  
CCPI – Council on Curricular Programs and Instruction  
CEU – Continuing Education Unit  
CGE – Council on General Education  
C.H.A.T. – Coffee House About Teaching  
CIA – Council on Intercollegiate Athletics  
CIS – Center for International Studies  
CIT – Council on Instructional Technology  
CITR - Center for Innovation in Teaching and Research  
COAP – Council of Administrative Personnel  
CODEC – two-way, audio-video  
COEHS – College of Education and Human Services  
CPDU – Continuing Professional Development Unit  
CPEP – Center for the Preparation of Education Professionals  
CSA – Community Supported Agriculture  
CSEC – Civil Service Employees Council  
CSO – Center for Student Opportunity  
CSS – Classroom Support Services  
CUPP – Community University Partnership Program  
DDP – Degrees at a Distance Program  
DSS – Disability Support Services  
DUI – Driving Under the Influence

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EICCD – Eastern Iowa Community College District  
EO/AA – Equal Opportunity/Affirmative Action  
ESDA – Emergency Services and Disaster Agency  
ESS – Electronic Student Services  
FTE – Full-Time Equivalent  
FYE – First Year Experience  
GCA – Grant and Contract Administration  
GERC – General Education Review Committee  
GIS – Geographic Information Systems  
GPA – grade point average  
HD – high definition  
HEPI – *Higher Education Price Index*  
IAAS – Intercollegiate Athletic Academic Services  
IAC – Institution Actions Council  
IACD – Illinois Association for Cultural Diversity  
IAI – Illinois Articulation Initiative  
IBHE – Illinois Board of Higher Education  
ICC – Illinois Central College  
ICCB – Illinois Community College Board  
IDT – Instructional Design and Technology  
IES – Institute for Environmental Studies  
IFA – Illinois Finance Authority  
IIRA – Illinois Institute for Rural Affairs  
ILETSBEI – Illinois Training and Standards Board Executive Institute  
IRB – Institutional Review Board  
IRP – Institutional Research and Planning  
ISAC – Illinois Student Assistance Commission  
iTAC – Internet Technology Advisory Committee  
LEAD – Leadership Education and Development  
LEED – Leadership in Environmental and Energy Design  
LEJA – Law Enforcement and Justice Administration  
MAP – Making Achievement Possible (MAP-Works)  
MBA – Master of Business Administration  
MCTF – Mobile Computing Task Force  
NCA – North Central Association  
NCAA – National Collegiate Athletic Association  
NCATE – National Council for the Accreditation of Teacher Education  
NFA – National Fire Academy  
NSSE – *National Survey of Student Achievement*  
OASIS – Organization of Adult Students for Interaction and Support  
ORDA – Office of Research Design and Analysis  
OSP – Office of Sponsored Projects  
PAAs – Professional Achievement Awards

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PREL – Pacific Resources for Education and Learning  
QCPDN – Quad Cities Professional Development Network  
ROC – Research and Outreach Center  
ROTC – Reserve Officer’s Training Corps  
RPTA – Recreation, Park and Tourism Administration  
RTAC – Rural Transit Assistance Center  
SDO – Student Development and Orientation  
SES – School of Extended Studies  
SIUC – Southern Illinois University–Carbondale  
SJP – Student Judicial Programs  
SLAC – Student Learning Assessment Committee  
SOAR – Summer Orientation and Registration  
TAMUS – Texas A&M University System  
TAP – Transitional Advising Program  
TEP – Teacher Education Program  
THECB – Texas Higher Education Coordinating Board  
UAASC – University Advising and Academic Support Center  
UCC – University Counseling Center  
UHDS – University Housing and Dining Services  
UPC – University Planning Committee  
UPI – University Professionals of Illinois  
UR – University Relations  
URC – University Research Council  
URD – Undergraduate Research Day  
UTEK – University Teacher Education Committee  
uTech – University Technology  
VISTA – Volunteers in Service to America  
VPQPT – Vice President for the Quad Cities, Planning & Technology  
VRC – Veterans Resource Center  
WAC – Web Accessibility Committee  
WARD – Western’s Audit of Requirements for Degree  
WAVE – Western’s All Volunteer Effort  
WCIVC – West Central Illinois Volunteerism Conference  
WEAS – WIU Emergency Alert System  
WESL – Western English as a Second Language  
WIU/UPI – Western Illinois University/University Professionals of Illinois  
WOW – Western Organization for Women  
WSRC – Western Survey Research Center

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# Evaluative Profile of Western Illinois University

## **History and Traditions**

Founded in 1899, the Western Illinois State Normal School was established to address teacher preparation in the state's grammar schools. The faculty and students were eager to meet this need, and the institution soon became known for its well-rounded, deeply committed graduates—a tradition that continues.

From the first classes in 1902 to the evolution of Western Illinois University in 1957, the institution's mission continually broadened to include academic majors that prepared high school teachers; the state's earliest and most successful extension (off-campus) program; a multifaceted graduate school; a liberal arts program; and academic colleges devoted to the study of Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication.

Throughout time, and most recently as we celebrated 50 years as a University during Academic Year 2007-2008, Western has provided public access to high-quality, affordable degree programs and has fostered student involvement in University activities. With more than a century of growth and development, and over 100,000 living alumni, we maintain a strong sense of community and historic commitment to student access, affordability, and success.

These traditions are grounded in our values, first articulated by the University community in 2002 as part of a new strategic planning process and reaffirmed by the campus in 2007 in the review and update of that process.

## ***Academic Excellence***

Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

## ***Educational Opportunity***

Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. We are committed to providing accessible, high-quality educational programs and financial support for our students.

## ***Personal Growth***

Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decisionmaking, and personal responsibility. With personal growth comes an environment and interpersonal dynamics that celebrate diversity, support internationalization of the curriculum, and encourage plurality of thought and perspective.

### **Social Responsibility**

Western Illinois University is committed to equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We will serve as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond it.

### **The Present and Future**

Western Illinois University is one of 12 public universities in Illinois. *Illinois Compiled Statutes 110 ILCS 690/35* established separate governing boards for Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, and Western Illinois University, as well as combined governing boards for the two campuses of Southern Illinois University (Carbondale and Edwardsville) and a second combined Board for the three campuses of the University of Illinois (Chicago, Springfield, and Urbana-Champaign). All 12 Illinois public universities report to the Illinois Board of Higher Education (IBHE), the state's coordinating board for higher education.

The following are the statutory responsibilities of the IBHE:

- Analyze the aims, needs, and requirements of Illinois higher education and, as a result, modify the master plan that guides development of the state's system of public and private colleges and universities.
- Recommend to the Governor and General Assembly budgets for operations and grants and for capital improvements for higher education institutions and agencies.
- Approve or reject proposals by public university governing boards and the Illinois Community College Board (ICCB) for new units of instruction, research, or public service; also, review existing instruction, research, and public service programs to determine their continued educational and economic justification.
- Grant authority to operate and authority to grant degrees for independent and out-of-state institutions.
- Administer state and federal higher education grant programs.
- Maintain a state university and college information system of timely, comprehensive, and meaningful data about Illinois higher education.

Individual boards of trustees are responsible for establishing policies and procedures for its governing board, employees, academic affairs, students, administrative affairs, and physical facilities. In the case of Western Illinois University, these policies and procedures are codified in the *Western Illinois University Board of Trustees Bylaws and Regulations* and are available from the Board of Trustees website. Furthermore, as this *Self-Study* will show, the Board of Trustees operates according to the principles of shared governance.

Within this context, Western offers 80 undergraduate majors, five post-baccalaureate certificates, 34 master's degrees, one specialist degree, and one doctoral degree. The University's academic programs are supported by the services collections and holdings of University Libraries that include one-million cataloged volumes, 2,000 current periodicals, 24 foreign and domestic newspapers, 17,500 online publications, and computer resources worldwide.

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Western Illinois University. All teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are certified by the Illinois State Board of Education. Western holds discipline-based accreditations and certifications from 12 accrediting agencies.

Western provides a residential campus in Macomb, a commuter campus in Moline, and off-campus extension and distance learning programs. With an outstanding, diverse faculty and staff committed to high-quality education, Western serves over 12,000 students from Illinois, across the nation, and around the world.

For example, in fall 2009, the University enrolled 11,266 students in Macomb (10,487 on-campus and 779 off-campus) and another 1,413 in the Quad Cities (1,352 on-campus and 61 off-campus). Combined, these students are from 36 states and 70 countries. The largest segment of the student body are Illinois residents (92%), with the largest percentage of these students from either the Chicago area and surrounding collar counties or McDonough and other west-central Illinois counties. Approximately 83% are undergraduate students and 17% are graduate students. The University's enrollment includes a significant number of minority students, students with disabilities, and adult learners. The fall 2009 mean ACT score for new beginning freshmen was 21.3, with 58% in the top half of their high school graduating class.

The University employs 754 faculty and 1,368 staff who are committed to academic excellence, educational opportunity, personal growth, and social responsibility. By advancing our values, the University is committed to becoming the leader in educational quality, opportunity, and affordability among our peers. Guided by our mission, we prepare a socially responsible, diverse student, faculty, and staff population to lead in the global society, and the University has been recognized for its success. Western Illinois University is recognized as

- one of the “Best in the Midwest Colleges” and one of the “Best Value” colleges in the U.S. by *The Princeton Review*.
- one of just 21 public universities ranked as a “Tier 1 Midwestern Master’s Granting Institution” by *US News & World Report*.
- a national best practice institution for minority, low-income, and first generation student success according to the Pell Institute for the Study of Opportunity in Higher Education and the Southern Educational Review Board.
- a nationally recognized best practice Scholarship Program by the Center for Student Opportunity (CSO).
- one of the nation’s most military friendly institutions by *G.I. Jobs* magazine.

These recognitions and peer-based accreditations showcase our high academic standards; quality instruction; proven opportunities for job and graduate school placement; outstanding academic and residential facilities; exciting extracurricular activities; and institutional commitment to quality, opportunity, and affordability.

These recognitions also reinforce the unique mission and niche of Western in the state’s system of public higher education. Keeping focused on our vision, mission, and values is critical to continued student success and our progress, growth, and contributions to the state and beyond. Western, along with all of the other 11 Illinois public universities, is currently being challenged by a declining number of Illinois high school graduates; decreasing state support (appropriations) for higher education; and increasing costs, maintenance, technological, infrastructure, and accountability needs.

Through continued successful implementation of *Higher Values in Higher Education*, the institutional planning, resource allocation, and accountability reporting process initiated in Academic Year 2002-2003, we will continue to build upon our strengths and take advantage of opportunities. The University will continue to prepare our

students and graduates to contribute to and lead in the global community. We will do so in a manner that is distinctive and nationally recognized for successful implementation of our vision, mission, and values.

## Significant Developments Since 2001

Since 2001, Western Illinois University has introduced its new *Higher Values in Higher Education* strategic planning, resource allocation, and accountability reporting processes. The original Strategic Plan was written by the University community beginning in Academic Year 2002-2003 and was updated in Academic Year 2007-2008. The University experienced the normal transition of University officers and college deans, with a complementary blend of new internal and external hires, and successfully engaged in Strategic Plan implementation that included new academic programs, facilities, and a \$60 million comprehensive fundraising campaign.

### University Officers and College Deans

In 2002, Dr. Alvin Goldfarb was named the tenth president of Western Illinois University. Prior to his appointment, Dr. Goldfarb was Provost and Academic Vice President at Illinois State University, and he succeeded Dr. David Taylor who served as Interim President after President Spencer retired. Dr. Goldfarb will be retiring in June 2011. The Presidential Search Committee has been charged with providing the Western Illinois University Board of Trustees with the names of at least five unranked individuals, from which the Board would hope to make an appointment at its March 2011 meeting.

In 2003, Dr. Joseph Rallo was named Provost and Academic Vice President at Western Illinois University. Dr. Rallo's previous position was Dean of the College of Business and Administration and Graduate School of Business Administration at the University of Colorado, Colorado Springs. In 2007, Dr. Rallo left the University to become the fourth president of Angelo State University. In 2008, Dr. Jack Thomas became Western's Provost and Academic Vice President. Before assuming this position, Dr. Thomas was Senior Vice Provost for Academic Affairs and Professor of English at Middle Tennessee State University.

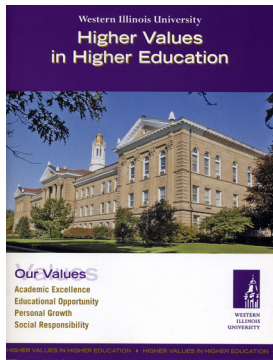
In 2005, Dr. Daniel Hendricks replaced the retiring Dr. Larry Mortier as Vice President for Advancement and Public Services. Prior to coming to Western, Dr. Hendricks was the Special Assistant to the President for Advancement and Operations of the Louisiana State University Alumni Association. Dr. Hendricks left the University in 2009 to become vice chancellor for advancement at Purdue University Calumet. Mr. Brad Bainter, Director of University Development and Planned Giving at Western Illinois University, was named Vice President for Advancement and Public Services following a national search. Bainter assumed the position July 1, 2010.

In 2008, Western completed an administrative restructuring that resulted in the creation of the Vice President for the Quad Cities, Planning & Technology. Dr. Joseph Rives assumed this position. Dr. Rives was the former Executive Assistant to the President and came to Western in 2005 after serving as the Director of University Planning and Institutional Research at Illinois State University.

In addition to new personnel, Dr. W. Garry Johnson continues to serve as Vice President for Student Services and Ms. Jackie Thompson serves as Vice President for Administrative Services. Both were appointed to their current positions in 1997.

Western Illinois University has five deans: one for each of the colleges and one for the libraries. The deans with year of appointment indicated parenthetically are Dr. Susan Martinelli-Fernandez, College of Arts and Sciences (2010); Dr. Tom Erekson, College of Business and Technology (2006); Dr. Nick DiGrino, College of Education and Human Services (2009); Dr. Paul Kreider, College of Fine Arts and Communication (2004); and Dr. Phyllis Self, University Libraries (2006).

## University Planning



In 2004, Western Illinois University launched the *Higher Values in Higher Education* strategic planning process to guide implementation of the University's vision, mission, values, goals, and priorities. Successful implementation of this process produced many of the accomplishments and plans discussed throughout this *Self-Study*. Additionally, as described in Criterion 1, it led to the successful initiation of the *Higher Values in Higher Education Fundraising Campaign*, *Western Illinois University–Macomb and Quad Cities Campus Master Plans*, *Institutional Strategic Plan for Technology*, and *Consolidated Annual Reports* showing accomplishments and plans related to University priorities and goals.

## Academic Programs

As shown in core Component 2A1, the University has established 32 new undergraduate majors and four new graduate programs of study since 2001. This includes Western Illinois University's first doctoral program in Educational Leadership (2005), the new School of Nursing within the College of Arts and Sciences (2008), and the new School of Engineering within the College of Business and Technology (2009).

## New and Renovated Facilities

### 2003



The University received 20 acres of land and property from John Deere and Company to create the Western Illinois University–Quad Cities Riverfront Campus in Moline, Illinois. Deere moved out of the Engineering Technical Center when it opened a new engineering and technology facility on its World Headquarters campus in Moline.

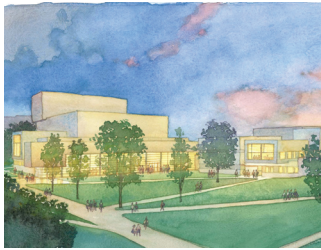
### 2004



The University opened a new state-of-the-art residence hall. Caroline Grote Hall offers a suite-style environment in which one double room and one single room share a personal bathroom. The community is for upper-division students and graduate students.



## 2006



Illinois Senate President Emil Jones and Senator John Sullivan announced that Western Illinois University's proposed Performing Arts Center in Macomb will receive \$4 million for the initial architectural and engineering planning for the proposed 110,000-square-foot center. The Performing Arts Center will house a 1,900-seat proscenium theatre auditorium; a 300-seat thrust stage; and a 150-seat studio theatre for student convocations, College of Fine Arts and Communication recitals, Bureau of Cultural Affairs performing arts series events, lectures, graduation ceremonies, and local arts and civic functions.



Illinois Governor Rod Blagojevich announced that the Western Illinois University–Quad Cities Riverfront Campus will receive \$2.4 million in funding to plan renovation on the 60,000-square-foot former John Deere Tech Center on River Drive in Moline. When opened, Building 1 will house the College of Business and Technology, academic and support functions, and University administration. This includes 15 classrooms, computer and engineering laboratories, a community room, and space for academic and student services.



The University celebrated the dedication of the Alfred D. Boyer Baseball Stadium. Private donations supported permanent chair back seating for approximately 500 spectators; a new press box with booths for print, radio, and television; an entryway with pillars and arch; new scoreboard; infield resurfacing with 80 tons of Alabama Red Clay dirt; and 60-foot-wide, above-ground dugouts.

## 2007



The University renovated the student section of Hanson Field by increasing seating capacity in the student section from 3,800 to 5,000; replacing original wooden bleachers (built in 1955) with aluminum seating; and providing *Americans with Disabilities Act* (ADA)-compliant restrooms, concession stands, and a new entrance on the south end of the stadium.



The University opened the new Document and Publication Services and Property Accounting and Redistribution Center. Opening of this new facility returned approximately 14,000 square feet for academic use.



**2008**



The University reopened the expanded Donald S. Spencer Student Recreation Center. The expansion included increasing the size of the weight room; adding two arena courts for basketball, volleyball, and indoor soccer; doubling the track length; and expanding cardio space.

**2009**



Western dedicated the Wright Residence on Veterans Day as a new donated facility to serve as the Veterans Resource Center (VRC). Western, as shown in Core Components 1A3 and 5C2, has a long-standing tradition of assisting those who served or are serving in the U.S. military. In collaboration with University departments and community organizations, the VRC coordinates services and resources in a one-stop location to ensure that all military service members are afforded the greatest opportunities for success.

Governor Quinn signs a three-year capital bill that commits \$67.8 million in funding to complete the design planning and construction of the Performing Arts Center, \$3.5 million for campus permanent (maintenance) improvements in Macomb, \$15.8 million for the renovation of Building 1 on the Quad Cities Riverfront Campus and an additional \$42.0 million for Building 2. In December, funds were released by the state to support the Riverfront Campus.



Renovation of Building 1 (the former John Deere Engineering Technical Center) began and a programming study for Building 2 was completed in spring 2010. The three-building, 190,000-square-foot Riverfront Campus will support an enrollment of 3,000 students. It will also raise the annual economic impact of the Quad Cities campus from \$10 million to \$50 million.



The University opened the new Multicultural Center—a Leadership in Energy and Environmental Design certified facility housing the Casa Latina Cultural Center, the Gwendolyn Brooks Cultural Center, the Women’s Center, and the International Friendship Club

The University began planning to replace its antiquated analogue phone system with Voice Over Internet Protocol. The University operates 2,476 administrative phone lines and will be phasing out the majority of the 3,746 student phone lines. While the vast majority of students no longer use land lines, the University will retain house phones on each floor of the residence halls, and students will have the option to acquire traditional phone service. Phase I was testing the new phone system at the University Technology (uTech) Support Center; Phase 2 is the installation of the new system at the Quad Cities campus; and Phase 3—extension to Macomb—is being planned at the time this report is being finalized.



The University received Commission approval and began leasing space in downtown Moline to support the new undergraduate Engineering program. The program has concentrations in Mechanical/Manufacturing Engineering and Electrical/Computer Engineering and has plans to grow to 120 students by fall 2013.



The University received State of Iowa and Commission approval to house the Museum Studies program at the Figge Art Museum in Davenport, Iowa. The Figge is an internationally renowned museum that provides students with more than 3,500 collections from the 16th century to the present and an Art Museum Library with over 8,500 volumes, 26 periodical titles, and 300 educational videos.

## 2010



The University reopened a renovated Memorial Hall. The 85,000-square-foot facility, once the university library, houses the Department of Communication, the Department of Communication Sciences and Disorders, Disability Support Services (DSS), University Counseling Center (UCC), Career Services, Center for International Studies (CIS), University Television, and the uTech computing laboratory.

## Comprehensive Fundraising

At the time of the last on-site visit, Western had completed a \$20 million comprehensive fundraising campaign. In 2006, the University launched its new seven-year *Higher Values in Higher Education Fundraising Campaign*, with a \$60 million goal. As of June 2010, the campaign has raised \$36.1 million, or 60.2% of its goal. The campaign has had many unprecedented successes. During Fiscal Years 2008 and 2009, Western experienced its most successful fundraising years in our history, raising \$8.4 million and \$9.3 million, respectively. The previous fundraising record occurred in Fiscal Year 2004 with a total of \$6.2 million received.

Despite the uncertain economic climate, sliding stock market, and rising prices, support for Western is at an all-time high. Western continues to benefit from consistent and loyal support from our alumni and friends, and the University has seen increases in cash gifts, planned giving, gifts of real estate, IRA rollovers, remainder trusts, and parent donations, in addition to the establishment of a President's Scholarship Appeal in 2006.

The University's unprecedented successes also include receiving the largest planned trust ever received at Western and the largest cash gift ever to the Quad Cities campus. In 2006, Western Illinois University alumnus Dr. Norman C. Teeter and his wife Dr. Carmelita B. Teeter of Memphis, Tennessee, announced a planned gift that will benefit Western at the time of their deaths. They named the University as a beneficiary of a \$20-million trust that has a payout rate of 8%, and the income from the trust will support Western for a period of 20 years. Proceeds from the trust will be directed to The Norman and Carmelita Teeter Endowment and will support Western's Department of Psychology and international programs.

In 2009, the Western Illinois University–Quad Cities campus received \$1 million in contributions from the John Deere Foundation and The Moline Foundation for the University’s new Engineering program that began offering classes in fall 2009. The donations, \$500,000 from each foundation, support lease space and equipment. According to Jon Tunberg, The Moline Foundation chair, “This project encompasses many of the goals we have set for The Moline Foundation such as education, charitable partnerships, effective use of our riverfront, business growth and workforce development.” “The John Deere Foundation makes this contribution as an investment in the long-term future of the Quad Cities area,” added Amy Nimmer, president of the John Deere Foundation.

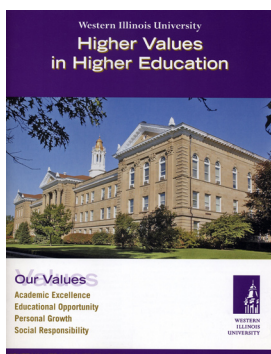
## Western Illinois University Accreditation History

The Western Illinois State Normal School enrolled its first students in fall 1902. The Higher Learning Commission–North Central Association (the Commission) initially accredited Western as a teachers college in 1913. Accreditation by the Commission has been continuous since that date.

The University’s strong accreditation history has supported transformation and change, including awarding the first baccalaureate degree (1918); becoming Western Illinois State Teachers College (1921); establishing graduate programs and conferring the first master’s degree (1944 and 1946, respectively); engaging in name changes to Western Illinois State College and Western Illinois University (1947 and 1957, respectively); becoming a charter consortium member of the Quad-Cities Graduate Study Center (1969); opening Western Illinois University’s Rock Island Regional Undergraduate Center (1988); and beginning to offer classes at its newly purchased and renovated regional center, Western Illinois University–Quad Cities (1997).

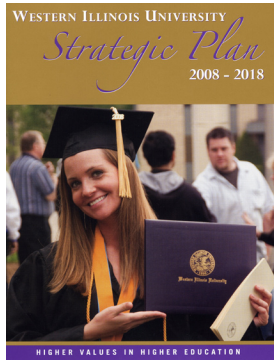
With more than a century of growth and development, the University’s last accreditation visit was completed in 2001. The University received a ten-year reaccreditation with no stipulations about interim reports or visits, which is the most favorable outcome the accreditation process allows. Then, and now, the University maintains strong commitments to quality, affordability, and opportunity, and the University seeks reaccreditation to once again assure and advance the quality of our higher learning.

## The Self-Study Process



Western Illinois University’s *Self-Study* was an intentional, four-year process that will continue well into the future. Academic Year 2007-2008 focused on self-study preparation. In fall 2007, President Goldfarb charged the Vice President for the Quad Cities, Planning & Technology and the Director of Institutional Research and Planning (IRP) to lead a collaborative process with the University community in reviewing and updating the University’s *Higher Values in Higher Education* Strategic Plan that was implemented in Academic Year 2003-2004. The expectation was that the revised Strategic Plan would continue to guide the University’s accreditation, planning, budgeting, and accountability reporting processes.

As the Strategic Plan was being updated, an institutional delegation (including the President; Provost; Vice President for the Quad Cities, Planning and Technology; and Associate Vice President for Graduate and Undergraduate Studies) carefully considered whether the University should engage in a traditional self-study or apply for the special emphasis option. Questions focused on what would best lead to the continued successful implementation of the University's priorities and goals.



By June 2008, the Western Illinois University Board of Trustees unanimously approved *Higher Values in Higher Education 2008-2018* after receiving endorsement from all University governance groups on both campuses. Furthermore, following the same endorsement and approval process, the University, after discussions with peer institutions; attending the Commission's 2008 annual meeting in Chicago; and meetings with the University's Commission Staff Liaison, Dr. Mary Breslin, applied and received approval for a special emphasis self-study.

Special emphasis self-study is an option available to accredited, mature institutions that have a recent history of decennial review cycles in conjunction with their comprehensive evaluation visits and with no interim monitoring. Through this arrangement, Western Illinois University received Commission authorization to engage in special emphasis study focusing on demonstrating and measuring our values, distance learning, and growing our two campuses. These three topics are critical to the advancement of the priorities and goals stated in *Higher Values in Higher Education 2008-2018*.

By the end of summer 2008, a Steering Team was formed to coordinate preparation of 11 supporting teams (one providing data and resource room assistance, one writing the introductory chapter, five addressing the criteria for accreditation, one writing federal compliance, and three addressing the special emphases). By agreement of the President, Vice Presidents, Deans, and governance groups, all students, faculty, and staff from all Vice Presidential areas (Academic Affairs; Administrative Services; Advancement and Public Services; Quad Cities, Planning and Technology; and Student Services) and all University governance groups should have the opportunity to participate in the University's reaccreditation process. It was also agreed that the Steering Team would seek endorsement from all University governance groups on both campuses and Board of Trustees approval before submitting its final report to the Commission.

Academic Year 2008-2009 focused on initial report drafting. Each of the 11 accreditation teams prepared a draft report for the Steering Team co-chairs by the end of spring 2009. Team charges, membership, and meeting schedules are displayed on the University's Accreditation website.

During summer 2009, the Steering Team co-chairs reviewed the reports, made or suggested changes, and worked with the President and Vice Presidents to update team membership lists to replace those who were no longer participating in the process.

Academic Year 2009-2010 was a year of report finalization, endorsement, and approval. Campus feedback on draft reports was solicited in the following manner: presentations at monthly Faculty Senate and Quad Cities Faculty Council meetings; discussion at the Western Illinois University Board of Trustees summer 2009 retreat, and March 2010 and June 2010 meetings; monthly posting on the University's Accreditation website,



and the Macomb and Quad Cities campuses' list-servs; and hosting 15 campus focus groups, which were open to invited participants and all campus faculty and staff.

Endorsement was received from the Civil Service Employees Council (CSEC), Council of Administrative Personnel (COAP), Faculty Senate, Student Government Association (Macomb and Quad Cities), and the Quad Cities Faculty Council. After the endorsement process was completed, the document was sent to the Western Illinois University Board of Trustees for approval to submit the document to the Commission after final grammatical editing by Document and Publication Services.

Academic Year 2010-2011 was the year of submission. Because the endorsement/approval process was completed in summer, files were kept for each of the accreditation chapters in case there were more recent institutional developments that needed to be shared with the on-site review team. By the end of the fall semester, resource room materials were completed, and third-party comment was solicited according to the process described in the third-party comment section of the "Federal Compliance" section of this *Self-Study*. The on-site review was completed in February 2011.

Academic Year 2011-2012 and beyond will continue to focus on successful implementation of institutional priorities and goals. The University made a strong commitment to the reaccreditation process. The Board of Trustees, President, Vice Presidents, Deans, and all University governance groups supported examining topics selected for special emphases, publicly reporting on findings and recommendations, implementing next steps, and hosting a future commission visit to follow up on our accomplishments and future opportunities.

In retrospect, the self-study process was inclusive, coordinated, and assisted by a support team in the following ways:

- Following precedent established in other University planning initiatives (writing and updating *Higher Values in Higher Education*, *Campus Master Plans for Macomb and the Quad Cities Campuses*, and the *Institutional Strategic Plan for Technology*), writing teams represented a broad range of University constituencies. There were multiple opportunities for input, with iterative drafting processes and the requirement of shared governance endorsement from all governance groups on both campuses before the Western Illinois University Board of Trustees approved sending the final *Self-Study* to the Commission.
- There was coordination of team meetings and writing by each of the co-chairs from the ten teams charged with writing the introduction, each of the five criteria, federal compliance, and the three special emphases sections. It was further understood that the four self-study co-chairs (a faculty member and administrator from both campuses) were responsible for holding monthly Steering Team meetings with all of the co-chairs, and these four individuals were responsible for editing team reports into one evaluative self-study discussing evidence in support of the criteria for accreditation, along with an assessment of institutional strengths and opportunities for improvement.
- The self-study process was assisted by an accreditation support team that was responsible for data collection when requested by the teams and for setting up resource rooms containing all of the appendices and supporting materials for this *Self-Study* on both campuses.

# Response to the 2001 Accreditation Site Visit Report

The 2001 *Site Team Report* was divided into four sections: (1) observations regarding accreditation criteria, (2) strengths, (3) challenges, and (4) advice and suggestions to the University. Each section and corresponding recommendations were carefully reviewed and helped to form an action agenda for the University by inclusion in the strategic planning process.

## Observations Regarding Accreditation Criteria

The 12 observations made by the on-site review team produced many meaningful dialogues and resulted in many long-standing and beneficial changes to the University and the students who we serve. This, as shown below, includes reaffirming academic excellence in undergraduate and graduate education; supporting high-demand courses and programs of study; increasing diversity; centralizing administrative functions; coordinating admissions, assessment, and distance learning; supporting educational opportunities in the Quad Cities; and identifying administrative responsibility and accountability for communication with the Commission:

1. Commitment to Graduate Education: *“Members of the Graduate Council expressed some concern that the phrase in the mission statement that related to graduate programs was a “late addition” to the mission. The interest was focused on the issue of whether the commitment to high quality and graduate education was appropriately strong, while recognizing the primacy of undergraduate education at Western Illinois University. The team noted that college-level mission statements and goals did not always reflect that they were developed with both undergraduate and graduate programmatic needs in mind. Angst over this particular issue was also reported by the 1991 Team. The team believes tension over the appropriate presentation of the role of graduate education at the University does not rise to a level of concern, but it does want discussion and accommodation among campus leadership.”* (p. 9)

In 2002, Western Illinois University began developing its new Strategic Plan, *Higher Values in Higher Education*. Endorsed by all University governance groups on both campus locations and unanimously approved by the Western Illinois University Board of Trustees, the Strategic Plan established goals to achieve excellence in both undergraduate and graduate education. In 2005, the University started a consolidated annual reporting process, wherein departments and Colleges (in addition to all administrative and service units from all other Vice Presidential areas) report progress on institutional goals, including graduate education. In 2008, the University reaffirmed its commitment to graduate education with its updated *Higher Values in Higher Education 2008-2018*. Following the same endorsement/approval process, the University community again supported goals of academic excellence in undergraduate and graduate education.

The strength of graduate education at Western Illinois University is demonstrated in planning, resource allocation, and daily operations. College mission statements, including the relationships between undergraduate and graduate education, are reviewed annually as part of the consolidated annual reporting process. Since 2001, the University, as shown in Criterion 2 of this *Self-Study* (Table 2.1), added its first doctoral program (in Educational Leadership) and new graduate programs, including master’s programs in

Liberal Arts and Sciences and Museum Studies, five integrated baccalaureate/master's degrees (in Chemistry, Economics, Accountancy, Computer Science, and Physics), and new post-baccalaureate certificates.

The University also demonstrated its commitment to high-quality, affordable graduate education by engaging in the following actions between 2004 and 2007:

- Raising the minimum grade point average (GPA) for graduate admission from 2.50 to 2.75
- Extending the institutional Cost Guarantee to graduate students—Western Illinois University remains the only Illinois public university to guarantee graduate students no cost increases in tuition, fees, and on-campus room and board rates, provided that the student maintains continuous fall/spring enrollment.
- Revising Graduate Council standards for full graduate faculty membership to include appropriate terminal degree and evidence demonstrating scholarly/creative activity appropriate to the field
- Approving benchmarking criteria for graduate programs
- Offering formal training of teaching assistants through the Center for Innovation in Teaching and Research (CITR) and in cooperation with the School of Graduate Studies

The strength and integration of undergraduate and graduate education have also been demonstrated by more recent actions. Criterion 2 demonstrates the continued use of academic program review and program specific accreditation where appropriate to the discipline to demonstrate quality and viability. Criterion 3 demonstrates use of the assessment processes to enhance student learning and the development of five integrated baccalaureate/master's degree programs.

2. Graduate Education Approvals: *“The team believes that graduate programs might be a more prominent component of the campus culture if they were reviewed by the Senate just as undergraduate programs are reviewed.”* (pp. 16-17)

Graduate education has been an important component of the educational mission of Western Illinois University since it was first established in 1944. Criterion 1 shows that Western operates according to a strong system of shared governance. While there was external concern regarding the “prominence” and “location” of graduate education approvals, the University has spent the last decade codifying structures, processes, and commitments to graduate education that operate according to the University's long-standing tradition of shared governance, including the Faculty Senate in matters of undergraduate curriculum and the Graduate Council in matters of graduate curriculum. Both governing bodies retain equal curricular responsibilities.

3. Enrollment and Course Planning: *“Of some concern, however, is the issue of the critical mass necessary to deliver effectively a major program or graduate program with adequate access to required courses. Students expressed some concerns about their ability to enroll in a timely manner in courses required for graduation for a few majors, generally those with a comparatively heavy or low enrollment. The College [of Arts and Sciences] should explore the viability of continuing majors that have very low numbers of graduates. If the commitment to these majors or graduate programs is strong, it would be wise to consider the development of recruitment strategies to increase the number of students to a critical mass. Further, small graduate programs which are*

*integrated with undergraduate programs can be viable, provided there is a clear distinction between the graduate and undergraduate expectations.” (p. 20)*

At the time of the last on-site visit, Western Illinois University was just launching a new program called GRADTRAC to enhance student course planning, retention, and timely degree completion. Western was the first Illinois public university to offer undergraduate students contracts to enable students to complete an undergraduate degree within four years.

When the program was started, it had an initial enrollment of 334 students. Today, 51 of the 59 undergraduate programs and degrees available offer GRADTRAC options to students. Those programs not participating have longer curricular requirements than the traditional 120-hour degree requirement, such as the state-defined curriculum for teacher education.

Undergraduate students who enter into a contract with the University for GRADTRAC agree to provisions which require students to (1) remain in continuous enrollment, (2) maintain an average of 15 to 16 hours of coursework per semester that applies toward degree requirements, (3) meet the GPA requirements defined for the College and/or program, (4) meet regularly with advisors, and (5) seek approval from college deans before changing academic majors. If eligible students meet all of the requirements and fail to graduate within four years, the University will pay tuition for the expected time to degree completion. With GRADTRAC, Western addresses concerns of course availability by providing academic programs that maximize efficiency and guarantee completion of a degree in four years.

Furthermore, Western Illinois University does not support undergraduate or graduate programs that cannot sustain student enrollment. Through accountability reviews, the Provost's Office monitors enrollment patterns and graduation rates in the various majors. Data are reviewed centrally and then discussed with departments and Colleges; resulting action plans are formed where appropriate.

Using accountability reviews, during the last decade, the University disestablished master's degrees in Teaching and Gerontology and post-baccalaureate certificates in Mathematics, Science, Social Science, Language Literacy, and Marriage and Family Counseling. New and reallocated resources have been applied to address student concerns of course accessibility.

Additionally, as described in the “Strengthening Distance Learning Special Emphasis” section, new funds have been allocated to online courses to promote additional scheduling flexibility. Likewise, the “Growing Our Two Campuses Special Emphasis” section shows that 75% of degree programs are now fully completable on the Quad Cities campus, which is up from 40% in Academic Year 2004-2005.

The suggested integration of undergraduate and graduate classes also occurs in two manners. First, the University has established integrated baccalaureate/master's degree programs where appropriate to the discipline. Qualified senior students (requiring a 3.0 GPA if taken the first semester of the senior year, or satisfying Graduate School Admission Requirements if taken after the first semester) may take up to three graduate classes (500 level or higher) from the University. Second, the University offers “G” courses, which are advanced undergraduate courses that may be taken for graduate credit.



The suggested recruitment strategy “to build critical mass” is reinforced in *Higher Values in Higher Education 2008-2018*’s commitment to develop new and expanded academic programs that allow students to earn multiple degrees from the University. New master’s programs in Liberal Arts and Sciences, Museum Studies, and the new doctoral program in Educational Leadership all build on existing academic programs. Furthermore, active graduate student recruitment and advisement has produced a decline in the proportion of undeclared graduate students from 29.5% of total graduate student enrollment in fall 2001 to 13.6% of total graduate student enrollment in fall 2009.

*“Clearly, the enrollment/graduation patterns at the graduate level, in particular, need to be evaluated by the College [of Arts and Sciences] in the environment of decentralization.”* (p. 26)

All student enrollment, retention, graduation, time-to-degree, occupational placement, and licensure/certification patterns are continuously monitored. These data are published in the yearly *Fact Books* published by the Office of Institutional Research and Planning (IRP) and are annually reviewed at the Deans’ summer retreat. Moreover, these data are reviewed as part of the University program establishment and review processes.

All new programs are reviewed three years after implementation. After the program is reviewed, the decision is made by academic administration to continue, suspend, or disestablish the program. All current academic programs are also reviewed on an eight-year cycle. The Office of the Provost and Academic Vice President is responsible for filing reports with the Illinois Board of Higher Education (IBHE), and all academic departments are responsible for following up with self-study recommendations and any follow-up assigned by the Dean and/or Provost’s Office.

*“The administration should pay close attention to program offerings and opportunities in the Quad Cities as one strategy to increase the size and viability of programs, graduate programs in particular.”* (p. 26)

Since the last accreditation visit, total Quad Cities headcount enrollment has been characterized by a period of decline between fall 2001 and fall 2005 and a period of growth since that time. In the period of decline, total enrollment decreased by 243 students (16.6%) from 1,460 in fall 2001 to 1,217 in fall 2005. However, since fall 2005, the total enrollment increased by 196 students (16.1%) to 1,413 students in fall 2009. Furthermore, the percentage of Full-Time Equivalent (FTE) students on the Quad Cities campus is now over 50% and at record levels. Since fall 2005, undergraduate and graduate FTE enrollment is up 17.1 and 22.4%, respectively.

Enrollment increased at the University as the percentage of fully completable programs increased. In summer 2005, the Deans and Provost agreed that all programs offered on the Quad Cities campus should be fully completable on the Quad Cities campus within two years of entry and without students having to drive to the Macomb campus or another college or university to complete degree requirements. Data from the “Growing Our Two Campuses Special Emphasis” section (Table 9.8) show that 48% of total programs (12 of 25) were fully completable for students entering in fall 2005 compared to 86% of programs (24 of 28) for students entering in fall 2007.

4. Library Support: *“It is unclear what processes will be available to the library to enable it to respond to unexpected budgetary pressures due to the development of a new graduate program, changing or replacement equipment needs, escalation in the costs of books and periodicals, capital improvement costs, and the like.”* (p. 27)

University Libraries has been able to respond to unexpected budgetary pressures. The University has sustained a \$1.7 million operating, materials, and publications budget during a period of declining state support for higher education. In Fiscal Year 2001, state general funds were \$61.4 million or 68.9% of the University’s total appropriation compared to Fiscal Year 2009’s state general funds of \$59.9 million or 49.2% of the University’s total appropriation.

In order to successfully respond to budgetary pressures, University Libraries established an administrative liaison program with each of the University’s 43 academic programs. Library resources are requested as part of the development of new academic programs, and Library personnel work with academic departments during academic program reviews to eliminate any unnecessary collections and to prioritize resource allocation decisions. Technology also helps to contain costs. The University Libraries subscribes to many online collections to prevent having to purchase bound materials, and it works with a statewide consortium to engage in interlibrary loan to prevent duplication of purchases.

5. Diversity: *“Diversity within the faculty continues to be a relatively unfulfilled goal, but some positive strides have been made, including a number of female hires and some minority hires.”* (p. 27)

Since the on-site visit, the number of faculty increased from 686 in fall 2001 to 754 in fall 2009. During this time, minority faculty increased from 8.2% of the total faculty to 13.9% of the total faculty. Likewise, female faculty increased from 38.2% of the total faculty to 43.9% of the total faculty.

Criterion 1 documents many institutional initiatives designed to increase faculty diversity in addition to student and staff diversity, which is discussed in item five of the “Challenges” section (see page 30 of this report). The University’s diversification efforts include establishing the Dual Career Recruitment Program, University Diversity Council, the Underrepresented Minority Dissertation Fellowship program, offices housed in the new Multicultural Center, and a University Theme program (Global Challenges and Personal Responsibilities). As discussed in the aforementioned sections, each program/office encourages members of the University community to think globally and act locally. In addition, the University supports long-standing traditions, including the Western Organization for Women (WOW); actions to internationalize the curriculum; full compliance with all state and federal nondiscrimination laws, orders, and regulations; a comprehensive affirmative action program; and being the second (of 12) Illinois public universities to extend domestic partnership benefits.

The University is also accountable for preparing plans and documenting the outcomes of those plans designed to increase the participation and achievement of minorities, females, and individuals with disabilities to the IBHE annually. The IBHE then prepares an institutional summary for the Governor and General Assembly. Copies of the University’s annual *Underrepresented Groups Reports* will be available to the on-site review team in the University’s resource rooms.

6. Organizational Structure and Decentralization: *“There is concern expressed among the faculty that the decentralization of administration may diminish the attention, resources, and direction needed for certain across-the-University areas. Some programs may need to be addressed through a University-wide and coordinated effort. These include important areas like assessment, student recruitment and retention, diversity, and general education. The team believes that the leadership of the University must address this concern immediately. Excellent progress has been made, for example, in assessment of student learning, but confusion over “who’s in charge” has brought several critical activities to a standstill. The progress of recent years must carry forward in spite of the organizational change underway!”* (p. 28)

In 2002, Western Illinois University hired its tenth president, Dr. Alvin Goldfarb, to create a strategic planning process that articulates the shared vision, goals, values, and priorities of the institution. The resultant *Higher Values in Higher Education* supports centralized facilitation of University priorities with implementation occurring at the appropriate local level(s) and within the context of shared governance.

The University’s integrated planning model, described in Core Component 1A1, and supporting consolidated annual reporting processes, described in this chapter and in Core Components 1A2, 1C4, 2C1, 3B7, 3C1, and 3C2, requires accountability for the advancement of University priorities and expenditures of resources. This model has successfully addressed previous on-site review team concerns regarding assessment, General Education, student recruitment, retention, and diversity. In addition to the evidence provided below, Core Component 2B7 shows that Western has a history of achieving its planning goals.

*Assessment and General Education: Higher Values in Higher Education* recognized the need for both undergraduate and graduate education to “develop a plan for assessment that incorporates assessment and influences curriculum revision.” Between 2002 and 2004, program faculty engaged in assessment of the major and graduate programs; however, there was not a formal assessment process for General Education nor was there institutional coordination of the many assessment practices occurring at the University.

In 2005, that process was initiated. The Office of the Provost requested annual assessment reports from all undergraduate and graduate programs. The new Assistant Provost for Undergraduate Studies and new Faculty Assessment Facilitator met with each department chair and program faculty to offer assessment consultation. These meetings now occur every other year, and this method has been very important in supporting high-quality assessment of major, graduate, and post-baccalaureate programs.

Also in 2005, the Student Learning Assessment Committee (SLAC) was formed to review and update the University’s *Assessment Plan*. In its work, SLAC identified the need to engage in assessment of student learning in General Education and was appointed by the Provost to serve as the committee representing the University in the Higher Learning Commission Assessment Academy where it began planning for work on its main action project, assessment in General Education.

In 2006, the Assistant Provost for Undergraduate Studies, SLAC, and the Faculty Senate’s General Education Review Committee (GERC) engaged in a review of General Education. Members of the Assessment Academy Team supported the Council on General Education (CGE) as it implemented the

new plan for assessment of student learning in General Education. The Academy Team's involvement continued through the last four years (i.e., 2006 through 2010).

With program faculty engaged in the assessment of student learning and supported by centralized coordination, Western Illinois University has an assessment process that begins in General Education and continues through graduate studies. This process is fully described in Criterion 3.

*Student Recruitment:* Both versions of *Higher Values in Higher Education* commit the University to increasing student enrollment from current levels to 12,500 on the Macomb campus and to 3,000 on the Quad Cities campus. In Macomb, the Admissions Office is responsible for undergraduate student recruitment, and the Graduate School works with academic departments to facilitate graduate student recruitment. On the Quad Cities campus, the Office of Academic and Student Services coordinates undergraduate recruitment and provides assistance to the Graduate School and program faculty in graduate student recruitment.

There is shared institutional responsibility for student recruitment. Through *Higher Values in Higher Education 2008-2018*, academic departments and administrative units provide the resource base for academic programs and services that attract students to the University with historically low student-to-faculty ratios (16:1 in Macomb and 12:1 in the Quad Cities) and average class sizes (25 in Macomb and no classes larger than 50 in the Quad Cities). Many students, faculty, and staff from across both campuses are engaged in activities to increase student enrollment and achievement through broad-based programs in academics, student organizations, and intercollegiate athletics. Furthermore, since 2005, the Western Illinois University Board of Trustees, President, and Vice Presidents have committed to an institutional all-funds budgeting model that keeps cost increases to a minimum to further support Western's statewide and national leadership in affordability and cost predictability.

*Student Retention:* The University's core value of academic excellence expresses the institutional commitment to the individual learner. Both editions of the University's Strategic Plan include performance indicators to be in the top 10 percentile for *US News and World Report's* top tier, public, Midwestern master's granting institutions for first-year retention rates and six-year graduation rates. Data from Core Component 1A5 shows that the University's freshman retention rate has improved with each cohort since fall 2006, and the current six-year graduation rate of 59.3% represents a historic peak for the institution.

As recommended by the last on-site review team, Western engages in many centrally facilitated initiatives supporting student retention. This includes assessment coordination, academic program review, and graduation rate analysis by Academic Affairs; the use of the Council for the Advancement of Standards (CAS) self-study for effective service provision by Student Services in Macomb and the Office of Academic and Student Services in the Quad Cities, an institutional commitment to implementing best practices in distance education as part of this *Self-Study*, and the President's creation of a University Retention Committee to make process enhancements and coordinate efforts across Vice Presidential areas.

*Diversity:* The Office of Equal Opportunity & Access is responsible for administering and reporting to local, state, and federal agencies on plans and outcomes of Western Illinois University's comprehensive Affirmative Action program. In addition, a new Assistant Vice President for Academic Affairs was hired in 2008 to coordinate diversity efforts within that Vice Presidential area.

Diversity is a shared responsibility as expressed in the *University Mission Statement* and in the core values of academic excellence, personal growth, and social responsibility. One example of University-wide engagement in diversity planning is the University Diversity Council. Co-chaired by the Director of Equal Opportunity & Access and the Assistant Vice President for Academic Affairs, members serve as constituent representatives on issues related to Equal Opportunity/Affirmative Action and make recommendations to the Equal Opportunity & Access officers and the President regarding policy, University initiatives, and programs in support of the University's Affirmative Action program. The Diversity Council also includes additional University representation on the following committees: Web Accessibility, Americans with Disability Act, and University Committee on Sexual Orientation. Another example is the institutional use of Trainee and Learner programs to diversify Civil Service positions and the Dual Career Recruitment Program to diversify faculty and administrative positions.

7. Assessment: *"The team encourages the University to clarify for faculty its intention with regard to assessment of General Education and assessment in the major. It would be unfortunate to lose the good will and momentum that led to an impressive achievement in developing a culture of assessment."* (p. 32)

As described in the section on "Assessment and General Education," Western Illinois University has developed and sustained an assessment process that begins in General Education and continues through the graduate studies. Furthermore, the IRP administers annual alumni surveys to further inform the assessment process, in addition to other University-wide surveys discussed in Criterion 3.

*"Student Services is encouraged to develop a more comprehensive and systematic assessment plan. A suggestion for the Division of Student Affairs is to integrate and coordinate its assessment activities. It appears that each of the 23 departments is doing its own assessments, most of which involve student satisfaction surveys. A single assessment survey on student satisfaction would reduce redundancy and alleviate the "survey burden" placed on students."* (p. 33)

Similar to all academic departments and administrative units, the *Consolidated Annual Report* process standardizes (i.e., integrates and coordinates) the evaluation of program effectiveness in Student Services and across both campuses. Additionally, and following the last on-site team recommendation, the Division of Student Services, beginning in 2009, uses standardized assessment processes with implementation of the CAS self-study process.

CAS uses assessment and evaluation in 13 domains of program provision (mission; program; leadership; organization and management; human resources; financial resources; facilities, technology, and equipment; legal responsibilities; equity and access; University and external relations; diversity; ethics; and assessment and evaluation). Similar to the academic program review process, a sample of offices is evaluated and then placed on a multiyear review schedule. The first office to engage in CAS was Undergraduate Admissions. A cyclic review of offices reduces survey burden.

To further reduce "survey burden" while still collecting valuable assessment and evaluation data, Western reduced institution-wide surveys to five primary instruments while the student is enrolled. The surveys intentionally focus on key variables influencing student attrition (i.e., college preparation/transition, satisfaction with the educational/residential experience, and alcohol use), so proactive retention strategies can be implemented.

The University participates in the Making Achievement Possible (MAP-Works) assessment system that enhances a student's ability to make a successful transition to college. MAP-Works enables student success by providing customized, relevant information to students and by alerting faculty/staff so that they can initiate proactive intervention to reduce a student's risk of failure and to help students get the most out of their college experience. In fall 2007, Western Illinois University was one of nine colleges to pilot the online version. Fall 2008 saw MAP-Works advance to a full-scale national benchmarking instrument, with Western participating since that time.

Western also surveys students during the second semester of the freshman and senior years through the *National Survey of Student Engagement* (NSSE), which measures the actual experiences students report regarding their academic and personal development. NSSE provides an excellent benchmarking tool to measure progress in achieving our strategic planning goals. The University first became involved with the NSSE in spring 2005, piloting the effort with a sample of freshman and senior students. Beginning in spring 2006, Western committed to annual NSSE participation and expanded its reach to include all freshman and senior students.

Western has participated in the Core Institute's Alcohol and Other Drug Survey for several years. During 2007, University staff worked with the institute to create a benchmarking study. The report published in July of 2007 serves as an assessment of the University's Alcohol and Other Drug prevention strategies that affect knowledge and attitudes, choices and behaviors, and environmental factors. Additionally, the University's Biennial Review in compliance with the Drug-Free Schools and Communities Act is available from the Alcohol and Other Drugs Resource Center website, which is a division of Beu Health Center.

In spring 2005, the fraternity/sorority community at Western Illinois University began participating in the Association of Fraternity Advisors/Educational Benchmarking, Inc. (AFA/EBI) Assessment. The University was one of 27 participating institutions for the 2005 assessment period. There are now over 1,500 institutional members. This AFA/EBI Assessment provides a benchmarking tool that measures the perceptions that fraternity and sorority members have of the Greek Community in 15 areas related to leadership and personal growth. Results have been used at Western to create an advisory board to Greek Life Programs and the Office of Student Activities in relation to the management and advising of the fraternity and sorority program, and to advancing academic success, social responsibility, and relationships within the community.

University Housing and Dining Services (UHDS) conducts annual surveys regarding potential enhancements to residence hall living and service delivery. Recent results have been used to introduce the use of sustainable practices (containers and recycling) in Dining Services, additional computer labs in the residence halls, and planning for the expansion of wireless coverage from common areas to all floors.

There are other local surveys administered to students to improve service delivery. For example, the Office of Academic and Student Services on the Quad Cities campus administers an annual fall survey to determine course scheduling priorities, service satisfaction, and other institutional data needs. However, a conscious effort across Vice Presidential areas has been made to limit surveys to prevent survey fatigue.

8. Undergraduate Admissions: "*The team is concerned that coordination of total admissions activity [between Undergraduate Admissions and the Office of Academic Support] seems to be missing from the process currently followed.*" (p. 35)



Since the last on-site visit, an Undergraduate Admissions grid has been developed and implemented. Based on a student's entering qualifications, the grid clearly defines whether the student will be regularly admitted, admitted through the Office of Academic Services, referred to the Faculty Senate's Council on Admission, Graduation and Academic Standards (CAGAS) for consideration, or be denied admission.

9. Technology: *"There does not seem to be much connection between the Faculty Development office [now called the Center for Innovation in Teaching and Research (CITR)] and the impressive array of services and equipment available through the Center for the Application of Information Technologies (CAIT). While CAIT is primarily an entrepreneurial operation, it is extremely well-situated to provide just the kind of assistance that faculty need to explore and to develop the uses of technology in their classrooms."* (p. 37)

As documented in the "Strengthening Distance Learning Special Emphasis" section, there are now strong connections between the School of Extended Studies (SES) that administers the University's Distance Education programs, CAIT that assists in the development of online instructional materials under the direction of faculty, and CITR that assists faculty in pedagogical issues associated with online instruction. These partnerships have resulted in record enrollments for the University's Distance Education courses.

It is important to note that CAIT was reorganized from the College of Education and Human Services to a Vice Presidential area serving all colleges to further reinforce the on-site team recommendation of providing institutional resources for supporting technology. Additionally, in summer 2010, the name of the School of Extended Studies was changed to the School of Distance Learning and Outreach to further reinforce the institutional commitment to these important forms of learning.

10. Quad Cities: *"The team believes that the University should capture the opportunities presented by the Quad Cities. To do this, the University should employ a chief executive officer on-site able to represent the University in negotiations and contacting across fiscal, academic, and student issues. Such a leader or deal maker should report directly to the University President."* (p. 40)

Since the last on-site visit, administrative oversight for the Quad Cities campus has transitioned from a Dean of Continuing Education, to an Associate Provost, to a Vice President. The vice presidency was established in 2008, and this position serves as chief advisor to and representative for the President regarding Western Illinois University–Quad Cities. The position is responsible for the long-term planning and daily operations of the Quad Cities campus.

*"The team encourages the University to move forward aggressively with plans to provide new facilities in partnership with the community, local corporations, and a local private college. The importance of having a larger facility for classes, access to computer labs and library services, and opportunities for expanded student services is evident."* (p. 40)

Western Illinois University–Quad Cities is the only public university in the Quad Cities area (Moline and Rock Island, Illinois, and Davenport and Bettendorf, Iowa). The current, one-building facility serves 1,413 students and is at maximum capacity.

In 2003, John Deere donated 20 acres of land and property, assessed at more than \$3 million, to create an expanded Western Illinois University–Quad Cities Riverfront Campus. While awaiting state capital funding, Western received \$5.2 million in state and federal grants, private support, and internal reallocations (25% of total construction costs) to complete site planning, architectural and engineering design planning for the first building, asbestos abatement, and construction preparation. In December 2009, the Governor announced that construction on the first building would begin in spring 2010. Groundbreaking and construction began in spring 2010, and the building will be opened within 18 months. Additionally, the University completed a programming study for the uses of Building 2 in spring 2010.

The Riverfront Campus construction supports the economic development of our host community and region. Through partnerships with the City of Moline, the economic development administration of Renew Moline, the Illinois Quad City Chamber of Commerce, and support of local legislators, an urban renewal project for the new Western Illinois University campus and adjacent property is known as “RiverTech.” The successful construction of the new Western campus and redevelopment of adjacent property will create a \$100 million taxable base and attract 2,000 new and existing jobs with a one-time construction impact in excess of \$150 million. All new buildings in this initiative will achieve Silver Leadership in Energy and Environmental Design Certification by the United States Green Building Council.



**Western Illinois University–Quad Cities Riverfront Campus Groundbreaking, March 31, 2010**

Current projects that the newly developing Western Illinois University–Quad Cities campus helped to stimulate by virtue of the new campus location include the following:

- A \$50 million commitment by KONE Corporation to house their North American Operation Center on the Mississippi Riverfront that completes a three-phase, \$71 million mixed-use development known as Bass Street Landing
- A \$45 million Transit Oriented Development/Amtrak Station that will include an intermodal pedestrian transport center and a new high rise office structure and retail and food court
- A \$5 million new facility for research and development by the public and private sectors
- A \$12 million, 90-unit work-live urban lofts development, with retail and businesses located on the lower floors (See map on p. 241.)

Returning to immediate space considerations, in 2009, Western Illinois University–Quad Cities received \$1 million from the John Deere Foundation and the Moline Foundation to support the use of lease space for the new School of Engineering. The University is leasing 9,000 square feet in the Caxton Block Building, which



is located in downtown Moline and one mile from the Riverfront Campus, to support three classrooms, two computer laboratories, and faculty offices. To further relieve space constraints, the University uses classrooms at the Quad-Cities Graduate Study Center (a local educational consortium) and trades classrooms during “off-peak” hours with the local community colleges. The University also received Commission approval to house the Museum Studies program at the internationally renowned Figge Art Museum in neighboring Davenport, Iowa.

*“While students at the Regional Center may access many services on the Macomb campus via the Web, some services are best provided at the center. For example, book sales only occur during a few days each semester. Additional bookstore items such as sweatshirts, etc., that enhance student identification with the institution while expanding public visibility would be possible in expanded or new facilities as would books and texts access.”* (p. 40)

Historically, Western Illinois University–Quad Cities has not sold bookstore items as they are available on the Web, and there are space constraints on the current campus. However, as student enrollment grows, so does the demand for bookstore amenities. Therefore, beginning in fall 2009, the Quad Cities campus remodeled space (from areas moving to the Caxton Block Building) for retail sale of Western Illinois University amenities.

When the \$80 million construction build out of the Quad Cities Riverfront Campus occurs, it will focus on academic facilities. All ancillary services, such as bookstores, retail, food service, and child care, will be privately developed in the area proximal to Western to support the local economy and new job creation.

*“There seems to be disparity in how faculty are integrated into the various departments on the Macomb campus and supported in serving on University committees. While some departments provide travel monies to come to campus for committee meetings, others do not. This is troublesome because service on committees is an important part of faculty tenure and promotion. Consistency in expense reimbursement for attending committee meetings may eliminate a possible disadvantage for some faculty.”* (p. 40)

Articles 18 and 32 of the Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011* clearly define responsibilities and assignment of duties for tenured/tenure-track faculty and academic support professionals and associate faculty, respectively. These were also defined in the previous *WIU/UPI Agreement 2001-2007*.

Furthermore, consistency in reimbursement practices exists. Faculty are provided intercampus travel. Article 27.9 of the *WIU/UPI Agreement 2007-2011* states, “An employee shall receive a reimbursement for authorized travel required by the employee’s work assignment in accordance with written University policy.” The University also uses its two-way, audio-video (CODEC) system to conduct business meetings to maximize time and efficiency.

In discussing WIU/UPI agreements, it should be noted that the *WIU/UPI 2010-2015 Extension Agreement* was ratified in June 2010. It is currently being published and will be available to the on-site review team in print and Web copy.

11. Distance Education: *“At the Regional Center in the Quad Cities, the team was informed that all courses for the MBA degree were delivered from the main campus with the University’s interactive video network. Further, the*

*team was informed subsequently that the MBA degree was currently available at three other sites in Illinois through distance education on the interactive video network. This institutional change has occurred since the 1991 team visit. An institutional change of this kind—delivering for the first time a degree program offered primarily through distance delivery method (IC.2a.4)—should lead to an on-site focused visit (or action by a review panel). The team believes that a timely formal request to NCA [North Central Association] for a review of this institutional change was not made.” (p. 42)*

The University no longer broadcasts all courses in a degree program from Macomb to the Quad Cities. In 2005, the Deans agreed that the institution’s two-way, audio-video system (CODEC) is only to be used as a complement or supplement to instruction. In-person delivery is the primary instructional modality on the Quad Cities campus.

Western Illinois University does have three Commission-approved distance programs. The University’s Master of Business Administration (MBA) and Master of Science in Instructional Design and Technology (IDT, formerly ITT) distance programs were approved through the 2001 reaccreditation review process. A worksheet of recommended *Statement of Affiliation Status* wording by the institution and review team was included with the 2001 team report. These changes were recommended by the Institutional Actions Council (IAC) on June 18, 2001; adopted by the Commission Board of Trustees on June 25, 2001; and became effective that date.

The Board of Trustees/Bachelor of Arts (BOT/BA) degree was added as a Distance Education program on June 24, 2005. The IAC recommended approval on June 13, 2005; the Commission Board of Trustees approved changes on June 24, 2005; and the changes became effective that date. Additionally, the BOT/BA degree name was changed to Bachelor of General Studies (BGS) to better describe the nature of the program. This change was effected in fall 2010.

*“The team is troubled by the following findings during its visit:*

*Principle administrators for distance education (and the PREL [Pacific Resources for Education and Learning] program) seemed, to the team, to be unaware of the NCA’s Guidelines for Distance Education published in the Handbook and unaware of the NCA’s current project to update these guidelines.*

The administrators referenced above are no longer employed at the University. The University is aware of *Commission Guidelines for Distance Education*, and it has engaged in the “Strengthening Distance Learning Special Emphasis” section in this *Self-Study* to advance Commission-identified best practices in distance learning. Furthermore, it should be noted that the PREL program was removed from the University’s *Statement of Affiliation Status* on July 22, 2005, because the program was disestablished.

*A couple of principal leaders at the Center for the Application of Information Technologies stated to the team independently that they did not work for the University, but a separate agency.*

In the past, there was limited perception that CAIT was part of the University because the primary source of revenue for CAIT is non-appropriated funds, and the majority of its clients are external to the University. However, CAIT is an integral part of technology at Western Illinois University.

As previously stated in this report and elaborated in the “Strengthening Distance Learning Special Emphasis” section. CAIT was reorganized from the College of Education and Human Services (COEHS) to University Technology (uTech) to provide institutional support for distance education. CAIT is also an entrepreneurial extension of the University that serves the campus, state agencies, and private industry. CAIT annually generates over \$1.8 million in sponsored grants and contracts. As part of the Division of the Quad Cities, Planning and Technology, CAIT staff are integral to helping the University achieve *Higher Values in Higher Education’s* priority of supporting the instruction, research, and service activities of the University community.

*Neither the leadership of the Extended Studies and Continuing Education office nor the librarian who headed the Distance Education Library Committee seemed, to the team, to be familiar with the PREL degree program at the time of the team visit.*

Western Illinois University no longer sponsors the PREL program. All distance learning activities are coordinated by the Director of Non-Traditional Programs in consultation with programmatic faculty, department chairs, the Deans, and the Provost’s Office.

*Thus, the team expects that the University immediately set out to define how it will assert administrative oversight of out-of-state distance education and insure that its key officers understand the expectations of the University’s accrediting body with respect to distance education.” (pp. 43-44)*

With the Director of Non-Traditional Programs coordinating the University’s expectations, both the Associate Provost for Graduate and Undergraduate Studies in Macomb and the Vice President for the Quad Cities, Planning & Technology are responsible for ensuring that the director and the University follow Commission expectations with respect to distance educations and all other functions. Both of these administrators are experienced consultant-evaluators for the Commission and attend regularly scheduled meetings to remain current on policies and procedures.

12. Communication with NCA: *“The team’s one significant concern on institutional integrity speaks to the relationship between Western Illinois University and the North Central Association. It appears to the team that the University has a pattern of not formally and clearly requesting that accrediting body approve pending institutional change before the change is initiated. Since the 1991 team visit, here is the evidence:*

*The University did not formally and timely request approval from the NCA for a change in institutional control when the legal basis of its governing Board totally changed. (p. 46)*

All future changes in mission or structure, educational offerings, educational sites, or relationships are expected to follow the procedure defined in Section 7.2 of the Commission’s *Handbook for Accreditation, Version 1:10/03*. The Associate Provost for Graduate and Undergraduate Studies in Macomb and the Vice President for the Quad Cities, Planning and Technology are responsible for ensuring that these processes are followed.

Also, there has been no change in legal status for Western Illinois University since 1996, when the Illinois General Assembly enacted *Illinois Compiled Statutes, 110 ILCS 690/35* to establish the Board of Trustees of Western Illinois University as well as separate Boards for former Board of Governors

institutions (Chicago State University, Eastern Illinois University, Northeastern Illinois University, and Governors State University) and Board of Regents institutions (Illinois State University and Northern Illinois University), while retaining governing boards for the Southern Illinois University (Carbondale and Edwardsville) and the University of Illinois (Chicago, Springfield, Urbana-Champaign).

*The University did not formally and timely request approval from the NCA for initiating the delivery of a degree, the MBA, primarily by technology-based distance education. The 1991 Team Report describes extending education off campus in terms of on-site faculty and faculty driving out from Macomb. The University now has all of the facilities, technical support, and trained faculty to deliver essentially 100% of the MBA by interactive video. (p. 47)*

Concerns regarding distance education have been rectified (see Discussion Item #11, “Distance Education”).

*The University did not formally and timely request approval from the NCA for initiating the delivery of the M.S. ITT outside the State of Illinois. (p. 47)*

As mentioned above, concerns regarding distance education have been rectified. Besides the three Commission-approved Distance Education programs, the University also has one Commission-approved out-of-state educational site. Western Illinois University received State of Iowa Certification to house the Museum Studies program at the internationally renowned Figge Art Museum in neighboring Davenport, Iowa. Consistent with Commission expectations, this Change in Educational Site was approved by the Commission in 2009 before five or more courses were held at this location.

## Strengths

The following ten items were listed as strengths of Western Illinois University during the last on-site visit. The University believes that these strengths are traditions and will again be demonstrated during the 2011 on-site visit:

1. “The vitality of the University community is much stronger in 2001 than that described in the 1991 Team Report. Morale is good, and confidence in the institution and in each other is found within all principal constituencies.
2. The University developed an effective program for assessing student learning, with commendable progress in the General Education program.
3. The new governance control, with a Board of Trustees responsible only for Western Illinois University, is an institutional change that has helped lift aspirations and morale.
4. The expertise, commitment, and enthusiasm of the Board of Trustees is a notable strength.
5. The University is held in high regard by leaders from Macomb and the surrounding region.
6. Alumni operations and University advancement are greatly improved since the 1991 visit.
7. There is remarkable congruence among leadership groups on what the top four or five priorities are for the University in the next several years.
8. The University’s Regional Center is a valuable asset with great potential for future growth and for building the institution’s presence within its primary service region.
9. Since the 1991 visit, the Library and information technology have significantly improved. In the instructional technology area, the new Center for the Application of Information Technologies (CAIT) is a remarkable program and facility.
10. Students reciprocate the caring attitude they receive from faculty and staff.” (p. 50)

## Challenges

The following six challenges were identified in the last on-site visit. The University has acted upon each of these items to advance institutional priorities and goals and the students that we serve:

1. *The University's Regional Center in the Quad Cities will be challenged to meet the existing demand for educational services. The team believes a high-level administrator on-site should be appointed soon to lead the next phase of development.* (p. 50)

A Vice President is on-site and is leading the development of the Quad Cities campus. This position is responsible for overseeing University plans for the Quad Cities campus that include increasing enrollment to 3,000 students; constructing a new, three-building Riverfront Campus; achieving an \$8 million comprehensive fundraising goal; coordinating with Academic Affairs in providing fully completable degree programs; and offering comprehensive academic and student support services. More specific details regarding the University's plans are discussed in the "Growing Our Two Campuses Special Emphasis" section.

2. *There is a perceived uneven distribution of support across campus for instructional activities, which could lead to conflict among colleagues and Colleges if not successfully addressed by the administrative team.* (p. 50)

The collaborative model used in forming *Higher Values in Higher Education* was designed to promote institutional consensus on priorities. Administrators are accountable for documenting progress on University plans, including resources allocated, in *Consolidated Annual Reports*. The annual planning and accomplishment presentations made by the Vice Presidents and areas that report to the President starting in 2004 are open to the public, broadcast to the Quad Cities campus, and are tied to annual budget allocations to address how resources are distributed in a transparent manner.

In 2005, the University implemented several initiatives to enhance faculty support across instructional areas. This included establishing the Center for International Studies (CIS) to assist in the internationalization of the curriculum, the Western Survey Research Center (WSRC) to assist with research design and program planning, and the Institute for Environmental Studies (IES) to promote sustainability initiatives. Additionally, the Faculty Development office was repurposed to focus on matters reflecting its new name: the Center for Innovation in Teaching and Research (CITR).

In Academic Year 2006-2007, President Goldfarb charged a University-wide committee to write an institutional strategic plan for technology that is user-centered and provides the support, services, and infrastructure to advance the academic mission and service operations of Western Illinois University. Criterion 2 documents the many achievements of the resultant Institutional Strategic Plan for Technology at the University that include upgrading and standardizing technology across all colleges and both campuses.

In 2007, the University began providing central funding to sustain multi-year programs for establishing a four-year rotation for faculty computers. When the program was established, there was a 26-year range between the oldest (1981) and newest (2007) operable faculty computers. Moreover, 382 faculty computers were purchased prior to 2000. Data for Fiscal Year 2009 show that there is now a 14-year range between the

oldest (1995) and newest (2009) faculty computers. Moreover, with the continuation of the program and the purchase of just 20 computers, all Western Illinois University faculty computers will be nine years old or less.

As the University committed to upgrading faculty computers, it also committed to electronic classrooms and laboratories. Staff from Physical Plant, uTech, and Quad Cities Technology, in collaboration with end users on both campuses, upgraded 40 of the University's 127 general instructional electronic classrooms (31.5%) by the end of Calendar Year 2009.

In addition to these efforts, uTech supports 25 student-computing facilities in academic buildings, residence halls, and dining areas. All 597 computers in these facilities are within the four-year rotation. The same is true for the 92 computers in student-computing facilities on the Quad Cities campus. The Caxton Block Building features all new computers, and students in Museum Studies are supported with laptop computers in a mobile computing environment at the Figge Art Museum.

In addition to all these facilities, students have access to 171 computing facilities supported by departments and Colleges. The University is currently documenting the age of technology in these locations and will work with the departments and Colleges on plans to upgrade these facilities. This planning will be done in conjunction with the Mobile Computing Task Force (MCTF), which is examining ways to support student-computing needs in venues other than traditional laboratories.

There have also been special initiatives at the Vice Presidential level to support even distribution of instructional activities. For example, the Faculty Senate was asked to complete a review of professional development support (i.e., travel support) across Academic Affairs, recommending levels of support for faculty research, service, and professional development. As stated in *Higher Values in Higher Education 2008-2018*, the Provost, Deans, and department chairs are responsible for implementing agreed upon recommendations and seeking additional funding where it is not available.

Progress is being made. The Provost's Faculty Travel Awards with a budget of \$100,000 were established in Fiscal Year 2009. In the first year of operation, the program generated 96 applications with 88 awards made. Through this program and other support, faculty conference presentations increased from 741 in Fiscal Year 2008 to 954 in Fiscal Year 2009. As part of the University's current \$60 million comprehensive fundraising campaign, faculty support is one of four key priorities, along with student scholarships, capital improvement, and information and technologies. As of June 2010, the campaign has generated \$36.1 million, and the University continues to aggressively seek external funding.

3. *Decentralization of budget control and program responsibility is an institutional change in organization that was "a work in progress" at the time of the team's visit. A great deal of unease about the change was expressed to team members in a number of sessions with diverse faculty. It is clear that the transition in organizational architecture has caused many to struggle with perceived profound changes in campus culture.* (pp. 50-51)

The issue of decentralization as expressed in 2001 is no longer an issue. President Goldfarb created a strategic planning process that articulates the shared vision, goals, values, and priorities of the institution. The resultant *Higher Values in Higher Education* supports centralized facilitation of University priorities



with implementation occurring at the appropriate local level(s) and within the context of shared governance. Moreover the University's planning model and supporting consolidated annual reporting processes require accountability for the advancement of University priorities and expenditure of resources.

- a. *Progress with assessment has been seriously impacted by decentralization, e.g., absence of coordinated reporting, less consistency among Colleges in effort.* (p. 51)

The Associate Provost for Graduate and Undergraduate Studies provides institutional assessment coordination, and data from Criterion 3 show that there are consistent processes across General Education, undergraduate majors, and graduate programs of study.

- b. *Accountability for achieving diversity and for affirmative action is unclear to the campus community.* (p. 51)

The Director of Equal Opportunity & Access is administratively responsible for coordinating Western's comprehensive Affirmative Action program. To advance diversity efforts within Academic Affairs, Dr. Ron Williams was named Assistant Vice President in 2008. His duties include enrollment management and student retention, Academic Affairs transfer coordinator, Illinois Articulation Initiative (IAI), transfer agreements, Community-University Partnership Program (CUPP), Underrepresented Minority Fellowships, Southern Regional Education Board campus coordinator, oversight of University Advising and Academic Support Center (UAASC), and expanding cultural diversity.

The Director of Equal Opportunity & Access and the Assistant Vice President for Academic Affairs co-chair the University Diversity Council and its working committees. Embracing and enhancing diversity is also a shared responsibility of all members of the University community as expressed in the core values of academic excellence, personal growth, and social responsibility.

- c. *Administrative authority and responsibility for distance education is unclear to the campus community.* (p. 51)

The Director of Non-Traditional Programs coordinates distance learning activities in consultation with programmatic faculty, department chairs, the Deans, and the Provost's Office. The director also works with the Associate Provost for Graduate and Undergraduate Studies and the Vice President for the Quad Cities, Planning & Technology on adherence to Commission policies, procedures, and expectations.

4. *It appears that the President and Cabinet set enrollment goals and that different portions of the goal are the responsibility of two or more departments. The team was unable to discern how the University achieved an integrated enrollment management strategy with this arrangement.* (p. 51)

The President and Cabinet set annual institutional enrollment targets for new freshmen, transfers, and graduate students, with the long-term goals of 12,500 students for the Macomb campus and 3,000 students for the Quad Cities campus. The setting of annual enrollment goals is part of the University's annual Resource Allocation Management Plan that is approved by the Western Illinois University Board of Trustees before submission to IBHE, the General Assembly, and the Governor.

Implementation of enrollment targets is a shared activity of the Admissions Office, Office of Academic Services, School of Graduate Studies, and the Office of Academic and Student Services in the Quad Cities. While there is a division of labor between these offices, each has a specific role and function, and they work together to help the University achieve its goals. These units have worked to increase annual new student applications from 11,814 in fall 2005 to 12,677 in fall 2009. Processes are coordinated through an enrollment management committee, formerly called the enrollment network, chaired by the Director of Undergraduate Admissions.

In Macomb, the Admissions Office coordinates undergraduate recruitment, and the Office of Academic Services admits and works with “specially admitted students” during their first year of study. With a value of educational opportunity, the University has a defined admissions process for students who do not meet the University’s regular admissions criteria but demonstrate promise and a willingness to work toward shared educational goals. A specific number of special admissions, ranging between 300 and 400, is agreed upon by the President and Vice Presidents. In the Quad Cities, the Office of Academic and Student Services coordinates undergraduate admissions.

On both campuses, both admissions areas work with the School of Graduate Studies and program faculty to support graduate student recruitment. Additionally, the Council on Admission, Graduation and Academic Standards (CAGAS), a Faculty Senate council, is responsible for recommending and evaluating policies concerning admission, retention, graduation, and academic standards for undergraduate programs and for establishing some of the procedures to carry out such policies. It also serves as an appellate body regarding such policies and procedures for undergraduates. The Graduate Council performs these functions for graduate students.

The University is currently working with an enrollment consultant to review institutional recruitment strategies; holding students through the process of inquiry, application, acceptance, and enrollment; and identifying potential process enhancements and efficiencies. A copy of the consultant’s report and University follow-up actions will be available for the on-site review team.

5. *Diversity is a challenge recognized by all principal constituencies on campus; the team encourages more attention to this goal.* (p. 51)

An earlier response in this document showed that Western Illinois University continues to work on increasing diversity. Data from Table 1.1 show that the University’s diversity efforts for students, faculty, and staff have been successful. These efforts will continue, and the University will pay special attention to areas where the proportion of females show decline through actions and priorities discussed earlier in this report.



**Table 1.1. Minority and Female Students, Faculty, and Staff, Fall 2001 and Fall 2009**

	2001			2009		
	WIU Total	Minority Subtotal	Percent of Total	Total	Minority Subtotal	Percent of Total
Students	13,206	1,334	10.1	12,679	2,155	17.0
Faculty	686	56	8.2	754	105	13.9
Civil Service	908	36	4.0	899	49	5.5
Administrators	240	23	9.6	322	38	11.8
Professionals	139	10	7.2	147	25	17.0
	WIU Total	Female Subtotal	Percent of Total	Total	Female Subtotal	Percent of Total
Students	13,206	6,983	52.9	12,679	6,229	49.1
Faculty	686	262	38.2	754	331	43.9
Civil Service	908	540	59.5	899	510	56.7
Administrators	240	128	53.3	322	165	51.2
Professionals	139	88	63.3	147	82	55.8

6. *Institutional integrity in the University's relationship with the North Central Association is a challenge. The University must formally and clearly inform its accrediting body of pending significant institutional change and obtain the necessary approvals.* (pp. 50-51)

The Associate Provost for Graduate and Undergraduate Studies and the Vice President for the Quad Cities, Planning & Technology are administratively accountable for ensuring that the University follows all Commission policy and protocol. Since the last accreditation visit, this includes receiving approval for Distance Education programs in the MBA (2001), IDT (2001), and the Board of Trustees/Bachelor of Arts (BOT/BA) degree (2005); eliminating the PREL program from our *Statement of Affiliation Status* (2005); receiving Commission approval for our first doctoral degree (2005) and having the Commission select our doctoral change request as a “best practice” for inclusion in the annual self-study fair; and filing annual institutional updates, and receiving State of Iowa and Commission approval for housing the Museum Studies program in Davenport, Iowa (2009).

### Advice and Suggestions to the University

The consultation provided by the last on-site review team was the basis for institutional actions.

1. *Progress has been made on salary compression, and since it will take several years to correct, the team supports the leadership commitment to this priority.* (p. 52)

Both the original and the updated *Higher Values in Higher Education* reports state that the highest institutional priority is to provide faculty and staff salaries that meet and exceed the mean of peer institutions. Contractual agreements between the University Professionals of Illinois and Western Illinois University provide for salary increases averaging 3.5% annually since the last on-site visit, and additional institutional funds, through contractual agreements, are provided for Professional Achievement Awards (PAAs), promotions, and faculty minima salaries. These salaries and increases are funded by annual state general revenue funds and internal reallocation of University income (tuition) funds. Annual increases in state general revenue funding range from a low of no increases in Fiscal Year 2005 to a high of 2.8% in Fiscal Year 2009.

Table 1.2 shows that average Western Illinois University faculty salaries compared to the mean for peer institutions increased for professors and instructors, remained relatively constant for associate professors, and decreased for assistant professors. While there was a decrease in the last comparison, faculty salary comparisons are influenced by many factors, including the number of employees in a given classification, the number of years in that classification, and so on. With more assistant professors being promoted to associate, the mean salary for assistant professors decreased as the University had a population with fewer years of experience. As all other comparisons show, contractual agreements are helping to sustain improvements in Western Illinois University faculty salaries compared to peer institutions.

**Table 1.2. Average Western Illinois University Salaries Compared to the Mean of Peer Institutions, Fiscal Years 2005 Through 2009**

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

However, as indicated in Core Component 2B1, the State of Illinois is in fiscal crisis. The state's budget shortfall is estimated to be as high as \$5.7 billion—the second highest in the nation—and the state as of June 19, 2010, has not provided Illinois colleges and universities with their full state appropriations. Western is owed approximately \$20 million, approximately one-third of which is appropriations that should have been paid and expended by June 30, 2010.

Legally, institutions have to receive their appropriations, and Illinois law does permit institutional borrowing to address cash flow issues. In June 2010, the Western Illinois University Board of Trustees approved establishing a line of credit—should circumstances require.

At the same time, the Board of Trustees, University campus, and UPI in the 2010-2015 contract extension reached an agreement to hold faculty salaries, engage in no furloughs, and improve upon past increases as the economic situation improves. Specifically, they have agreed to the following:

- There shall be no basic salary increase for Fiscal Year 2011. In Fiscal Year 2011, a salary reopener shall be triggered if the state increases University appropriations above the level of Fiscal Year 2010 (\$59,919,600) unless the increase in appropriation is specifically targeted by the state (i.e., deferred maintenance).
- Effective the first day of fall 2011, or July 1, 2011, for 12-month employees, the Board will grant each eligible employee, under contract and in the bargaining unit during the 2011-2012 (Fiscal Year 2012) year, a salary increase of 1.0% of the employee's 2010-2011 basic monthly salary. In Fiscal Year 2012, a salary reopener shall be triggered if the state increases University appropriations above the level of Fiscal Year 2010 (\$59,919,600) unless the increase in appropriation is specifically targeted by the state (i.e., deferred maintenance).

- For Fiscal Year 2013 (2012-2013), the salary increase shall be 2.5%. In Fiscal Year 2013, a salary reopener shall be triggered if the state increases University appropriations above the level of Fiscal Year 2010 (\$59,919,600) unless the increase in appropriation is specifically targeted by the state (i.e, deferred maintenance).
  - For Fiscal Year 2014 (2013-2014), the salary increase shall be 3.5% or the percentage allocated from the state for faculty salaries, whichever is greater.
  - For Fiscal Year 2015 (2014-2015), the increase shall be 4.0% or the percentage allocated from the state for faculty salaries, whichever is greater.
  - Effective the first day of fall 2010, salary minima will be specified in Article 29.3, promotion amounts will be specified in Article 29.1; and PAA amounts will be specified in Article 29.2.
2. *Students expressed interest in membership on traditional governance councils and committees of the University. The team encourages administrators and faculty to respond to this interest. (p. 52)*

Students served on writing committees for this *Self-Study*, *Higher Values in Higher Education*, *Higher Values in Higher Education 2008-2018*, *Campus Master Plans* for the Macomb and Quad Cities campuses, and the *Institutional Strategic Plan for Technology*. Students also have representation on the Campus Sustainability Committee, Faculty Senate, President's Advisory Group, and Western Illinois University Board of Trustees to name just a few examples.

3. *The team suggests that the University might want to return to the arrangement for coordinating, reporting, and planning for assessment of student learning that produced noteworthy progress in the late 1990s. (p. 52)*

Starting in 2005, as described earlier in this report, Western Illinois University has a centralized model for assessment coordinating, planning, and reporting.

4. *Some students report difficulty in the timely scheduling of required courses in their major; thus, the team encourages academic leadership to engage students in dialogue about the issue. Heavily enrolled majors seemed the focus of this issue. (p. 52)*

Department chairs are responsible for course scheduling. The Deans annually review course availability, scheduling, and planning. Because there are only three department chairs in the Quad Cities (Counselor Education, Engineering, and Museum Studies), the Assistant Vice President for the Quad Cities, Planning & Technology and the Assistant Vice President for Academic Affairs work with the Deans and department chairs to ensure that logistical scheduling (days/times) meets the needs of Quad Cities students.

5. *The team encourages the leadership of the institution to view building programs at the Regional Center in the Quad Cities as an opportunity to reach out to under-served populations of residents who live in that area. (p. 52)*

This *Self-Study* documents that the University is committed to growing the Quad Cities campus. The University has followed recommendations for the Quad Cities from the last on-site report and is engaged in a special emphasis to continue the growth and sustainability of both of Western Illinois University's campuses. Furthermore, the University, as shown in Core Component 2A1, has added new undergraduate

programs in Early Childhood Education, Engineering, Liberal Arts and Sciences, and Nursing; master's degrees in Museum Studies and Liberal Arts and Sciences; and a doctoral program in Educational Leadership to the academic portfolio of the Quad Cities campus since the last on-site review. Each of these programs address regional need and are consistent with the academic mission of Western Illinois University.

6. *The team encourages the administrative team to monitor the performance of University-wide academic responsibilities, e.g., General Education and teacher education so that the University's strengths in these areas continue in the decentralized organization.* (p. 52)

*General Education:* The Associate Provost for Graduate and Undergraduate Studies is responsible for administrative coordination of General Education in consultation with programmatic faculty, department chairs, Deans, and the Faculty Senate's Council for General Education.

*Teacher Education:* The preparation of education professionals is a University-wide responsibility that involves all four colleges, 20 departments, and 23 programs. The National Council for Accreditation of Teacher Education (NCATE) has continuously accredited Western's Teacher Education Program (TEP) since its inception in 1954. In the fall of 2004, Western Illinois University was invited to become a member of the Renaissance Group. The 35 colleges and universities that comprise the Renaissance Group share a common commitment to promoting exemplary teacher education practices, partnerships, and leadership to ensure high levels of learning for all students in America's schools.

The Center for the Preparation of Education Professionals (CPEP) in COEHS supports teacher education and graduate education programs; links field and clinical experiences; and serves the needs of students, graduates, and the professional community. CPEP responds to questions related to advising of undergraduate teacher education programs, field and clinical (student teaching) experiences, and certification. Center staff members work with prospective students, current students, graduates, and those seeking initial or subsequent certification.

While teacher education programs and faculty are located in each College, the leadership and policymaking authority for the unit resides in the University Teacher Education Committee (UTEC). COEHS serves as the administrative home for this unit. UTEC approves policies, courses, and programs, and it administers program reviews. Membership consists of administrators and faculty from all four colleges as well as an education candidate and members from the P-12 school community. The Dean of COEHS chairs the committee.



UTEC ensures that candidates meet program, state, and national standards and follow Western's conceptual framework by mandating and monitoring program assessments in each education program. Programs are managed and coordinated by several committees that have representatives from all four colleges. These committees report to and support the work of UTEC.

## Structure for the *Self-Study*

The remainder of this *Self-Study* is divided into nine chapters. The purpose of the first six chapters is to provide evidence that Western Illinois University meets all Commission requirements for reaccreditation, and the purpose of the last three chapters is to document progress and seek on-site review team consultation as the University specifically wanted to address distance learning, growing two campuses, and measuring and demonstrating our values as part of the self-study process.

Following historic precedent, the audience for the final 2011 Commission-approved site team report will be the University community as we evaluate and implement recommendations and continue with special emphasis initiatives. We will continue to build upon areas of institutional strengths and capitalize upon opportunities for improvement. While results of the final 2011 on-site team report may be shared with external communities (e.g., the Illinois Board of Higher Education), the intent is both for transparency and dialogue regarding honest evaluation, not public relations.



## Criterion 1: Mission

### Core Component 1A: The University's Mission Documents (Institutional Plans) Are Clear and Articulate Publicly the Organization's Commitments.

#### **(1A1) The Board has adopted statements of vision, mission, values, goals and organizational priorities that together clearly and broadly define the organization's mission.**

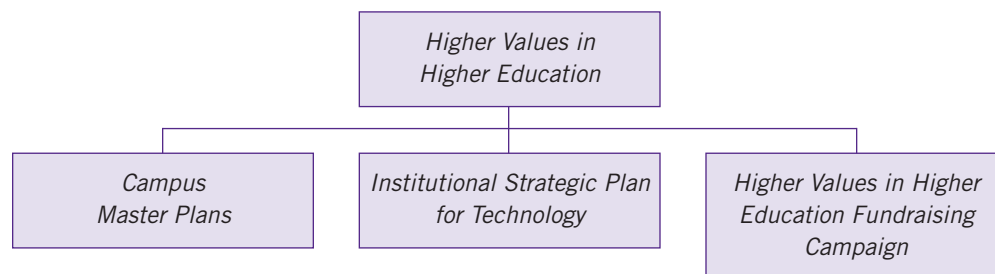
*Higher Values in Higher Education* defines the ten-year vision, mission, values, goals, and priorities for the two campuses of Western Illinois University. The Western Illinois University Board of Trustees approved the Strategic Plan in March 2004 after receiving endorsement from all University governance groups on both campuses: Civil Service Employees Council (CSEC), Council of Administrative Personnel (COAP), Faculty Senate, Student Government Associations—Macomb and Quad Cities, and Quad Cities Faculty Council.

*Higher Values in Higher Education* focuses on the academic mission and service operations of the two campuses of Western Illinois University. Three interrelated plans further define implementation of the University's academic mission and service operations. The Board of Trustees approved each of the following three plans after receiving endorsement from all governance groups on both campuses.

1. *Campus Master Plans* for the Macomb and Quad Cities campuses provide future physical development plans for facilities, grounds, and infrastructure to support the priorities and goals of *Higher Values in Higher Education*.
2. The *Institutional Strategic Plan for Technology* supports end-user needs identified in *Higher Values in Higher Education* and infrastructure needs identified in *Campus Master Plans*.
3. *Higher Values in Higher Education Fundraising Campaign* sets fundraising goals for scholarships, faculty support, facilities, information, and technology priorities identified in *Higher Values in Higher Education*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology*.

Figure 2.1 displays the University's integrated planning model, with *Higher Values in Higher Education* focusing on the academic mission and service operations of the University, supported by *Campus Master Plans*, the *Institutional Strategic Plan for Technology*, and the *Higher Values in Higher Education Fundraising Campaign*. Hyperlinks for each of the University's plans are displayed in Table 2.1.

**Figure 2.1. Western Illinois University Integrated Planning Model**



**(1A2) The University regularly evaluates and, when appropriate, revises the mission documents.**

**Annual Review:** All academic departments and administrative units complete annual consolidated reports to demonstrate progress on the successful implementation of University priorities and goals. These materials are summarized in annual spring accomplishment and planning presentations made by the Vice Presidents and areas reporting to the President. These sessions were started in 2005 and provide an opportunity for presenters to discuss institutional plans, accomplishments, challenges, and resource requests as related to the University's mission documents and administrative areas of responsibility. These materials are also summarized for the Western Illinois University Board of Trustees in annual updates on *Higher Values in Higher Education*, *Campus Master Plans* for Macomb and the Quad Cities, and the *Institutional Strategic Plan for Technology*.

The annual review process provides opportunities for the University community to adjust priorities due to changing circumstances and to establish new priorities based on emerging factors consistent with the vision of the institutional plans but not foreseen at the time of the writing of these documents.

**Formal Review:** The Western Illinois University Board of Trustees established review and update processes for each of the University's institutional plans as shown in Table 2.1. The duration between plan inception and review is dependent upon the nature of the plan. For example, the dynamic field of technology requires formal review and updating to the *Institutional Strategic Plan for Technology* every four years, while the 20-year facilities vision expressed in *Campus Master Plans* requires formal review and updating every seven years.

**Table 2.1. Western Illinois University Mission Documents with the Year of Approval and Next Scheduled Review/Update**

Plan	Board Approval		Next Review
	Date	Resolution	
<i>Higher Values in Higher Education</i>	March 2004; June 2008	04.3/8; 08.6/1	2013-2014
<i>Quad Cities Campus Master Plan</i>	June 2006	06.6/12	2012-2013
<i>Macomb Campus Master Plan</i>	March 2007	07.3/7	2013-2014
<i>Institutional Strategic Plan for Technology</i>	June 2007	07.6/10	2010-2011

Most recently, the University community updated the Strategic Plan in Academic Year 2007-2008. The end result was the Western Illinois University Board of Trustees approving *Higher Values in Higher Education 2008-2018* after all governance groups on both campuses endorsed the updated Strategic Plan. *Higher Values in Higher Education 2008-2018* continues to be supported by *Campus Master Plans*, the *Institutional Strategic Plan for Technology*, and *Higher Values in Higher Education Fundraising Campaign*.

**(1A3) The mission documents define internal and external constituents the University serves.**

Western Illinois University's mission documents were written by members of the University and external communities to define institutional goals and priorities. Students, faculty, staff, alumni, and community members wrote *Higher Values in Higher Education*, *Higher Values in Higher Education 2008-2018*, *Campus Master Plans* for the Macomb and Quad Cities campuses, and the *Institutional Strategic Plan for Technology*.

Each writing team prepared drafts, received University input through public presentations and focus groups, and worked with the Vice President for the Quad Cities, Planning & Technology to present final plans to



Macomb and Quad Cities governance groups for endorsement before presenting the plans to the Western Illinois University Board of Trustees for approval.

As an institution deeply committed to quality, opportunity, and affordability, our constituencies include those financing higher education. We are accountable for the efficient use of state resources to taxpayers. Between Fiscal Years 2005 and 2008, the University submitted annual *Performance Reports* to the Illinois Board of Higher Education (IBHE), the state's coordinating board for higher education. These reports summarized and evaluated institutional progress on using mission documents to advance the priorities and goals of the University and in support of the statewide strategic plan for higher education entitled *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. In 2009, the state adopted a new strategic plan entitled *The Illinois Public Agenda for College and Career Success*. The University will follow the new accountability reporting requirements once they are implemented by the IBHE and will continue with performance reporting to the Western Illinois University Board of Trustees, although currently this is not required by the state.

Western is accountable to students and their families for providing a high-quality, affordable educational experience. Western Illinois University has been named a top-tier Midwestern master's granting institution by *US News and World Report*; a best value institution by *The Princeton Review*; one of only two Illinois public universities cited in the *College Opportunity and Access Guide* for low-income students; and one of the 13 best institutions nationally for the recruitment and retention of minority, first-generation, and low-income students as identified by the *Pell Institute for the Study of Opportunity in Higher Education* and the *Southern Education Review Board*. Additionally, the University is in the top 15% of colleges and universities nationwide in the quality and support of services provided to military students as identified by *G.I. Jobs* magazine.

***(1A4) The University's mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.***

Academic excellence is a core value of Western Illinois University. Institutional priorities and accomplishments from the original Strategic Plan included goals to achieve excellence in undergraduate and graduate programs:

*Excellence in Undergraduate Programs*

- In 2005, Western Illinois University established Board of Trustees Scholarships. Ten scholarships (annually renewable for up to four years) are given each year to the highest-achieving and civically engaged students. These awards cover the costs of tuition, fees, and on-campus room and board.
- In 2008, Western introduced a one-year tuition plan reduction for students who earn a community college degree and immediately transfer to the University. That lower rate is guaranteed with no cost increases for four years, provided the student maintains continuous fall/spring enrollment. Western is also the only Illinois public university to have a cost transfer guarantee, which promotes academic success. National data shows that students with associate's degrees have higher probabilities of graduating than community college transfer students who do not possess a degree.
- As demonstrated in Criterion 2, the University continues to provide new academic programs and centers to help recruit and retain high-achieving and diverse students, faculty, and staff.

- The University supports assessment of student learning to ensure that students are achieving intended learning outcomes. In fall 2006, and as detailed in Criterion 3, Academic Affairs adopted the *Plan of Assessment of Student Learning* and created the Student Learning Assessment Committee (SLAC) to provide guidance and support for assessment of student learning outcomes in General Education, the major, and graduate education. The University also joined the Commission's Academy for Assessment of Student Learning to develop and implement a four-year plan focusing on understanding, confirming, and improving student learning in General Education classes.

#### *Excellence in Graduate Programs*

- The minimum grade point average (GPA) for admission to the School of Graduate Studies was raised from 2.50 to 2.75. The Graduate Council approved revised standards for full graduate faculty membership that requires appropriate terminal degree credentials and evidence demonstrating scholarly/creative activity appropriate to the field.
- The Board of Trustees extended the Cost Guarantee to graduate students beginning in fall 2004. In a competitive environment for graduate students, Western Illinois University remains the only Illinois public university to guarantee undergraduate and graduate student tuition, fees, and room and board rates.
- The University enhanced its program approval and benchmarking processes. The Graduate Council approved benchmarking criteria for graduate programs in spring 2007, and each College maintains discipline-specific benchmark institutions for additional peer review for undergraduate and graduate programs.

*Higher Values in Higher Education 2008-2018* builds on the successes of the original Strategic Plan by establishing the goal for Western Illinois University to enrich academic excellence by enacting three priorities:

1. *Supporting strong commitments to teaching and instruction* – Beginning in Academic Year 2008-2009, external reviewers were added to the academic program review process to externally validate the quality and viability of degree programs; beginning in Academic Year 2009-2010, the University offers new undergraduate degrees in Nursing and Engineering. As documented in Criterion 3, the University will continue to follow its *Assessment Plan* to inform curricular revision and development; and the University is using a special emphasis to help clarify the goals and priorities of distance learning.
2. *Providing strong commitments to and increased opportunities for scholarship/creative activities* – As demonstrated in Criterion 4, this includes Western Illinois University Board of Trustees policies regarding both *Academic Freedom and Responsibility* and *Grants and Contracts*. The Office of Research and Sponsored Projects has supported over \$12 million in awarded activity annually since Fiscal Year 2006; and the University is committed to encouraging and supporting research, creative, and scholarly activities, with special emphasis on new and junior faculty members.
3. *Delivering a strong, user-centered information-technology infrastructure* – As demonstrated in Criterion 2, this includes continuing with the faculty computer and electronic classroom upgrade programs. Both programs were started in Fiscal Year 2008. The former is designed to bring all faculty computers into a four-year rotation cycle, and the latter is designed to make all electronic classrooms state-of-the-art

by including equipment defined by the President's Technology Advisory Users Group. These programs complement other technology initiatives, including the provision of a complete wireless environment on both campuses, current review of Help Desk processes, and creation of a Mobile Computing Task Force (MCTF) and Faculty Senate Council for Instructional Technology.

***(1A5) Successful implementation of priorities from the University's mission documents (institutional plans) supports learning goals of students.***

*Higher Values in Higher Education* is committed to supporting student learning goals by advancing academic excellence, educational opportunity, personal growth, and social responsibility. Evidence from improved retention and graduation rates, the *National Survey of Student Engagement* (NSSE), the percentage of alumni employed and/or seeking additional higher education after graduation, and satisfaction with the educational experience indicate that Western is successfully helping students achieve their learning goals.

Table 2.2 shows that Western's second- and third-year continuation (persistence) rates are at the highest levels since fall 2004. Moreover, the University's six-year graduation rate of 59.3% is at a historic peak for the institution.

**Table 2.2. Continuation Rates (CR) and Graduation Rates (GR), Fall 2002 Through Fall 2008 First-Time Freshmen**

Cohort	Number Enrolled	CR Year 2	CR Year 3	GR Year 4	CR Year 5	GR Year 5	CR Year 6	GR Year 6
2002	1,917	76.2%	65.7%	32.8%	26.6%	50.5%	6.1%	54.9%
2003	1,938	77.6%	69.0%	34.8%	27.1%	54.9%	5.1%	59.3%
2004	2,067	79.2%	68.0%	32.9%	26.0%	53.5%	5.1%	--
2005	1,806	72.6%	62.2%	30.3%	25.7%	--	--	--
2006	1,909	72.4%	62.9%	--	--	--	--	--
2007	1,945	73.2%	63.9%	--	--	--	--	--
2008	1,807	73.6%	--	--	--	--	--	--

Through successful implementation of collective bargaining agreements with the University Professionals of Illinois, Western is committed to instruction as the primary role of faculty as we support students' educational needs. The IBHE annually produces a *Credit Hour Study* for the Illinois public universities that compares the allocation of faculty time to teaching (direct instruction); all duties related to teaching other than direct instruction, including academic advisement, course preparation, etc. (indirect instruction); scholarship (departmental research); and administrative activities supporting the department (administration). The most recent published data are for Fiscal Year 2009.

The data, which is displayed in Table 2.3, show that the University has the highest (of 12) percentage of faculty time allocated to all instructional functions (direct plus indirect instruction). The ratio of faculty time to total instruction is constant during the reaccreditation self-study period. Western's core value of academic excellence emphasizes teaching, learning, and the individual learner. The University allocates 91.0% of faculty time to instruction, compared to a statewide average of 78.4% and a low of 73.2% at the University of Illinois–Urbana-Champaign.

**Table 2.3. Fiscal Year 2009 Instructional Staff Years (SY) Allocated to Direct and Indirect Instruction**

	Direct Instruction			Indirect Instruction			Subtotal			Total
	SY	Pct	Rank	SY	Pct	Rank	SY	Pct	Rank	SY
Chicago State	261.06	70.9	6	25.13	6.8	10	286.19	77.8	8	368.06
Eastern Illinois	484.90	77.6	2	73.07	11.7	8	557.97	89.3	2	624.61
Governors State	192.67	74.8	4	17.19	6.7	11	209.86	81.5	6	257.53
Illinois State	634.58	62.9	9	134.35	13.3	5	768.93	76.2	9	1,009.33
Northeastern Illinois	368.12	79.3	1	29.57	6.4	12	397.69	85.7	3	463.97
Northern Illinois	690.34	63.1	8	133.20	12.2	7	823.54	75.2	10	1,094.81
Southern Illinois– Carbondale	614.34	58.8	11	207.12	19.8	1	821.46	78.6	7	1,045.27
Southern Illinois– Edwardsville	347.93	53.5	12	127.94	19.7	2	475.87	73.2	11	650.16
Illinois–Chicago	1,377.18	76.7	3	123.75	6.9	9	1,500.93	83.6	4	1,795.71
Illinois–Springfield	148.27	70.1	7	28.18	13.3	4	176.45	83.5	5	211.37
Illinois–Urbana- Champaign	2,235.04	60.9	10	451.75	12.3	6	2,686.79	73.2	12	3,672.48
<b>Western Illinois</b>	<b>386.99</b>	<b>73.1</b>	<b>5</b>	<b>95.86</b>	<b>18.1</b>	<b>3</b>	<b>482.85</b>	<b>91.2</b>	<b>1</b>	<b>529.68</b>
Total	7,741.42	66.0		1,447.11	12.3		9,188.53	78.4		11,722.98

Data from the NSSE show that Western students are highly engaged with peers and faculty in achieving educational goals. Values above 100% in Table 2.4 show that reported student satisfaction is higher at Western than at peer institutions (all other master's granting comprehensive institutions).

- In 2009, Western freshmen and seniors reported higher levels of engagement in student-faculty interactions than students at peer institutions. This includes discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, and working with faculty members on activities other than coursework (e.g., committees, orientation, student life activities, etc.).

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

- Comparing 2008 to 2009, values for Western freshmen increased in four of the five areas. The level of academic challenge only decreased by 1%. Values for Western seniors improved in academic and collaborative learning, student-faculty interactions, and supportive University environment.
- Over the last five years, values for Western freshmen improved in all five areas. Values for Western seniors improved in academic and collaborative learning, student-faculty interactions, and supportive University environment.

**Table 2.4. Western Illinois University *National Survey of Student Engagement* Results Compared to the Mean of All Other Master's Granting Comprehensive Institutions Survey Years 2005 Through 2009**

	Survey Year				
	2005	2006	2007	2008	2009
<b>Second Semester Freshmen</b>					
Level of academic challenge	92%	102%	92%	94%	93%
Academic and collaborative learning	85%	99%	90%	89%	93%
Student-faculty interactions	97%	119%	99%	100%	106%
Enriching educational experiences	85%	99%	91%	88%	90%
Supportive campus environment	97%	106%	98%	102%	104%
<b>Second Semester Seniors</b>					
Level of academic challenge	97%	98%	96%	97%	96%
Academic and collaborative learning	94%	98%	98%	94%	96%
Student-faculty interactions	100%	107%	106%	100%	104%
Enriching educational experiences	86%	91%	89%	87%	85%
Supportive campus environment	102%	106%	104%	101%	104%

The most recent surveys of students one year after graduation (fall 2003 and 2006 cohorts) displayed in Table 2.5 show that the University has a strong tradition of helping students obtain employment and/or pursue additional educational experiences. Approximately 88% of the graduating class report working either full- or part-time, and approximately one-fourth of alumni pursue additional higher education after graduating from Western.

**Table 2.5. Outcomes for Baccalaureate Degree Recipients Surveyed One Year After Graduation: 2003 and 2006 Graduating Cohorts**

	2003 Cohort	2006 Cohort
<b>Enrolled in Higher Education</b>		
Reporting full-time	14.8%	14.8%
Reporting part-time	10.0%	8.4%
<b>Degree Earned</b>		
Second Bachelor's	7.4%	5.5%
Academic Master's	53.2%	54.3%
Professional Master's	27.4%	23.2%
Law	4.2%	3.0%
Doctorate	0.5%	0.0%
Other	7.3%	6.7%
<b>Employment Status</b>		
Reporting full-time	71.5%	77.2%
Reporting part-time	16.0%	10.5%
Not seeking employment	4.5%	6.1%
<b>Current Job Related to Bachelor's Degree</b>		
Reporting related or closely related	71.8%	74.2%
<b>Response Rate</b>		
Number surveyed	2,343	2,309
Number responded	851	882

Moreover, alumni report very high levels of satisfaction with their educational experience. The most recent survey of alumni five years after graduation (fall 2004 cohort) displayed in Table 2.6 shows that Western achieved a 90% or higher alumni satisfaction rating on each of the eight criteria below. With high levels of

alumni satisfaction, matriculation to graduate and advanced studies, and the need for increased educational credentials, the University is increasing educational opportunities.

**Table 2.6. Outcomes for Baccalaureate Degree Recipients Surveyed Five Years After Graduation: 2004 Graduating Cohort**

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

While the data show that Western is helping students achieve their learning goals, the University is committed to improving retention and graduation rates. A President's Retention Task Force was established on the Macomb campus in fall 2008 to identify strategies to increase retention and graduation rates. A task force will be formed on the Quad Cities campus and charged with similar functions.

Benchmark comparisons in Table 2.7 show that Western is ranked 12th (of 16) with Southern Illinois University–Edwardsville on the first-year retention rate. The Macomb campus's graduation rate ranks ninth (of 16), and the Quad Cities campus's graduation rate ranks third (of 7).

**Table 2.7. First-Year Retention Rate and Graduation Rates, Western Illinois University–Macomb and Quad Cities Benchmark Institutions**

First-Year Retention Rate		Graduation Rates– Macomb Benchmarks		Graduation Rates– Quad Cities Benchmarks	
James Madison	91.2%	James Madison	81%	Pennsylvania State–Harrisburg	83%
Appalachian State	86.0%	Western Washington	67%	Augustana College	75%
Western Washington	84.8%	North Carolina–Wilmington	65%	<b>Western Illinois–Quad Cities</b>	<b>62%</b>
North Carolina–Wilmington	84.0%	Northern Iowa	65%	Governors State	57%
Northern Iowa	82.2%	Appalachian State	63%	Illinois–Springfield	57%
Montclair State	81.8%	Montclair State	61%	Saint Ambrose	53%
California State–Chico	81.5%	College of Charleston	60%	Texas A&M–International	37%
College of Charleston	81.5%	Eastern Illinois	60%		
Eastern Illinois	80.8%	<b>Western Illinois</b>	<b>57%</b>		
Central Washington	77.2%	Central Washington	55%		
Wisconsin–Whitewater	76.0%	Missouri State	55%		
<b>Western Illinois</b>	<b>74.2%</b>	Wisconsin–Whitewater	53%		
Southern Illinois– Edwardsville	74.0%	California State–Chico	52%		
Missouri State	73.5%	Western Kentucky	49%		
Western Kentucky	72.5%	Southern Illinois–Edwardsville	45%		
Sam Houston State	70.8%	Sam Houston State	44%		

Table based on *US News and World Report* methodology. Graduation rate indicates the average proportion of fall 1998 and fall 2001 first-time freshmen graduating in six years or less. Freshman retention indicates the average proportion of fall 2003 through fall 2006 freshmen who re-enrolled at the same university for a second year of study.



**(1A6) The University makes the mission documents available to the public, particularly to prospective and enrolled students.**

*Higher Values in Higher Education*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology* are available to the public upon request and are easily accessible at [wiu.edu/UniversityPlanning](http://wiu.edu/UniversityPlanning). The external public can also learn of the University's future physical development plans for the Macomb and Quad Cities campuses by taking virtual tours available from the *Campus Master Plan* websites (see Table 2.1).

Both the *Undergraduate* and *Graduate Studies Catalogs* provide the vision, mission, and values of Western Illinois University as expressed in *Higher Values in Higher Education*. University Directors of Marketing have been hired on both campuses to develop and implement integrated marketing plans centered on the University's Strategic Plan. Current products available for prospective students include one-page program flat sheets (information sheets), *Macomb and Quad Cities View Books*, and displays of *Higher Values in Higher Education* in highly trafficked areas of the two campuses (for instance, by Admissions on the Macomb campus and in the main hallway of the Quad Cities campus). There are also University billboards and banners featuring Western Illinois University and its core values.

Prospective employees have access to these materials, and the following statement is placed on all of Western's web-based employment postings: "WIU's friendly, accessible, campus communities are dedicated to higher values in higher education and are comprised of dedicated faculty, state-of-the-art technologies and facilities, and a wide range of academic and extracurricular opportunities for students and staff. The four core values at the heart of WIU are academic excellence, educational opportunity, personal growth, and social responsibility."

As a result of this *Self-Study*, current employees will have another reminder of *Higher Values in Higher Education*. The University's vision, mission, and values will be placed in the front of all employee handbooks.

The University expects that it will continue to see increased display of its mission documents as the work of the University's Integrated Marketing Committee continues (with representatives from each College and Vice Presidential area) and as recommendations from the "Measuring and Demonstrating Our Values Special Emphasis" section are implemented.

**Core Component 1B: In Its Mission Documents, Western Illinois University Recognizes the Diversity of Its Learners, Other Constituencies, and the Greater Society It Serves.**

**(1B1) Celebrating and enhancing diversity is fundamental in the design and implementation of the University's mission documents**

The University's *Mission Statement* demonstrates the institutional commitment to diversity by stating "Western Illinois University prepares a socially responsible, diverse student, faculty, and staff population to lead in the global society." The University's personal growth core value recognizes that leadership in the global society "celebrates diversity, supports internationalization of the curriculum, and encourages plurality of thought and prospective." To achieve these ends, *Higher Values in Higher Education 2008-2018*

- allocates resources to support cultural, aesthetic, intellectual, and leadership events on- and off-campus; continuing annual "Global Challenges and Personal Responsibilities" University-theme year



programming; and developing a plan to prepare students to be lifelong contributing members of the Western Illinois community.

- encourages lifelong learning opportunities for faculty and staff by providing tuition waivers for employees, supporting travel and professional development, and sustaining the University's Affirmative Action Internship Program.
- provides the University and surrounding communities with a diverse season of quality cultural entertainment and educational opportunities.
- promotes alternatives to the traditional 16-week semester to create a more diverse student population by being responsive to the needs of nontraditional aged and /or working students.
- encourages opportunities for student development and learning outside the classroom in environments that are supportive, challenging, and inclusive.

*Higher Values in Higher Education 2008-2018* also contains other diversity-related actions, including forming/increasing partnerships with Historically Black Colleges and Universities and Hispanic Serving Institutions to assist in student recruitment; developing family friendly policies and procedures to assist in faculty and staff recruitment and retention; supporting student activities in environments that are supportive, challenging, and inclusive; enhancing internationalization of the curriculum, international student recruitment, and opportunities for study abroad and exchange programs; continuing the University's participation in the Illinois Association for Cultural Diversity (IACD); and keeping websites current on culturally diverse programs, services, and events.

Diversity goals and priorities are also contained in the University's other mission documents. For example, the *Campus Master Plans* call for the review and implementation of accessibility plans in new construction and renovation. The *Western Illinois University–Macomb Campus Master Plan* supported construction of a new multicultural center in the center of the Macomb campus to demonstrate the University's commitment to diversity. The *Institutional Strategic Plan for Technology* calls for the University community to ensure University-wide compliance with web accessibility statutes, guidelines, and best practices.

***(1B2) The mission documents provide a basis for the University to successfully advance institutional goals and priorities of diversity.***

The previous core component demonstrated current diversity priorities, leading to many positive accomplishments such as the following:

*Diversity in Student, Faculty, and Staff Recruitment*

- Section 1B6 demonstrates that minority enrollment as a percentage of total student enrollment on both the Macomb and Quad Cities campuses has increased during the period of institutional reaccreditation self-study.
- In 2005, the University created a Minority Student Orientation Program. While first housed in the Office of Student Activities, the program was transferred to Student Development and Orientation (SDO) to reinforce the SDO's mission in assisting students through their transitional periods by focusing on academic and personal development.
- Western Illinois University attends key events off-campus for minority student recruitment. For example, the University annually recruits new students at the United States Hispanic Leadership Conference/

College Fair and National Hispanic College Fair. These are typically large programs with more than 500 students attending each one. Other college fair programs attended by multicultural recruitment staff include Joliet Junior College Cinco de Mayo, Illinois Institute of Technology Minority Math and Science Fair, and the Golden Apple Award Program.

- Western Illinois University participates in an educational consortium that consists of various Quad Cities not-for-profit colleges and universities. Consortium members travel to area businesses with significant minority populations, such as Tyson Foods, to engage in student recruitment.
- The Dual Career Recruitment Program was created in 2004 as a means to diversify faculty and administrative positions. Role modeling and mentoring is important to the achievement of a diverse student, faculty, and staff population.
- In 2008, an Assistant Vice President for Academic Affairs was hired to co-chair the University Diversity Council, develop a diversity website for Academic Affairs, and serve as a liaison to the Southern Education Regional Board. Academic Affairs also worked with the Office of Equal Opportunity & Access to expand diversity through the Dual Career/Retention Program, Minority Dissertation Fellowships, Minority Visiting Professors, and Minority Post-Doctoral programs.
- The Office of Equal Opportunity & Access supports the development and implementation of active staff recruitment plans. In addition to traditional advertising for faculty and staff vacancies, departments are provided with additional resources to engage in targeted advertising that will increase opportunities to develop diverse applicant pools. These resources include funds for advertising in interest group publications, travel to conferences to meet with underrepresented candidates, and support for visiting doctoral candidates from underrepresented groups to increase interest in employment at the University.
- Human Resources uses Trainee and Learner programs to help diversify staff positions by allowing for the selection of candidates who do not meet all of the initial position requirements. In 2008, President Goldfarb approved a full-time position for a person to further develop and expand the community outreach of this program.

#### *Membership in the Global Community*

- In 2004, the University established the Center for International Studies (CIS) to administer and coordinate activities designed to encourage an appreciation and understanding of international cultures. CIS staff coordinate with government agencies for visas, residence permits, and immigration concerns; provide special international programs such as the annual International Bazaar and International Neighbors; represent the University on international and intercultural matters; sponsor the International Friendship Club; and publicize international activities.

Also housed within CIS is Western's English as a Second Language (WESL) institute that provides an intensive program in academic English for international students who are preparing to enter American higher education. CIS also contains the international Study Abroad Programs and a formal exchange program for faculty and students with distinguished colleges and universities overseas. In addition, the

office offers several international study programs through affiliation agreements. Short-term programs of one- to six-week duration are taught by Western faculty during Spring Break and summer at various international and domestic sites.

- In 2005, Western Illinois University purchased a former sorority house and transformed it into an International House, with capacity for 30 students interested in an international living opportunity. Students from all corners of the world live and work together, while learning from one another and sharing the common experience of attending the University.



**International House, Western Illinois University**

- The “Global Challenges and Personal Responsibilities” University-wide theme challenges members of the University community to become active members of their host and global communities by focusing on civic engagement, cultural diversity, environmental sustainability, health and wellness, and personal finance for Academic Years 2005-2006 through 2009-2010, respectively. The Global Challenges and Personal Responsibilities in the area of Cultural Diversity theme year, for example, was supported by an impressive array of events, including presentations by Linda Chavez, Helen Thomas, Clarence Page, Reza Aslan, and Danny Glover; bimonthly campus dialogues hosted by Western faculty; many activities organized by student organizations and departments; and the required reading of *Class Matters* that was discussed in First Year Experience (FYE) courses.
- In 2006, the University received its largest gift in the University’s history—a \$20 million planned gift. Proceeds from The Norman and Carmelita Teeter Endowment will support Western’s Department of Psychology and international programs.
- In 2007, the Provost and Academic Vice President created a program to support housing for visiting international scholars.

#### *Diversity and Internationalization in the Curriculum*

- The College of Business and Technology sponsors the Office of Global Education to foster international understanding and prepare future business leaders to be successful in the challenging global economy. Study opportunities with scholarships are available in Australia, Bolivia, Brazil, Canada, Chile, China, Costa Rica, England, Finland, France, Germany, Japan, Mexico, the Netherlands, and Russia.
- In 2004, the Provost and Academic Vice President established annual Academic Excellence in Multicultural Teaching and Academic Excellence in Internationalizing the Campus awards. These awards are in addition to other awards that are given at the departmental or College level.

- Since the last reaccreditation self-study, Western Illinois University–Macomb established new academic minors in American Humanics, Homeland Security, and International Agriculture as well as post-baccalaureate certificates in African and African Diaspora World Studies and Women’s Studies. Likewise, Western Illinois University–Quad Cities established new academic minors in African American Studies and American Humanics.
- In 2007, the Faculty Senate approved a cross-cultural/foreign language graduation requirement.
- In 2007, Western became one of 19 institutions nationally participating in the Foundations of Excellence self-study sponsored by the Policy Center on the First Year of College. The self-study addressed how well the University meets the nine foundational dimensions, including diversity. Results from the self-study served as the basis for future changes in programs and service delivery.

More recent diversity-related accomplishments, include the following:

- Spring 2008 establishment of a Web Accessibility Committee (WAC) to ensure University compliance with legislation, guidelines, and best practices.
- Fall 2008 implementation of a shared grant between Western Illinois University–Quad Cities and its neighbor Black Hawk College (BHC) to recruit and retain cohorts of students from underrepresented groups who start at community college, engage in a seamless transfer, and graduate from the University.
- Fall 2008 implementation of a new orientation program for gay, lesbian, bisexual, and transgendered students.
- Fall 2009 opening of the new Multicultural Center, a 14,000 gross-square-foot facility located in the center of the Macomb campus, which houses the Casa Latina Cultural Center, the Gwendolyn Brooks Cultural Center, the Women’s Center, and the International Friendship Club.

A second reason that the University believes it will be successful in its continued diversity efforts is measures of validation received from two external sources. First is the NSSE results. Core Component 1A5 shows that second semester Western Illinois University freshmen (FY) and seniors (SR) rate the University environment as more supportive than students report at other national master’s granting institutions. Western students consistently report high levels of satisfaction with support from administrative personnel and offices, and the levels of support given to help students.

The Pell Institute for the Study of Opportunity in Higher Education also recognized Western as one of the 13 best institutions nationally for the recruitment and retention of first-generation, low-income, and minority students. Western’s practices of small class sizes (average of 25 in Macomb; no classes larger than 50 in the Quad Cities); a structured FYE taught by full-time, tenure/tenure-track faculty; designated FYE learning communities in three residence halls; staff and peer mentoring; high levels of student engagement (see Core Component 1A5); graduation rates for specially admitted students proximal to regularly admitted students; the Faculty Senate’s review of General Education; summer orientation programs; and strong student services provided by the University Counseling Center (UCC), Career Services, and University Advising and Academic Support Center (UAASC) were all infused in the *Common Practices and Policies Across “Higher Performing” Large Public Universities* (pp. 39-41).

**(1B3) The mission documents affirm the University's commitment to honor the dignity and worth of individuals.**

President Goldfarb's *2008-2009 Statement on Diversity* illustrates how diversity is affirmed in the University's mission documents. Furthermore, Western provides a comprehensive Affirmative Action program that ensures access and equity in educational programs, activities, and employment. The Office of Equal Opportunity & Access administers the University's Equal Opportunity/Affirmative Action policies and procedures. Inquiries about or complaints alleging violation of the policies are directed to the Director of Equal Opportunity & Access, who also serves as the coordinator for *Title IX of the Educational Amendments of 1972* and its implementing regulations, and the *Americans with Disabilities Act (ADA)*.

The University Diversity Council is a key University committee for advancing issues of diversity. Members serve as constituent representatives on issues related to Equal Opportunity/Affirmative Action and make recommendations to the Office of Equal Opportunity & Access and the President regarding policy, University initiatives, and programs in support of the University's Affirmative Action program.

Reporting to the University Diversity Council are three working committees that meet monthly: (1) the WAC (discussed previously in this report); (2) the Americans with Disabilities Advisory Committee, which evaluates and develops strategies for addressing physical and program barriers for students and employees with disabilities; and (3) the University Committee on Sexual Orientation, which considers issues relevant to sexual orientation in University policies and procedures, coordinates programs relevant to topics of sexual orientation, and serves as a resource for students, faculty, and staff.

There are many more student, faculty, staff, and institutional committees and clubs dedicated to individual interests and cultural and community development. For example, there are over 250 registered student organizations on the Macomb campus and another 19 on the Quad Cities campus. These student organizations range from the Alpha Phi Omega (national service fraternity), Black Student Association (BSA), Bureau of Cultural Affairs, Casa Latina programs, Habitat for Humanity, and Unity (gay, lesbian, bisexual, and transgendered association).

The University also has many accomplishments and plans to advance the dignity and worth of individuals. For example, all University employees, including graduate assistants, are required to take ethics and sexual harassment awareness and prevention training. Western was the second (of 12) Illinois public universities to extend domestic partner benefits, and the University is committed to installing lactation stations in all new University construction. *Higher Values in Higher Education 2008-2018* priorities include establishing permanent, academically based child care on the Macomb and Quad Cities campuses during the summer to complement fall and spring child care, and forming an institutional committee to study and survey how the University might best support its employees when they are dealing with issues of elder care and/or catastrophic care.

The Employee Assistance Program is available for individuals experiencing relationship discord, substance abuse, legal difficulties, financial difficulties, and/or emotional distress; the *Family Medical Leave Act* may be taken for a spouse, domestic partner, child, or parent if they have a serious health condition; and *University Sick Leave Policies* allow up to 12 days absence due to illness or injury of a parent, spouse, domestic partner, or child. An additional 20 days of sick leave per calendar year may be taken for parental leave upon the birth of a child to a spouse or domestic partner.



The University extends benefits to domestic partners of University employees. The domestic partner may be of the same or of the opposite sex. Domestic partner benefits include *Sick Leave*, *Family Medical Leave Act Leave*, *Bereavement Leave*, and *Tuition Waiver for Children*. In addition, Wellness Programs, Employee Assistance Programs, use of Malpass Library, and use of recreation services/facilities are available to domestic partners.

The University also has many structures to advance the dignity and worth of individuals. Disability Support Services (DSS), Office of Equal Opportunity & Access, and the Office of Academic and Student Services on the Quad Cities campus provide support and accommodations for students, faculty, staff, and guests of the University, in addition to ensuring *Americans with Disability Act* compliance and advocacy. Governance groups provide employees with forums to engage with University administration in shared communication, planning, and decisionmaking. Collective bargaining agreements and policies and procedures discussed in Core Component 1B4 provide the basis for tenure, promotion, grievances, and termination processes; and outline other employee rights and responsibilities. The *Student Handbook* provides information to students on policies, significant deadlines/dates, and rights and responsibilities.

***(1B4) The University's required codes of belief or expected behavior are congruent with its mission and commitment to diversity.***

During this *Self-Study*, all employee and student handbooks were reviewed for display of the institutional mission and expression of the University's commitment to diversity. This review demonstrated that there was no University handbook for administrative and professional personnel. This is currently being created. University publications are currently being reviewed for consistent display of the institution's vision, mission, values and the University's *Equal Opportunity/Affirmative Action Policy*.

- *Board of Trustees Regulations*
- *University Policy Manual*
- *Administrative and Professional Handbook*
- *Civil Service Handbook*
- *Faculty Policy Manual*
- *Student Handbook*
- *Undergraduate Catalog*
- *Graduate Studies Catalog*

***(1B5) The University holds itself publicly accountable for advancing diversity goals and priorities.***

*Higher Values in Higher Education* includes goals to increase the diversity of students, faculty, and staff, and graduation rates of minority students to levels that meet or exceed the percentages of all other students. The status and outcomes of University plans in these areas is reported in annual *Strategic Plan Updates* and *Performance Reports*.

Descriptive and demographic data are also available from *University Fact Books* and *Fast Facts* published by the Office of Institutional Research and Planning (IRP). Additionally, *Illinois Public Act 85-283* and subsequent legislation require Illinois public institutions of higher education to develop plans and implement strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been "underrepresented" in higher education. All Illinois public universities annually



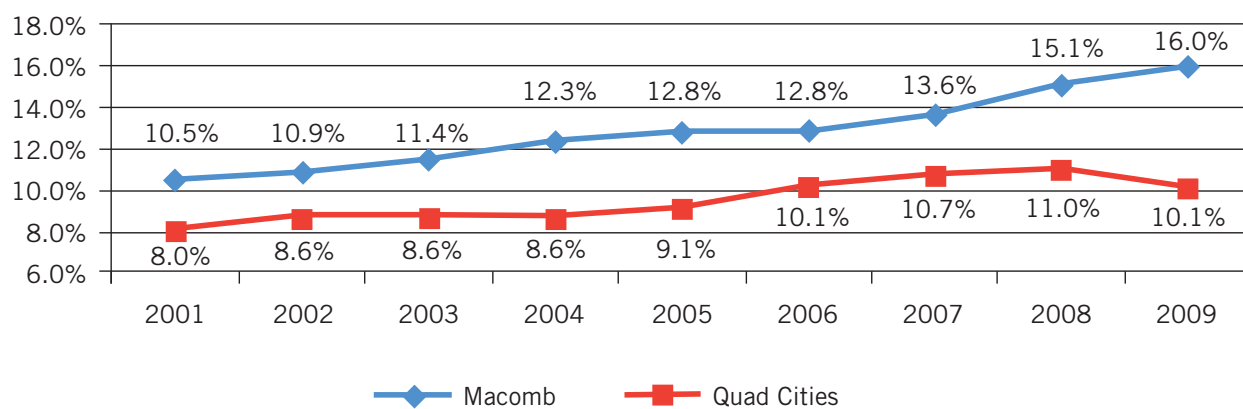
prepare and submit annual *Underrepresented Groups Reports* to the IBHE, which prepares statewide summaries for the Governor and General Assembly. Western’s Office of Equal Opportunity & Access prepares this report for the University community.

The Office of Equal Opportunity & Access also prepares annual *Affirmative Action Updates* for the Western Illinois University Board of Trustees and University community. These updates summarize workforce diversity initiatives, nondiscrimination compliance oversight and support, outreach programming/training, and ADA and *Title IX* compliance. This information is displayed on the office’s website along with annual *Availability* and *New Hire Analyses* analyzes workforce diversity at Western to comparable market data.

The University annually submits *Commitment to Achieving Gender Equity in Intercollegiate Athletics* reports to the IBHE. This document summarizes institutional plans, outcomes, and compliance with *Title IX* in Intercollegiate Athletics.

Through the setting of diversity priorities and successful implementation of plans, supported by resource allocation and public accountability reporting, both campuses of Western Illinois University have experienced increases in diversity. Figure 2.2 shows that minority student enrollment as a percentage of the total student enrollment increased on both campuses during the period of reaccreditation self-study.

**Figure 2.2. Minority Enrollment as a Percentage of Total Enrollment**



**Core Component 1C: Understanding of and Support for the Mission Pervade the University.**

***(1C1) The board, administration, faculty, staff, and students understand and support the University’s mission.***

As demonstrated in Core Component 1A3, Western Illinois University uses inclusive processes to develop institutional plans. Table 1.1 demonstrates support for the University’s planning model. All University plans and their next scheduled review/update were endorsed by all University governance groups and approved by the Western Illinois University Board of Trustees.

**(1C2) The University's strategic decisions are mission-driven.**

Western Illinois University's vision is to be a leader in educational quality, opportunity, and affordability among its peers. Criterion 2 demonstrates the University's commitments to enhancing academic excellence and educational opportunities by allocating resources to provide faculty and staff salaries that meet and exceed peer institutions, increasing faculty positions, establishing new academic programs, and constructing/renovating facilities.

All of the accomplishments noted above occurred at a time of declining state general revenue funds support for Illinois public higher education (see Table 2.8) and at a point where there were no state funds for capital (construction or renewal) between Fiscal Years 2002 and 2009. During the period of this *Self-Study*, Western's general revenue appropriation decreased by \$5.1 million or 7.9% from \$65.0 million in Fiscal Year 2002 to \$59.9 million in Fiscal Year 2009, while faculty headcount increased by 9.9% from 686 in fall 2001 to 754 in fall 2009, and full-time equivalency increased by 7.7% from 648 to 698, respectively.

**Table 2.8. General Revenue Appropriations at Illinois Public Universities Fiscal Years 2002 Through 2010 (Dollars in Millions)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Chicago State	44.0	41.5	40.5	38.8	38.7	41.2	42.9	42.1	42.1
Eastern Illinois	55.3	51.9	47.6	47.6	47.6	48.3	49.2	50.6	50.6
Governors State	28.0	26.4	24.2	24.3	26.0	27.7	27.7	28.3	28.3
Illinois State	93.4	87.7	80.5	80.5	80.5	81.5	83.0	85.1	85.1
Northeastern Illinois	45.4	42.6	39.1	39.2	39.2	40.0	40.8	43.4	43.4
Northern Illinois	118.2	110.9	101.8	102.3	103.0	103.9	105.9	107.4	107.4
<b>Western Illinois</b>	<b>65.0</b>	<b>61.1</b>	<b>56.1</b>	<b>56.4</b>	<b>56.4</b>	<b>57.2</b>	<b>58.3</b>	<b>59.9</b>	<b>56.9</b>
Southern Illinois	250.0	234.7	217.3	217.5	217.6	223.2	227.3	233.5	253.6
Carbondale <sup>1</sup>	174.4	163.8	152.2	152.4	152.4	156.8	159.9	164.3	NA
Edwardsville	73.2	68.7	63.1	63.1	63.3	64.4	65.3	67.1	NA
Administration	2.4	2.2	2.0	2.0	1.9	2.0	2.1	2.1	NA
University of Illinois	803.6	754.9	697.0	698.4	698.0	710.6	722.3	743.4	743.4
Chicago	366.9	333.2	313.6	309.2	305.7	306.9	302.3	304.5	NA
Springfield	24.1	23.1	21.3	21.2	21.2	21.9	22.1	22.8	NA
Urbana-Champaign	352.1	316.0	282.9	279.0	276.2	283.5	279.2	289.4	NA
Administration	60.5	82.6	79.2	89.0	94.9	98.3	118.7	126.7	NA
<b>Total</b>	<b>1,502.9</b>	<b>1,411.7</b>	<b>1,303.8</b>	<b>1,304.9</b>	<b>1,306.9</b>	<b>1,333.5</b>	<b>1,357.1</b>	<b>1,393.7</b>	<b>1,410.8</b>

<sup>1</sup> Funds for Southern Illinois University and the University of Illinois are not appropriated by campus. The table displays the universities' allocation of funds. Data for Fiscal Year 2010 are not available.

In providing opportunity, Western's special admissions program annually admits up to 413 new students who do not meet all of the University's admissions requirements but who show promise and a willingness to work toward achieving shared educational goals. Quality instruction, support services, and student commitment are demonstrated by the fact, shown in Table 2.9, that specially admitted students graduate at rates comparable to regularly admitted students.

**Table 2.9. Six-Year Graduation Rates (GR) of New Freshmen by Admission Type**

Cohort		Number	GR
2001	Regular admission	1,266	57.2%
	Special admission	413	54.0%
	Total	1,679	56.6%
2002	Regular admission	1,540	56.5%
	Special admission	377	48.4%
	Total	1,917	54.9%
2003	Regular admission	1,606	60.3%
	Special admission	332	54.5%
	Total	1,938	59.3%

Western also commits to affordability through its unique, statewide and nationally replicated Cost Guarantee and Transfer Student Guarantee (see Core Component 1A4). Because students do not receive cost increases provided they maintain continuous fall/spring enrollment, it is possible to compare all-costs increases by taking the average (annualized) all costs increase experienced over four years compared to the moving four-year averages of the *Higher Education Price Index* (HEPI).

By treating tuition, fees, and room and board/housing rates as one combined “all-costs” increase, the Western Illinois University Board of Trustees maintains a tradition of approving cost increases below the HEPI—even with declining state general revenue support for higher education. Table 2.10 shows that the University exercises conservative fiscal management to limit cost increases to students and their families.

**Table 2.10. Western Illinois University–Macomb All-Costs Increases, Changes in the *Higher Education Price Index*, and Annual State Appropriations, Fiscal Years 2005 Through 2011**

	2005	2006	2007	2008	2009	2010	2011
Average four-year all-costs increase	3.6%	3.0%	2.1%	2.7%	1.8%	1.8%	1.6%
Average four-year increase in the <i>Higher Education Price Index</i>	3.7%	4.4%	4.0%	4.0%	2.3%	2.8%	NA
One-year change in state appropriations (operating)	2.5%	0.0%	1.5%	1.9%	2.8%	0.0%	NA

With limited cost increases, Table 2.11 shows that the percentage of students graduating from Macomb with loans decreased during 2009, and the average debt load of these graduates increased by only \$295 or 1.7%.

**Table 2.11. Percentage of Western Illinois University Graduates with Loans and the Average Debt Load of Graduating Students with Loans, Fiscal Years 2005 Through 2009**

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

Table 2.12 shows that the Macomb campus is ranked ninth lowest (of 13) in the percentage of graduating students with loans. The average debt load of these graduates is the ninth lowest as well.

**Table 2.12. Percentage of Graduates with Loans and Average Debt Load of Graduating Students with Loans, Western Illinois University–Macomb Benchmark Institutions, Fiscal Year 2008**

Percentage of Graduates with Loans		Average Debt Load	
Appalachian State	40	James Madison	\$12,591
College of Charleston	44	Eastern Illinois	\$14,233
Western Washington	50	Western Kentucky	\$15,042
James Madison	53	Appalachian State	\$15,080
Western Kentucky	57	Western Washington	\$15,560
Eastern Illinois	59	Sam Houston State	\$15,763
Montclair State	59	Central Washington	\$16,914
Central Washington	60	College of Charleston	\$17,139
<b>Western Illinois</b>	<b>67</b>	<b>Western Illinois</b>	<b>\$17,272</b>
Wisconsin–Whitewater	68	Missouri State	\$18,379
Northern Iowa	78	Montclair State	\$18,940
Sam Houston State	85	Wisconsin–Whitewater	\$19,743
Missouri State	92	Northern Iowa	\$24,176

Compared to peer institutions, Table 2.13 shows that the Quad Cities campus has the lowest percentage of graduating students with loans. Furthermore, the average debt load of these students is the lowest for the five institutions reporting data.

**Table 2.13. Percentage of Graduates with Loans and Average Debt Load of Graduating Students with Loans, Western Illinois University–Quad Cities Benchmark Institutions, Fiscal Year 2008**

Percentage of Graduates with Loans		Average Debt Load	
<b>Western Illinois–Quad Cities</b>	<b>65</b>	<b>Western Illinois–Quad Cities</b>	<b>\$11,822</b>
Pennsylvania State–Harrisburg	69	Illinois–Springfield	\$14,226
Augustana College	70	Augustana College	\$16,794
Illinois–Springfield	76	Pennsylvania State–Harrisburg	\$26,800
Saint Ambrose	84	Saint Ambrose	\$32,675

The University, as shown in Table 2.14, benchmarks its new student tuition and fee rates to other Illinois public universities as the vast majority of total student enrollment pays Illinois in-state tuition and fees. The goal is to stay in the middle of the Illinois public universities, with the understanding that comparisons will become more favorable over the student's career as Western is the only Illinois public university to guarantee no increases in fees and room and board. All Illinois public universities guarantee no increases in tuition. Western takes the guarantee steps further.

**Table 2.14. Annual Full-Time Resident Undergraduate Tuition and Fees at Illinois Public Universities, Fiscal Years 2005 Through 2009**

	2005		2006		2007		2008		2009	
	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Governors State	\$4,622	1	\$5,050	1	\$5,478	1	\$5,966	1	\$7,542	1
Southern Illinois– Edwardsville	\$4,859	2	\$5,209	2	\$5,938	2	\$7,033	2	\$7,831	2
Eastern Illinois	\$5,781	5	\$6,373	5	\$7,069	3	\$7,990	4	\$8,783	3
<b>Western Illinois</b>	<b>\$6,183</b>	<b>7</b>	<b>\$6,899</b>	<b>8</b>	<b>\$7,411</b>	<b>7</b>	<b>\$8,079</b>	<b>6</b>	<b>\$8,862</b>	<b>4</b>
Chicago State	\$6,143	6	\$6,626	6	\$7,138	4	\$7,730	3	\$8,878	5
Northeastern Illinois	\$4,932	3	\$6,306	4	\$7,166	5	\$7,992	5	\$8,964	6
Illinois–Springfield	\$5,247	4	\$5,965	3	\$7,244	6	\$8,254	7	\$9,077	7
Northern Illinois	\$6,617	10	\$7,229	10	\$7,871	9	\$8,589	8	\$9,403	8
Southern Illinois– Carbondale	\$6,341	9	\$6,831	7	\$7,789	8	\$8,899	9	\$9,813	9
Illinois State	\$6,328	8	\$7,091	9	\$8,040	10	\$9,019	10	\$9,814	10
Illinois–Chicago	\$7,824	11	\$8,498	11	\$9,742	11	\$10,546	11	\$11,716	11
Illinois–Urbana- Champaign	\$7,944	12	\$8,634	12	\$9,882	12	\$11,244	12	\$12,240	12

The University also takes advantage of its geographic settings in advancing student affordability. Being located near both Iowa and Missouri (only 53 miles from Burlington, Iowa, and 82 miles from Hannibal, Missouri) and with no statewide tuition reciprocity agreements signed by the IBHE, the Western Illinois University Board of Trustees approved “Border County Agreements” for the Macomb campus. These agreements allow students from five Missouri counties and eight Iowa counties to pay Illinois in-state tuition for the first year, and the benefit continues if the student establishes Illinois in-state residency. With the Quad Cities campus located on the Illinois/Iowa border, all Iowa residents pay Illinois in-state tuition.

These long-standing agreements were recently enhanced. Beginning with fall 2009 new students, the Western Illinois University Board of Trustees extended Illinois in-state tuition to all residents of Iowa, Missouri, and Wisconsin for both campuses. In the first year of policy implementation, Table 2.15 shows that enrollment from Iowa, Missouri, and Wisconsin increased by 49 students (17.6%) in Macomb and decreased by 35 students (9.1%) on the Quad Cities campus.

**Table 2.15. Student Enrollment from Iowa, Missouri, and Wisconsin, Fall 2005 Through Fall 2009**

	2005	2006	2007	2008	2009
<b>Macomb Campus</b>					
Iowa border counties	230	204	211	193	214
Remainder of Iowa	32	39	40	30	44
Missouri border counties	22	15	9	17	19
Remainder of Missouri	14	18	17	20	28
Wisconsin	15	6	16	18	22
Total	313	282	293	278	327
<b>Quad Cities Campus</b>					
Iowa border counties	252	303	328	347	312
Remainder of Iowa	60	43	39	36	42
Missouri border counties	1	1	--	--	--
Remainder of Missouri	2	2	1	1	1
Wisconsin	2	2	2	1	3
Total	317	351	370	385	358

To further provide high-quality, affordable educational opportunities, the Western Illinois University Board of Trustees extended Illinois in-state tuition to all Indiana residents, to begin in summer 2010. In fall 2009, there were 12 students from Indiana (11 in Macomb and one in the Quad Cities). However, there is significant potential for growth as the Macomb campus yields approximately 2,200 students from Cook County alone. This total does not include all of the Chicago suburbs, collar counties, or the expansion of the Quad Cities campus. It is only a 2.5 hour drive to the Western suburbs of Chicago from Moline.

***(1C3) The University's planning and budgeting priorities flow from and support the mission.***

Consistent with the University's mission, Table 2.16 shows that the highest annual expenditure is for the function of instruction. The table also shows that the University has held administrative and support costs to a 1.1% increase of total expenditures for the past five years, despite inflationary increases and unfunded state mandates for contributions to group health insurance and FICA/Medicare contributions.

**Table 2.16. Operating Costs by Function, Fiscal Years 2005 Through 2009**

	2005	2006	2007	2008	2009
Instruction	\$62,697.7	\$65,113.8	\$69,958.7	\$72,536.6	\$73,949.1
Organized research	4,087.0	3,479.5	2,697.1	2,519.8	2,332.2
Public service	12,965.0	12,824.4	14,057.9	13,390.6	13,360.8
Academic support	7,642.9	8,367.3	8,959.8	9,293.3	9,442.7
Subtotal	\$87,392.6	\$89,785.0	\$95,673.5	\$97,740.3	\$99,084.8
	49.4%	47.7%	48.5%	47.3%	47.4%
Student services	\$25,939.2	\$27,688.1	\$29,097.0	\$31,353.0	\$33,295.8
Institutional support	6,875.5	7,700.6	7,891.8	8,446.0	9,030.4
O&M of Physical Plant	24,370.0	26,480.5	27,121.1	31,267.7	29,370.8
Independent operations	28,504.8	32,266.5	33,669.6	33,891.7	34,473.9
CMS Group Health Insurance	2,766.2	3,050.9	2,679.2	2,571.5	2,567.6
FICA/Medicare	990.9	1,129.0	1,253.3	1,357.1	1,431.3
Subtotal	\$89,446.6	\$98,315.6	\$101,712.0	\$108,887.0	\$110,169.8
	50.6%	52.3%	51.5%	52.7%	52.6%
Total	\$176,839.2	\$188,100.6	\$197,385.5	\$206,627.3	\$209,254.6

With these expenditure patterns, the University maintains the FYE, 69.2% of undergraduate classes with enrollments less than 30, no classes greater than 50 in the Quad Cities, and student-to-faculty ratios favorable to peer institutions. Table 2.17 shows that Western Illinois University–Macomb and Quad Cities have the second lowest student-to-faculty ratios of their respective peer institutions.



**Table 2.17. Student-to-Faculty Ratios, Western Illinois University–Macomb and Quad Cities Benchmark Institutions, Fiscal Year 2008**

Macomb Benchmarks		Quad Cities Benchmarks	
Eastern Illinois	15:1	Saint Ambrose	11:1
<b>Western Illinois</b>	<b>16:1</b>	Houston–Clear Lake	11:1
Wisconsin–Whitewater	16:1	<b>Western Illinois–Quad Cities</b>	<b>12:1</b>
Northern Iowa	16:1	Illinois–Springfield	12:1
North Carolina–Wilmington	16:1	Augustana College	12:1
James Madison	16:1	Pennsylvania State–Harrisburg	13:1
College of Charleston	16:1	Texas A&M–Texarkana	14:1
Montclair State	17:1	Texas A&M–International	15:1
Appalachian State	17:1	University of Baltimore	18:1
Southern Illinois–Edwardsville	18:1	Governors State	19:1
Western Washington	19:1		
Western Kentucky	19:1		
Missouri State	19:1		
Sam Houston State	20:1		
Central Washington	20:1		
California State–Chico	22:1		

University budgeting carefully considers the relationships between revenue and institutional priorities. Beginning with the September 2005 submission for its *Fiscal Year 2007 Operating and Capital Recommendations* (annual budgetary requests) to the State of Illinois, the Board of Trustees annually requests new state resources that carefully align with institutional and statewide plans for higher education.

The need to carefully evaluate institutional revenue and expenditures is consistent with the University's commitment to be a leader in affordability at a time when, as shown in Table 2.18, University Income Funds (tuition) are now over one-half of the University's total appropriations (General Revenue and Income Funds).

**Table 2.18. Western Illinois University Revenue by Source of Funds, Fiscal Years 2005 Through 2009**

	2005	2006	2007	2008	2009
General revenue funds	\$56,391.1	\$56,391.1	\$57,213.4	\$58,287.5	\$58,421.6
Income funds	41,190.0	46,763.0	52,474.9	58,537.7	59,234.7
Local grants	349.8	306.1	302.3	293.5	304.3
State grants	3,259.8	3,914.8	3,667.5	3,997.3	3,303.7
Federal grants	16,930.3	15,109.4	14,974.8	14,933.7	16,428.0
Private gifts, grants, and contracts	881.0	1,127.0	1,421.9	1,060.7	1,212.6
Sales and service of auxiliary	40,622.1	46,727.9	47,925.0	51,653.9	48,710.6
Other/Indirect cost recovery	17,215.1	19,030.4	20,602.8	21,591.8	21,639.1
Total	\$176,839.2	\$189,369.7	\$198,582.6	\$210,356.1	\$209,254.6

Western's *All-Funds Budgets* and *Departmental Budget Allocations*, approved annually by the Board of Trustees, follow a fiscally conservative model. As suggested in Table 2.19, annual budgets use the previous year's budget and Strategic Plan priority and resource allocation decisions as base. This approach supports daily operations such as personal services commitments and items supporting the academic mission of the University—for example, contractual services (primarily utilities and food service), awards and grants (student financial aid), and equipment.

**Table 2.19. Operations Costs by Object of Expenditure**

	2005	2006	2007	2008	2009
Personal services	\$100,358.3	\$105,386.6	\$110,435.2	\$115,908.7	\$119,984.6
Contractual services	36,714.5	39,658.0	39,825.3	41,778.5	41,693.3
Travel	1,683.3	1,777.1	1,954.3	2,114.0	2,033.2
Commodities	4,061.7	4,563.0	4,834.2	4,598.9	4,725.1
Equipment	6,691.2	6,280.2	7,811.7	7,332.8	5,884.6
Awards and grants	12,715.4	13,625.6	14,497.5	15,819.8	17,640.8
Telecommunications	1,443.0	1,503.8	1,379.1	1,290.0	1,310.2
Operation of auto	357.0	348.0	346.3	428.8	618.9
Permanent improvements	1,264.9	802.0	1,170.5	2,862.1	790.1
Other	7,792.8	9,976.4	11,198.9	10,565.1	10,574.9
CMS Group Health Insurance	2,766.2	3,050.9	2,679.2	2,571.5	2,567.6
FICA/Medicare	990.9	1,129.0	1,253.3	1,357.1	1,431.3
Total	\$176,839.2	\$188,100.6	\$197,385.5	\$206,627.3	\$209,254.6

**Note:** CMS = Central Management Services

And, at the same time, annual budgets successfully support advancement of institutional goals and priorities. For example, over \$7.2 million in Fiscal Year 2009 funds supported the University's highest priorities as documented in Table 2.20. This included increasing faculty and staff salaries, utility cost increases, deferred maintenance needs, and classroom/technology upgrades.

**Table 2.20. Fiscal Year 2009 Priority Expenditures**

Faculty and Staff Salaries	\$3,800,000
FICA Cost Increase	200,000
Facilities Enhancements	685,000
Technology Upgrades	600,000
Distance Education	400,000
Utility Cost Increases	300,000
Master Plan Implementation	250,000
Quad Cities Faculty	250,000
ICEF Lighting Grant Match	210,600
Comprehensive Campaign Planning	200,000
Nursing Program	150,000
Western Illinois University–Quad Cities Marketing	115,000
Strategic Plan Implementation	100,000
Total Fiscal Year 2009 Priorities	\$7,260,600

The Western Illinois University Board of Trustees will continue to support all-funds budgeting to advance University priorities and goals. Annual accountability reports, described in Core Component 1A2, will continue to provide the University and external communities with implementation status reports.

***(1C4) The goals of the administrative and academic subunits of the organization are congruent with the University's mission.***

All five Vice Presidents, four academic Colleges, and University Libraries have mission statements posted on their websites. URLs are provided in Table 2.21. A review of the mission statements shows that all of the referenced materials support the academic mission and service operations of the University. Likewise, annual planning and accomplishment presentations show how the University community is collectively advancing the vision, mission, priorities, and goals of the University.

**Table 2.21. Vice President and College Websites**

Vice Presidents	URL	Deans	URL
Provost and Academic Vice President	wiu.edu/provost	Arts and Sciences	wiu.edu/cas/about
Administrative Services	wiu.edu/vpas	Business and Technology	wiu.edu/CBT/about
Advancement and Public Services	wiu.edu/vpaps	Education and Human Services	wiu.edu/coehs/about
Quad Cities, Planning and Technology	wiu.edu/vpqpt	Fine Arts and Communication	wiu.edu/cofac/about
Student Services	student.services.wiu.edu/vpss	University Libraries	wiu.edu/library/info/info_web.sphp?id=237

To continue to infuse the goals and action items of *Higher Values in Higher Education* throughout all levels of the University, all presenters prepare *Consolidated Annual Reports* for the President. These reports include accomplishments and goals specifically related to institutional priorities and plans.

The summaries presented to the President are a synopsis of materials presented by Deans and Directors. In Academic Affairs, for example, all college Deans prepare and present their plans to the Provost and Academic Vice President, who then prepares divisional materials for the President and University community. The Vice President for the Quad Cities, Planning & Technology uses a similar process.

***(1C5) The University's internal constituencies articulate and enact the mission in a consistent manner.***

Members of the University community articulate and enact the University's mission in the following ways:

- Engaging in shared governance activities, including drafting, reviewing, and ultimately endorsing University mission documents
- Participating in task forces and committees related to the University's mission documents, including the team that formed the Transfer Cost Guarantee, accreditation self-study teams, University Retention Committee, Master Plan Implementation Teams for the Macomb and Quad Cities campuses, Campus Sustainability Committee, and the President's Technology Advisory Users Group
- Achieving goals in the University's interrelated planning documents as part of job responsibilities

Criterion 2 displays the many accomplishments associated with the continued successful implementation of the University's mission documents.

The "Measuring and Demonstrating Our Values Special Emphasis" section contains additional evidence of how members of the University community currently articulate and enact the mission, vision, values, and goals of the University. The University specifically designed this special emphasis to identify additional means by which the University community can engage in activities supporting our core values.

## **Core Component 1D: The University's Governance and Administrative Structures Promote Effective Leadership and Support Collaborative Processes that Enable the Organization To Fulfill Its Mission.**

### ***(1D1) Western Illinois University Board of Trustees policies and practices focus on the University's mission and vision.***

In 2002, the Western Illinois University Board of Trustees hired Dr. Al Goldfarb as the University's tenth President because of his strategic planning expertise and desire to work with the Board, our campuses, and host communities to advance the University's vision, mission, values, and goals. In 2004, under the Board's and Dr. Goldfarb's leadership, the University implemented the *Higher Values in Higher Education* strategic planning, budgeting, and accountability reporting processes—collaborative processes that guide the University.

Consistent with its *Bylaws*, the Western Illinois University Board of Trustees expects student, faculty, and staff participation in University decisionmaking. Therefore, all University governance groups were asked to endorse all of the University's mission documents. Most recently, the Board of Trustees approved the “Measuring and Demonstrating Our Values Special Emphasis” as a means to document how the University is and will advance its *Mission Statement*.

With the institutional vision to be a leader in educational quality, opportunity, and affordability, the Western Illinois University Board of Trustees engages in all three aspects of the vision statement. For example, the Board reviews and approves all academic program changes and budgetary requests (operating and capital) prior to submission to the IBHE to ensure the viability and sustainability of high-quality programs and services. The Board also receives semester enrollment updates to monitor student access, and it, as documented in Core Components 1A4 and 1C2, promotes affordability through all-funds budgeting and continued support of the Cost Guarantee and Transfer Cost Guarantee programs.

The Vice President for the Quad Cities, Planning & Technology prepares *Monthly* and *Annual Strategic Plan Updates* to provide the Board data it needs to determine if approved plans are being successfully implemented. The Board also receives similar annual reports from this Vice President for *Campus Master Plans* and the *Institutional Strategic Plan for Technology*.

Board actions such as the following also help to advance the University's priorities and goals:

- Support faculty and staff salaries that meet and exceed the mean of peer institutions.
- Establish/expand academic programs, centers, and institutes.
- Develop/support new and enhanced strategies for reducing the amount of student indebtedness upon graduation.
- Provide a broad-based National Collegiate Athletic Association (NCAA) Division I varsity Intercollegiate Athletics program in strict adherence with NCAA operating principles.
- Create a long-term bonding plan for facilities, infrastructure, telecommunications, and technology needs that is consistent with *Campus Master Plans*.
- Pursue state funding for the highest construction and renovation priorities identified in the *Campus Master Plans*.

***(1D2) The Board enables the University's chief administrative personnel to exercise effective leadership.***

In 1996, the Illinois General Assembly enacted *Illinois Compiled Statutes, 110 ILCS 690/35* which established the Board of Trustees of Western Illinois University as well as separate Boards for former Board of Governors institutions (Chicago State University, Eastern Illinois University, Northeastern Illinois University, and Governors State University) and Board of Regents institutions (Illinois State University and Northern Illinois University), while retaining governing Boards for Southern Illinois University (Carbondale and Edwardsville) and the University of Illinois (Chicago, Springfield, and Urbana-Champaign).

Under this statute, each Board has legal and fiduciary responsibilities to operate, manage, control, and maintain their institution. The Western Illinois University Board of Trustees entrusts the coordination and management of the University to the President with the understanding that provisions shall be made for advisory participation by the faculty, staff, and students in University decisionmaking. The President delegates institutional authority to the Vice Presidents according to the University's functional (organizational) chart.

Clear lines of authority enable the President and Vice Presidents (officers of the University) to promote collaborative working relationships. While the Board is responsible for assuring that its policies and regulations are followed, it does not participate in the details of institutional management delegated to University administration. Members of the Board exercise official Board authority only when the Board is in session or when trustees are acting on behalf of the Board pursuant to its direction. Committees of the Board (currently Academic and Student Services, Audit, Finance, and Presidential Assessment) function as fact-finding, deliberating, and advisory and present proposals to the Board for approval.

All of the accomplishments in this *Self-Study* provide evidence of effective leadership. Further evidence of effective leadership is provided by the Faculty Senate's evaluation of the President and Provost and Academic Vice President. Additionally, beginning in Fiscal Year 2005, the University implemented annual performance appraisals and goal setting of all administrative and professional (COAP) employees.

***(1D3) The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.***

Western Illinois University operates according to the process of shared governance. Each governance group—the CSEC, COAP, Faculty Senate, Student Government Associations in Macomb and the Quad Cities, and the Quad Cities Faculty Council—has a constitution, defining its authority and administrative liaison(s) to ensure communication and collaboration with University administration and the University community. Meeting agendas and minutes for each of the governance groups provides evidence that governance groups are implementing their delegated authority.

In addition to these six institutional governance groups, there are additional bodies responsible for governance in areas of academic and/or administrative responsibility. These include college councils, the Alumni Council, and the Graduate Council.

The distribution of responsibilities as defined in governance structures, processes, and activities is also understood and is implemented through contractual agreements. Western Illinois University has five collective bargaining agreements with (1) the American Federation of State, County and Municipal Employees; (2) Illinois

Fraternal Order of Police Labor Council; (3) International Union of Operating Engineers; (4) Pipe Trade District Council; and (5) University Professionals of Illinois.

Following precedent established in the original *Higher Values in Higher Education* document, the University will continue to develop and implement strategies to increase student, faculty, and staff participation in institutional shared governance. This includes new governance group reporting, which is described in Core Component 1D6.

***(1D4) People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.***

By statute *110 ILCS 690/35*, Board members must be Illinois residents. They are appointed by the Governor and confirmed by the Illinois Senate for overlapping six-year terms. One additional member is elected by the students to a one-year term. The student from the elected campus (Macomb or Quad Cities) is supported by an elected (ex-officio) student Board of Trustees Assistant from the opposite campus. As part of their annual retreats, Board members annually self-evaluate performance and set Board goals for the next year.

Vitae and qualifications for the Trustees, President, and Vice Presidents will be provided to the on-site review team. Annual performance appraisals evaluate the effectiveness of University officers in achieving their defined responsibilities. The President and Vice Presidents evaluations are informed by direct reports of the positions in addition to a University-wide survey for the President and Provost.

Critical to the development and implementation of institutional priorities are elected members of governance groups and bargaining units whose qualifications for their duties are evaluated by their peers through an election process.

***(1D5) Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.***

The development of new curriculum is a shared responsibility. Program faculty, the Faculty Senate, Graduate Council, and academic administrators engage in an iterative process before seeking final approval from the President, Western Illinois University Board of Trustees, and the IBHE. Completed forms demonstrating the integrity of the process will be available to the on-site review team from the Office of the Provost and Academic Vice President.

Criterion 3 provides detailed discussions of the University's assessment processes. Assessment discussions in this criterion demonstrate how faculty and academic leaders share responsibility for curricular coherence. For example, the Faculty Senate's Council on General Education (CGE) reviews courses submitted for the General Education curriculum, and ongoing assessments of that curriculum by other agencies, in order to ensure that the curriculum reflects the University's *Philosophy and Goals of General Education*.

Program faculty are responsible for annual assessment of student learning outcomes in each major. The SLAC provides institutional guidance of and support for assessment and helps to ensure that the University meets internal and external expectations for assessment.

Program faculty also support discipline-specific accreditation by working closely with department chairs, Deans, and the Provost's Office in (re)accreditation processes. These same audiences also work collaboratively in the academic program review process to ensure program quality and viability.



The integrity of academic processes is strengthened by contractual agreements between Western Illinois University and the University Professionals of Illinois. The current *Agreement 2007-2011* defines policy and procedure for key academic issues, including *Faculty Responsibilities and Assignment of Duties* and *Evaluation Criteria and Procedures*.

As stated in *Higher Values in Higher Education 2008-2018*, faculty and other academic leaders will continue to share responsibility for the coherence of the curriculum and the integrity of academic processes by engaging in such actions as the following:

- Developing and offering new and expanded academic programs in areas of demand and need that are consistent with the mission of the University
- Supporting interdisciplinary course, program, institute, and center development
- Following the University's *Assessment Plan* to use assessment of student learning in General Education, the undergraduate major, and in graduate programs to inform curricular revision and development
- Implementing the goals and priorities of the "Strengthening Distance Learning Special Emphasis" section.

***(1D6) Open communication facilitates governance participation in University planning.***

Core Component 1A1 show that Western Illinois University's planning processes are predicated on open communication, iterative drafting, and governance approval processes. To sustain credibility in the University planning process, the University uses accountability reporting processes and annual presentations described in Core Component 1A2.

Open communication is essential to achieving shared University plans and priorities. Therefore, each of the institutional governance groups presents a report on issues affecting their constituencies at quarterly Western Illinois University Board meetings. The governance groups also provide a consent report on matters on which they wish to advise the Board. Governance leaders, Deans, Vice Presidents, and the President also meet monthly in the President's Advisory Group to ensure that there is open communication and dialogue on University issues, budget, and priorities.

In addition to the roles of the governance leaders, the Vice Presidents serve as liaisons and give reports at governance meetings as do the Deans at their College Councils to further reinforce communication at all levels of the organization. Open communication is further augmented by postings on the University website, which include the institutional budget, [wiu.edu/budget](http://wiu.edu/budget); minutes and agendas of the governance groups; and monthly *Strategic Plan Updates*.

Through *Higher Values in Higher Education 2008-2018*, the University commits to the following:

- Using annual planning and accomplishment presentations as a means of documenting how areas that report to the President and Vice Presidents are advancing divisional and University goals and priorities
- Developing and publishing a Website of "dashboard" indicators or Strategic Plan measures for monitoring institutional progression on the goals and actions of *Higher Values in Higher Education 2008-2018*
- Using annual reports to document advancement of *Higher Values in Higher Education 2008-2018*, statewide priorities, and institutional performance on Strategic Plan indicators in comparison to peer institutions

- Incorporating departmental and College benchmarking information into academic master planning and use
- Maintaining website information on annual divisional priorities and accomplishments

**(1D7) The University evaluates its structures and processes regularly and strengthens them as needed.**

Western Illinois University has a strong history of self-evaluation:

- Table 1.1 displays the review schedule for the University's mission documents.
- In fall 2005, the CGE initiated a thorough review of the General Education requirements at Western Illinois University, including a careful consideration of the Writing in the Disciplines requirement, which is now a University degree requirement.
- Criterion 2 discusses administrative reorganization and the creation of the position of the Vice President for the Quad Cities, Planning & Technology.
- The introductory chapter of this *Self-Study* discusses changes resulting from the last site visit from the Commission.
- The Division of Student Services on the Macomb campus is developing an assessment process analogous to academic program review.
- The University worked with a marketing consultant to develop an integrated marketing campaign for the Macomb and Quad Cities campuses.
- Student Services at Western Illinois University–Quad Cities completed a self-study that resulted in a combined Office of Academic and Student Services to streamline and enhance services provided to students.
- The Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011* established a committee to study salary equity and make market equity recommendations to the University and Union Chapter Presidents.
- Human Resources developed a compensation strategy with respect to salary structure, base pay, starting pay, pay equity, and Pay for Exceptional Performance for staff.

Through *Higher Values in Higher Education 2008-2018*, the University will

- use the academic program review process to ensure the provision of high-quality, viable academic programs and services.
- achieve/maintain discipline-based accreditation and/or certification where appropriate to the discipline.
- develop new and expanded academic programs that allow students to earn multiple degrees from Western Illinois University and be prepared for multiple career opportunities.
- create five-year integrated baccalaureate/master's degree programs where appropriate to the discipline.
- study alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) on the Quad Cities campus that is responsive to student needs.
- expand weekend and summer school offerings in order to meet the needs of nontraditional student populations on both the Macomb and Quad Cities campuses.

## **Core Component 1E: The University Upholds and Protects Its Integrity.**

### ***(1E1) The Western Illinois University Board of Trustees exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.***

*Western Illinois University Board of Trustees Bylaws* define how the Board conducts its business, and *Board Regulations* identify how the University operates according to the principles of shared governance. *University Policies and Procedures* define how the Board and the University community operate legally, responsibly, and with fiscal honesty. *Board Minutes* and *Agendas* demonstrate consistent adherence to the *Bylaws, Regulations,* and *University Policies and Procedures.*

To further ensure legal and fiduciary compliance, and in compliance with *Illinois Public Act 89-0004*, the Board appointed a University staff member, the Vice President for Administrative Services, to serve as its treasurer. The Board reviews *Quarterly Budget Reports*, receives reports of *Institutional Expenditures Approved by the President Between \$100,000 and \$500,000*, and approves *Expenditures over \$500,000* and annual institutional *All-Funds Budgets.*

The Board also receives an annual *Internal Audit Report* from the Director of Internal Auditing and, as described in Core Component 1E2, maintains a comprehensive program of internal and external auditing. This includes the establishment of a Board Audit Committee in 2006, to provide oversight for all University auditing functions.

For legal matters, the Board meets in executive session to act upon matters of personnel, legal, collective bargaining, and other such issues as covered by *Section 2C* of the *Open Meetings Act*. It also retains legal counsel and receives quarterly legislative updates from the Assistant to the President for Governmental Relations.

The Western Illinois University Board of Trustees will continue to engage in the activities described above, and the Board will promote transparency and accountability by expecting completion of commitments made in Core Components 1D6 and 1E6, continuing to link resource requests and allocations (operating and capital) to the advancement of the goals and priorities cited in *Higher Values in Higher Education 2008-2018.*

### ***(1E2) The University understands and abides by local, state, and federal laws and regulations applicable to it.***

Western Illinois University has been in continuous operation since its establishment in 1899, which demonstrates an understanding of local, state, and federal laws and regulations. The University's legal compliance is coordinated by areas of administrative responsibility, including the Offices of Equal Opportunity & Access, Human Resources, Financial Aid, Intercollegiate Athletics, Internal Auditing, Purchasing, and University Legal Counsel.

As a public educational institution, employer, and federal contractor, Western Illinois University complies with all applicable state and federal nondiscrimination laws, orders, and regulations. The Equal Opportunity & Access Office administers the University's Equal Opportunity/Affirmative Action policies and procedures. Annual *Underrepresented Groups Reports* are presented to the IBHE, Western Illinois University Board of Trustees, University, and external communities to document institutional outcomes for advancing the participation and achievement of minorities, females, and individuals with disabilities.

The “Federal Compliance” section of this *Self-Study* demonstrates that Western is in full compliance with state and federal financial aid regulations as evidenced by the latest audit. The University abides by federal regulations governing *Title IV* financial aid and Illinois regulations as defined by the Illinois Student Assistance Commission (ISAC) in the distribution of financial aid to students.

Core Component 1E3 demonstrates that the University is certified by the NCAA. No Western Illinois team has ever been placed on athletic probation or sanction by the institution, conference, or the NCAA.

The *Illinois State Auditing Act* requires completion of external audits by private accounting firms licensed with the Illinois Department of Professional Regulation. E. C. Ortiz & Co., LLP is the current auditor for the University. The financial audit for the year ending June 30, 2008, found Western Illinois University to be “in conformity with accounting principles generally accepted in the United States of America.”

*The Fiscal Control and Internal Auditing Act (FCIAA, 30ILCS 10/)* requires full-time internal auditing at Illinois colleges and universities. Two full-time staff audit the Macomb and Quad Cities campuses and report directly to the President. Western’s internal auditing is University-wide; no function, activity, or unit of the University is exempt from audit and review.

Internal Auditing provides independent appraisals of operations by following standards of the *Codification of Standards for the Professional Practice of Internal Auditing* as promulgated by the Institute of Internal Auditors and the *FCIAA*. Additionally, standards issued by the American Institute of Certified Public Accountants and the General Accounting Office are followed. During Fiscal Year 2009, Internal Auditing completed six internal audits and shared external audit findings with appropriate administrative units.

To maintain oversight of the internal auditing function, the President annually reviews with the Director of Internal Auditing the previous year’s internal auditing program and the future direction of the program. External auditors validate the University’s audit process by routinely reviewing a random sample of audits completed and the University’s *Internal Audit Plan*. They also interview the director of Internal Auditing to ensure *FCIAA* compliance.

As part of the legal compliance, the State of Illinois requires all state employees to annually complete ethics training and certification. Western Illinois University also requires that all employees annually complete sexual harassment and prevention training and certification. Records demonstrating employee compliance with these initiatives are available from the Office of the Vice President for Administrative Services and the Office of Equal Opportunity & Access, respectively.

Further supporting compliance, the University maintains legal counsel. Likewise, Student Legal Services is a professional legal office available to all Western students without fees being charged for services. A licensed, practicing attorney can represent individuals charged with traffic violations and misdemeanor offenses, and can assist students with landlord/tenant issues, city ordinance violations, consumer problems, or questions about other types of legal problems.

***(1E3) The University's structures and processes allow it to ensure the integrity of its cocurricular and auxiliary activities.***

There are many structures and processes used to ensure the integrity of the University's cocurricular and auxiliary activities. For example:

- The Western Illinois University Foundation has an Audit Committee and, beginning in Fiscal Year 2010, will have audits conducted separately from the annual audits of the University.
- The University sponsors 20 Division I teams (10 men's and 10 women's). No Western Illinois team has ever been placed on athletic probation or sanction by the institution, conference, or the NCAA. The University is certified by the NCAA for strict adherence to operating principles related to governance and rules compliance, academic integrity, equity, and student athletic welfare. The Faculty Senate's Council on Intercollegiate Athletics (CIA) meets twice per semester to recommend policies and procedures related to conference, NCAA, and federal guidelines and the University's mission and resources. Dr. Tom Cody, a member of the CIA and professor of Educational and Interdisciplinary Studies, serves as the University's NCAA faculty representative.
- Western offers an Auxiliary Facilities System (AFS) on the Macomb campus through 11 residence halls, seven dining centers, a comprehensive student union, and the Campus Recreation program. Revenue for the AFS is generated by room and board, student fees, and other generated revenue. Operational budgets are determined by the AFS Committee, chaired by the Vice President for Student Services and consisting of student leaders from the Student Government Association; University Union Board; Interhall Council; staff from Administrative Services, Student Services, and the President's Office; and representatives from the AFS units. The AFS Committee and program staff are responsible for prudent expenditure of student fee revenue.
- Presidential approval is required for all institutional expenditures between \$100,000 and \$500,000. Western Illinois University Board of Trustees approval is required for all institutional expenditures over \$500,000. A record of these expenditures is provided to the Board for information or action as part of their quarterly meetings. Copies of all Board meeting materials will be available to the on-site review team.
- Western Illinois University is responsible for procuring goods and services in a timely manner and at the best quality and price while complying with existing statutes and governing regulations. The Purchasing office coordinates the purchasing process for all University departments and offices seeking goods and/or services. The University annually spends approximately \$35 million for goods and services from three sources of funds: (1) Appropriations, (2) Auxiliary Enterprises (Revenue Bond, Stores, and other local accounts), and (3) Grants and Contracts.





**(1E4) The University consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.**

Core Component 1D3 showed that Western Illinois University has open, accessible policies and procedures regarding the rights and responsibilities of students and employees through published handbooks and collective bargaining agreements. *Western Illinois University Board of Trustees Regulations* also provide policies for students and University employees.

In addition, all University students and employees are subject to institutional conduct policies stated in the *University Policies Manual*. These conduct policies include, but are not limited to, *Access to and Release of Student Information*, *Anti-Harassment*, *Computing Use*, *Conflict of Interest*, *Domestic Partner Benefits*, *Drug Free Workplace*, *Equal Opportunity and Affirmative Action*, *Just and Equal Treatment*, *Religious Observance*, and *Student Code of Conduct*.

Western has made changes since the last accreditation visit to strengthen the rights of employees. The University was second of the 12 Illinois public universities to implement domestic partner benefits. The University committed to lactation stations and Leadership in Energy and Environmental Design (LEED) certification in all new construction. The new Multicultural Center, opened in fall 2009, is the first facility to meet these new University requirements.

**(1E5) The University deals fairly and with integrity to its external constituents.**

Western Illinois University *Conduct Policies* apply equally to employees and guests of the University to ensure that all are treated fairly and with respect. Integrity of external relations is further enhanced by many factors, including the following:

- *Institutional committees to serve the needs of the public and our guests* – For example, President Goldfarb and Macomb Mayor Wisslead created the Community-University Partnership Program (CUPP) that focuses on honest dialogue about key issues facing the University and the community, and developing positive interactions between the University and local constituents. CUPP is currently chaired by a community member, Mr. Bill Jacobs.
- *Institutional offices to serve the needs of members of the external communities* – The external communities include the Student Assistance and Parent Service Center, Alumni Association, University Relations (UR), and Veterans Affairs.
- *Institutional offices to serve the specific needs of our guests* – For example, the Office of Equal Opportunity & Access and Disability Support Services (DSS) coordinate accommodations for individuals with disabilities. This is done in accordance with *Section 504 of the Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA) of 1990*. The University also maintains an ADA Advisory Committee. Members serve as constituent representatives and evaluate/implement strategies for addressing physical and program barriers for individuals with disabilities.

Community participation in University planning is demonstrated in Core Component 2D7.



**(1E6) The University presents itself accurately and honestly to the public.**

Western Illinois University presents itself accurately and honestly to the public through commitments to transparency and accountability; the website, *wiu.edu*, contains links to information regarding Macomb and Quad Cities campus safety and to the *College Student Portrait for the Voluntary System of Accountability*. Additional demographic data about Western is available from *Fast Facts*, the IRP website, and through the Common Data Set.

Western concurs with Dr. Sylvia Manning's December 12, 2008, correspondence stating that voluntary systems of accountability are "serious efforts to meet public calls for transparency." We believe transparency includes describing the institution through voluntary systems of accountability and publishing institutional priorities. University mission documents and annual implementation status reports for these plans are available on the University Planning website.

Western demonstrates honesty and integrity in all reporting to local, state, and federal agencies. The University maintains a long-standing history of accreditation with the Commission, receipt of state and federal financial assistance, certification with the NCAA, and 12 discipline-specific accreditations.

**(1E7) The University provides timely response to complaints and grievances.**

Institutional policies and procedures define the rights and responsibilities of students, faculty, staff, and guests of the University. For example, the *Code of Student Conduct* outlines standards of behavior expected of every student at the University.

As an institution valuing the individual learner, personal growth, and social responsibility, timely response to student complaints and grievances begins with the institutional expectation that conflict resolution begins with those involved. When conflicts cannot be successfully resolved, they are advanced according to the University's organizational chart and often engage the Office of Student Judicial Programs (SJP). This office is responsible for fairly and reasonably developing, disseminating, interpreting, and enforcing regulations while protecting student rights, addressing student behavioral problems, reinforcing standards of academic excellence and social responsibility, and encouraging activities that prevent violations of the *Code of Student Conduct*.

In all cases of conflict resolution, University employees are expected to follow University policies and procedures. All University policies (including *Anti-Harassment*, *Avoidance on Appearance of Nepotism in Academic Matters*, *Disruptive Student in Class Procedure*, *Equal Opportunity/Affirmative Action*, *Grades Appeal*, *Grades and Class Attendance*, *Religious Observance*, *Student Academic Integrity*, and *Withdrawal from Courses or University*) contain procedures to be used in the case of complaints or grievances.

To ensure accountability and timely response to formal, written student complaints and grievances, the Associate Provost/Associate Vice President for Academic Affairs and the Assistant to the Vice President for Student Services/Director of Community Relations maintain student complaint logs, indicating the date of student complaint, actions taken, and resolution. The Vice President for the Quad Cities, Planning & Technology maintains the same information for the Quad Cities campus.

Timely response to student complaints and grievances is enhanced by clear expectations and coordination of efforts. For example, in the area of harassment, the *Student Handbook* states, "Where there is not an employee/

supervisor relationship, harassment involving students will be treated as a disciplinary matter and should be reported to SJP. In cases where an employee/supervisor relationship exists between two students, the Office of Equal Opportunity & Access will work cooperatively with the SJP in the investigation of harassment allegations.”

Similar to students, all employees are expected to resolve conflicts and grievances at the local level. If efforts are unsuccessful, the University maintains established policies, procedures, and timelines for administrative/professional personnel and Civil Service employees. For employees represented by unions, grievance policies and procedures are discussed in all collective bargaining agreements.

The Office of Equal Opportunity & Access has responsibility for the implementation of all Equal Opportunity/Affirmative Action policies and programs. It ensures that University policies, programs, and grievance procedures are in compliance with state and federal regulatory agencies, including the Illinois Department of Human Rights, the Equal Employment Opportunity Commission, and the Office of Civil Rights.

## Summary

Criterion 1 evaluates the extent to which the University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Western Illinois University Board of Trustees, administration, faculty, staff, and students. The data in Criterion 1 demonstrate that the University fulfills all of the core components for accreditation. We publicly articulate our commitments, continue to advance diversity, embrace shared governance, and uphold and protect the integrity of our University.

The strengths of the University in this criterion include the following:

- Clear planning processes that set priorities, allocate resources, evaluate and report upon progress – University representatives have been asked to present our model nationally and internationally through the International Association of Institutional Research; Association of Institutional Research; Society for College and University Planning; and at public and private colleges and universities, including the University of Illinois–Springfield, Illinois College, Lassen College, Tulsa Community College, and Rend Lake College.
- Core values that represent a shared commitment to academic excellence, educational opportunity, personal growth, and social responsibility
- A proven 10-year increase in the number of minority students, faculty, and staff, and a more extensive definition of diversity than provided in state and federal legislation to promote an inclusive University environment
- An institution demonstrating statewide and national leadership in the retention and achievement of low-income, first-generation, and minority students as recognized by the Pell Institute for the Study of Opportunity in Higher Education and the Southern Educational Review Board
- An institution demonstrating statewide and national leadership in the area of affordability through such innovative actions as the Cost Guarantee, GRADTRAC, the Associate Degree Transfer Guarantee, and Dual Admission programs with community colleges
- Strong collaborative working relationships between students, faculty, staff in daily operations, long-term planning, and shared governance
- Demonstrated transparency in University policies, procedures, and accountability reporting

With these strengths, there are also challenges and opportunities for improvement in the future:

- Ensuring that our planning processes continue – With President Goldfarb retiring in summer 2011, the University will search for a President who continues to lead successful implementation of our integrated planning model.
- Continuing to follow the University’s annual and formal review schedule for its integrated planning model
- Continuing to expand the full range of diversity at the University
- Aggressively seeking external funds to help reduce college costs to students and their families – Western Illinois University serves a large percentage of low-income students. Continued cost increases and reliance on loans may start to raise issues of price sensitivity.

## Criterion 2: Planning

### Core Component 2A: Western Illinois University Realistically Prepares for a Future Shaped by Multiple Societal and Economic Trends

#### ***(2A1) The University's planning documents reflect a sound understanding of the institution's capacity.***

*Higher Values in Higher Education* defines the vision, mission, values, goals, and priorities of Western Illinois University. Institutionally, the Strategic Plan defines instructional capacity as the commitment to the individual learner, with enrollment targets supporting historically low student-to-faculty ratios (from 10,785 to 12,500 with a student-to-faculty ratio of 16:1 in Macomb, and from 1,360 to 3,000 with a student-to-faculty ratio of 12:1 in the Quad Cities). To reinforce this capacity, the Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011* defines instruction as the primary responsibility of faculty.

The physical capacity of Western Illinois University is defined in *Campus Master Plans* for the Macomb and Quad Cities campuses. These plans define current and future facilities, grounds, and infrastructure needs, and are further refined by component documents and initiatives, including *Facility Condition Assessments* to prioritize permanent improvements, a *Long-Term Plan for Campus Housing and Dining Services*, a *Utility and Infrastructure Master Plan*, and a future parking and transportation plan.

The technological capacity of the University is defined in the *Institutional Strategic Plan for Technology at Western Illinois University*. The goals and priorities of this plan focus on providing a state-of-the-art technology and service to support the academic mission and service operations of Western Illinois University.

The sound financial capacity of Western Illinois University is demonstrated in Core Component 2B1. Since 2003, the University has improved its primary reserve, net operating revenue, and viability ratios. However, state funding for the 12 Illinois public universities has seen a decline from 1.5 billion in Fiscal Year 2002 to 1.3 billion in Fiscal Year 2008. For Western Illinois University, this represents a \$6.8 million, or 10.4%, reduction. To help offset these decreases, the University implemented a \$60 million comprehensive fundraising campaign. As of June 2010, the University has raised \$36.1 million in fundraising.

The continued capacity of the University is predicated on high-quality, sustainable academic programs that help to recruit and retain students, faculty, and staff to Western. Table 3.1 shows the establishment and disestablishment that has occurred since receiving reaccreditation from the Commission in 2001.

As these decisions were made, the University's total enrollment declined by 3.1% from 13,089 in fall 2000 to 12,679 in fall 2009. The University is reviewing enrollment demand, and is currently working with an enrollment consulting firm to review freshman recruitment practices. Part of the enrollment decline, however, was an intentional decision to reduce graduate-sponsored credit (off-campus) activity to focus the allocation of resources to on-campus instructional activities.

**Table 3.1. Academic Program Established (+) and Disestablished (-), Academic Years 2000-2001 Through 2010-2011**

Program (+ established, - disestablished)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Post-Baccalaureate Certificate</b>											
Elementary Education	+										
Mathematics	+				-						
Science	+				-						
Social Science	+				-						
Language Literacy	+				-						
Marriage & Family Counseling	+				-						
Health Services Administration			+								
Public & Nonprofit Management					+						-
Women's Studies						+					
African American Diaspora World Studies						+					
Environmental GIS									+		
Instructional Design and Technology: Technology Specialist									+		
Geography			-								
All teacher certification minors			-								
English										+	
Museum Studies										+	
Teaching English to Speakers of Other Languages (TESOL)											+
<b>Minor</b>											
Fire Administration		+									
Forensic Chemistry		+									
Forensic Science		+									
Music Business		+									
Geographic Information Systems			+								
Meteorology			+								
International Agriculture				+							
Neuroscience				+							
Nutrition				+							
Forensic Psychology						+					
American Humanics						+					
Emergency Management											
Film								+			
Homeland Security								+			
Jazz Studies								+			
Functional Morphology & Evolutionary Anatomy									+		
Scuba Diving									+		
Survey Research Methods									+		
Decision Sciences										+	
Fine Arts Technology & Design										+	
Web Design										+	
Agriculture											+
Plant Breeding											+
Legal History											+
Modern Global History											+
Pre-MBA											+
<b>Major (Undergraduate)</b>											
Women's Studies (B.A.)		+									
Graphic Communication (B.S.)		+									
Construction Management (B.S.)				+							
Music (B.A.)					+						
Supply Chain Management (B.B.)							+				

Program (+ established, - disestablished)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Major (Undergraduate) (cont.)</b>											
Emergency Management (B.S.)							+				
Telecommunications Management (B.S.)							+				
Religious Studies (B.A.)							+				
Liberal Arts & Sciences (B.L.A.S.)								+			
Nursing (RN to B.S.N.)								+			
Kinesiology (B.S.)										-	
Athletic Training (B.S.)										+	
Exercise Science (B.S.)										+	
Physical Education (B.S.)										+	
Anthropology (B.A.)										+	
Engineering (B.S.)										+	
Nursing (Basic 4-Year) (B.S.N.)										+	
<b>Integrated</b>											
Accountancy (B.B./M.Acc.)									+		
Computer Science (B.S./M.S.)									+		
Physics (B.S./M.S.)									+		
Chemistry (B.S./M.S.)/Forensic Chemistry (B.S.)										+	
Economics (B.A./B.B./M.A.)										+	
<b>Major (Graduate)</b>											
Educational Leadership (Ed.D.)					+						
Museum Studies (M.A.)									+		
Liberal Arts & Sciences (M.L.A.S.)									+		
Gerontology										-	

**(2A2) The University's planning documents demonstrate that attention is being paid to emerging factors such as technological and demographic shifts.**

The original *Higher Values in Higher Education* recognized the importance of technology by emphasizing the need to “remain abreast of emerging technologies to ensure that our community is offered appropriate resources for learning and working.” It also included priority to develop and implement an institutional strategic plan for technology.

Therefore, in summer 2006, President Goldfarb charged the President's Technology Advisory Group to work collaboratively with the University community in writing an institutional strategic plan for technology that coordinates the effective acquisition, application and utilization of technology as we successfully advance the vision, mission, goals and priorities of the University's Strategic Plan.

The resultant *Institutional Strategic Plan for Technology* was based on six iterative drafts with the University community; governance group feedback; open fall 2006 and spring 2007 technology dialogue sessions with each of the Colleges, University Libraries, and Western Illinois University–Quad Cities; a technology consultant's review; and technology security audit findings.

The *Institutional Strategic Plan for Technology* serves as a shared vision and implementation strategy for technology at Western Illinois University. The plan includes goals to increase communication and support, improve technologies, strengthen distance education, enhance infrastructure and security, and demonstrate accountability. Since implementation of the plan in June 2007, the University has seen many technological accomplishments:

- Creating a new Vice Presidential area of University Technology (uTech) that is responsible for technology user support, infrastructure (e.g., voice, data, and telecommunications), mainframe hardware, security, and the Center for the Application of Information Technology (CAIT) – The 100 staff members of uTech implement and support institutional priorities and work closely with computing offices supporting Vice Presidential areas (i.e., Administrative Information Management Systems and Electronic Student Services for Student Services) in a distributed support model.
- Completing a fiber optic loop and expanding wireless coverage to all academic buildings and common areas in the residence halls and dining centers on the Macomb campus; and updating wireless speed, coverage, and access on the Quad Cities campus
- Acquiring a second point of Internet access/egress on the Macomb campus and increasing total Western Illinois University bandwidth from 75 to 200 megabits
- Hiring of a Data Security Officer and a Chief Technology Security Officer for the two campuses of the University
- Standardizing new equipment and software to streamline and enhance end-user support, including University selection of the institutional e-mail and calendaring client (Zimbra) and a single platform for distance learning (Web CT Vista)
- Updating the Quad Cities campus website and initiating the same process for the Macomb campus website (currently in progress)
- Opening the Digital Commons in University Libraries and featuring a new student computing laboratory, demonstration classroom for the *Comprehensive Campaign*, coffee bar, areas for individual and group study, and the home offices of uTech.

There are many other initiatives from the *Institutional Strategic Plan for Technology* that are currently in progress and that help to advance the academic mission and service operations of Western Illinois University:

- *The Faculty Computer Upgrade Program* – Started in Fiscal Year 2007, and with an annual budget of \$150,000, the goal is to have all faculty computers replaced on a four-year cycle. Fiscal Year 2009 was the third year of a multi-year commitment to develop and maintain faculty computers on this cycle. Table 3.2 shows that when this program was established, there was a 26-year range between the oldest (1981) and newest (2007) operable faculty computers, and 382 faculty computers were purchased prior to 2000.

Table 3.2 also shows that there is now a 14-year range between the oldest (1995) and newest (2009) faculty computers. Central funding for the program had to be suspended due to the state cash flow issues described in Core Component 2B1. However, purchasing continued at the departmental and College levels. With the continuation of the program and the purchase of just 20 computers, all Western Illinois University faculty computers will be nine years old or less, and approximately one-half of the computers are in a four-year rotation cycle. uTech will continue to work with the departments and Colleges on this



program, and will advocate for the return of central funding as institutional reallocations and resources permit.

**Table 3.2. Faculty Computers by Year of Purchase, Fiscal Years 2007 Through 2009 Distributions**

Year	Fiscal Year 2007		Fiscal Year 2008		Fiscal Year 2009	
	Number	Percent	Number	Percent	Number	Percent
1981	1	0.0	--	--	--	--
1986	1	0.0	--	--	--	--
1987	2	0.1	1	0.0	--	--
1988	1	0.0	1	0.0	--	--
1990	3	0.1	2	0.1	--	--
1991	3	0.1	2	0.1	--	--
1992	3	0.1	1	0.0	--	--
1993	24	0.8	3	0.1	--	--
1994	22	0.7	2	0.1	--	--
1995	25	0.8	4	0.1	1	0.0
1996	19	0.6	7	0.2	6	0.2
1997	41	1.3	2	0.1	--	--
1998	107	3.4	12	0.4	5	0.1
1999	130	4.1	19	0.7	8	0.2
2000	360	11.3	209	7.4	135	3.6
2001	434	13.6	282	9.9	215	5.8
2002	298	9.3	192	6.8	215	5.8
2003	420	13.2	360	12.7	370	9.9
2004	229	7.2	197	6.9	283	7.6
2005	470	14.7	461	16.3	679	18.2
2006	303	9.5	294	10.4	433	11.6
2007	293	9.2	359	12.7	410	11.0
2008	NA	NA	425	15.0	662	17.7
2009	NA	NA	NA	NA	317	8.5

- *The Electronic Classroom Upgrade Program* – In Fiscal Year 2007, the University committed to bringing all 142 (Macomb and Quad Cities) general instructional electronic classrooms up to minimum technology standards, as defined by the President’s Technology Advisory Users Group, and then establishing a classroom rotation program for upgrades and replacement. Minimum technological standards for the general instructional classrooms include Ethernet connectivity, computer, mounted projector, document camera, VCR/DVD player, audio system with wall-mounted speakers, and telephone. The University annually spends \$250,000 on this program.

The upgrading process began in summer 2008 to minimize classroom disruption. Through combined efforts of staff from Physical Plant, uTech, Quad Cities Technology, and in collaboration with end users on both campuses, 40 of the University’s 127 general instructional electronic classrooms (31.5%) have been upgraded by the end of Calendar Year 2009. Partnering with the Physical Plant in upgrades to electrical capacity, facility modernization, and furnishing also complements the upgrading. Each year, approximately five classrooms benefit from this program at a cost of \$200,000 annually.

However, central funding for this program had to be temporarily suspended for the reasons described in the faculty computer upgrade program section. To continue making advancements, the University is using capital funding to support technology in the remodeling of Memorial Hall and the construction of the Western Illinois University–Quad Cities Riverfront Campus. Deans and department chairs are making

reallocation decisions. Information and technologies is a priority in the *Higher Values in Higher Education Fundraising Campaign*, and the Vice President for the Quad Cities, Planning & Technology formed a fall 2010 working group to make recommendations regarding student technology needs in relation to available funding for University technology labs and what could be reallocated to classroom technology.

- *Upgrading Student Computing Facilities* – uTech supports 25 student-computing facilities in academic buildings, residence halls, and dining areas. All 597 computers in these facilities are within the four-year rotation, and the same is true for the 92 computers in student computing facilities on the Quad Cities campus. The Caxton Block Building also features all new computers, and students in Museum Studies are supported with laptop computers in a mobile computing environment at the Figge Art Museum.
- Identifying a fiber pathway between the campuses of Western Illinois University to support the access to Internet2, grid and simulated computing, and the provision of a Voice Over Internet Protocol telecommunications network
- Purchasing and installing a knowledge-based system to increase user support, a content management system to streamline website updates, and a security system to scan for confidential data on University machines
- Participating in the Campus EAI Consortium to develop and implement an Intranet portal that integrates with online learning, administrative computing, and student service systems. Other institutional members include the University of Tennessee at Martin, Kansas State University, the University of Nevada at Las Vegas, Yale University, and Australia National University.

As priorities are implemented, the University will continue to stress the importance of technological innovation. For example, various online social networking applications for both Macomb and the Quad Cities are indexed on the University Relations (UR) website. This portal guides student access to popular and frequently used social networking sites and utilities, including blogs, facebook.com, MySpace, Twitter, YouTube, and the University Libraries. Western received the January 2009 “Colleges & Universities Facebook Page of the Month” award for its technological innovation.

Because of the rapidly changing and dynamic nature of technology, the University will be updating the Institutional Strategic Plan for technology in Academic Year 2010-2011. A progress report on this initiative will be provided to the on-site review team.

Western Illinois University will also continue responding with agility to changing demographic shifts to maintain and increase the University’s enrollment in the years ahead. The Western Interstate Commission for Higher Education’s *Knocking on the College Door* projects the annual number of Illinois high school graduates will decrease by 9.8%, from 129,957 in Academic Year 2008-2009 to 118,400 in Academic Year 2019-2020. Likewise, the *Fall 2008 Enrollment Report* prepared by the Illinois Community College Board (ICCB) shows a 2.6% reduction in student enrollment, from 363,204 in fall 2004 to 353,742 in fall 2008. Successful response is necessary for Western, as over 90.1% of total fall 2008 student enrollment is from Illinois.

Therefore, the University will continue to intensify its in- and out-of-state recruitment efforts, and this includes providing high-quality, sustainable academic programs as discussed in Core Component 2A1; promote signature and niche programs for the state, region, and nation as discussed in Core Components 1A5 and 2A5; continue with University diversification efforts as minority high school graduates are projected to represent 43.2% of the total graduates in Academic Year 2019-2020 and up from 35.8% of the total in Academic Year 2008-2009; reinforce the University's statewide and national leadership in student affordability as discussed in Core Component 2A6; and implement institutional and site team recommendations on the following special emphases: "Growing Our Two Campuses" and "Strengthening Distance Learning."

The most recent accomplishments in aggressive student recruitment include the implementation of Western's Go4 transfer programs that, by special permission of the Illinois Student Assistance Commission (ISAC) and the Illinois Board of Higher Education (IBHE), allow students beginning in the freshman year to take classes at selected community colleges and Western at the same time each semester during the freshman and sophomore years. For those on financial aid, students are assessed tuition and fees as if they were enrolled exclusively at Western, and the variance dollars are saved and reapplied when the student enrolls at the University as a junior. This can save students up to 25% of their college costs, and Pascarella and Terenzini's 2005 *How College Affects Students: A Third Decade of Research* demonstrates that community college students who participate in dual enrollment programs have 10 to 15% higher baccalaureate graduation rates than transfer students who do not participate in such programs. The program began in fall 2009, and a request has been made to the Iowa Student Aid Commission to extend partnerships between Iowa community colleges and Western Illinois University.

In order to help offset a declining number of Illinois high school graduates, the Western Illinois University Board of Trustees changed the Macomb campus's Border County agreements and the Quad Cities allowance of Iowa residents paying Illinois in-state tuition so that students from Iowa, Missouri, or Wisconsin all pay Illinois in-state tuition and fees. During the period of Academic Years 2008-2009 to 2019-2020, Iowa high school graduates are expected to increase from 35,488 to 35,676, and Missouri high school graduates are expected to increase from 61,848 to 63,603; however, Wisconsin high school graduates are expected to decrease from 63,222 to 61,627.

One additional, changing factor influencing student recruitment is University security. Since the tragedies at Virginia Tech University and Northern Illinois University, Western Illinois University has implemented an emergency notification system, campus annunciation (public address) systems, and a threat assessment team, and it has developed building emergency response plans for each University facility. In summer 2009, the University, in collaboration with McDonough County Emergency Services and Disaster Agency (ESDA) and the Illinois Emergency Management Agency, participated in a full-scale emergency operations exercise (e.g., shootings, fatalities, and chemical agents) on the Macomb campus.

***(2A3) The University's planning documents show careful attention to the University's function in a global and multicultural society.***

Western Illinois University's role in a global and multicultural society is well-documented in this *Self-Study*. Core Component 1B1 demonstrates that diversity is fundamental in the design and implementation of the University's mission documents (plans). Core Component 1B2 demonstrates that the University is successfully

advancing diversity goals and priorities; Core Component 1B4 demonstrates that the University's expected behaviors are consistent with its commitment to diversity; and Core Component 1B5 demonstrates the University holds itself publicly accountable for advancing diversity goals and priorities.

**(2A4) The University's planning processes include effective environmental scanning.**

Internal and external environmental scanning was a fundamental component in designing *Higher Values in Higher Education 2008-2018*. Materials discussed or influencing the writing of the University's updated Strategic Plan included implementation status and outcomes from the original *Higher Values in Higher Education*, institutional strengths and weaknesses identified in the *2001 Commission Site Team Report*, the *Top 10 IT Issues* identified by Educause, enrollment trends presented by the Western Interstate Commission for Higher Education and the States of Illinois and Iowa, *National Survey of Student Engagement (NSSE)* results, environmental scanning materials used to inform the 2008 update to the strategic plan for the State of Illinois, higher education budget priorities identified by the IBHE, and University performance on educational outputs and outcomes identified in annual *University Performance Reports* between Fiscal Years 2005 and 2008.

For the latter, Western compares its outputs, outcomes, and processes against peer institutions as part of effective environmental scanning. In this *Self-Study*, there will be references to different peer groups, depending on the policy question asked.

*Institutional and Discipline Specific Peer Groups*

In Academic Year 2004-2005, the Assistant to the President for Planning and Budget received endorsement from all University governance groups on both campuses and approval from the Western Illinois University Board of Trustees to use peer groups for general University benchmarking (e.g., retention and graduation rates), with the understanding that discipline-based peer groups are set by academic departments, and salary groups are set by contractual agreement or recruitment area for non-negotiated employees.

The institutional benchmarking was done in response to state-required *Performance (peer group) Reporting*. Copies of these reports will be available to the on-site review team, and Table 3.3 displays the peer groups selected for college and university comparisons.

In 2008, the IBHE asked colleges and universities to work with the National Center for Higher Education Management Systems to update the general university peer groups to empirically similar institutions of the same Carnegie Classifications with similar profiles of enrollment, demographic characteristics, and program mix, while respecting geographic diversity and not including in-state comparisons for purposes of *Public Agenda* reporting. Western completed this exercise using the same process for setting the *Public Agenda* peer group as was used in setting the *Performance Reporting* peer group, and although not required by the state, the University continues to advise its Board of Trustees of the University's performance compared to its peers. The most recent report was presented to the Board in December 2009. Table 3.3 displays the University's revised peer groups for the Macomb and Quad Cities campuses.

**Table 3.3. Western Illinois University Peer Groups for Performance Reporting and Public Agenda Reporting**

Performance Report Peer Group	Public Agenda Peer Group		
	Continuing	New	Removed
<b>Macomb Campus</b>			
Appalachian State	Appalachian State	California State–Bernardino	California State–Chico
California State–Chico	James Madison	Central Washington	Eastern Illinois
Eastern Illinois	Missouri State	Montclair State	Southern Illinois– Edwardsville
James Madison	Northern Iowa	Sam Houston State	Towson
Missouri State	Western Kentucky	SUNY at Buffalo	Truman State
Northern Iowa	Western Washington	North Carolina–Wilmington	
Southern Illinois–Edwardsville		Wisconsin–Whitewater	
Towson University			
Truman State			
Western Kentucky			
Western Washington			
<b>Quad Cities Campus</b>			
Governors State	Houston–Clear Lake	Pennsylvania State–Harrisburg	--
Illinois–Springfield	Texas A&M–Texarkana	Texas A&M–International	
Houston–Clear Lake	University of Baltimore		
Texas A&M–Texarkana	Arizona State–West		
University of Baltimore	Governors State		
Arizona State–West	Illinois–Springfield		

*Salary Peer Groups*

Because searches are typically national in scope, the following institutions are used in salary comparisons for faculty and administrative/professional personnel. The use of this peer group for union members represented by the University Professionals of Illinois was mutually agreed upon by the Union and the University.

**Table 3.4. Faculty and Administrative/Professional Salary Peer Groups**

Appalachian State University	California State University–Chico
California State University–East Bay	Central Connecticut State University
Eastern Illinois University	Grand Valley State University
James Madison University	Minnesota State University–Mankato
Missouri State University	Montclair State University
Saint Cloud State University	SUNY College–Buffalo
Towson University	University of Nebraska–Omaha
University of North Carolina–Charlotte	University of Northern Iowa
West Chester University	Western Kentucky University
Western Washington University	Youngstown State University

With recruitment areas for open Illinois Civil Service positions focusing on the area of the state south of the Chicago suburban area, Western benchmarks non-negotiated Civil Service salaries against the mean of those at Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University–Carbondale and Edwardsville, and the University of Illinois–Springfield and Urbana-Champaign.

Within Intercollegiate Athletics, salary benchmarks are set against our host conferences: the Missouri Valley Football Conference and the Summit League. Western maintains affiliation with these conferences as the missions of the institutions, and enrollments are similar to the University.

**Table 3.5. Institutional Memberships in the Missouri Valley Football Conference and the Summit League**

Missouri Valley Football Conference	Summit League
Illinois State University	Centenary College
Indiana State University	Indiana Purdue Fort Wayne
Missouri State University	Indiana Purdue Indianapolis
North Dakota State University	University of Missouri–Kansas City
South Dakota State University	North Dakota State University
Southern Illinois University	Oakland University
Western Illinois University	Oral Roberts University
Youngstown State University	South Dakota State University
	Southern Utah University
	Western Illinois University
	University of South Dakota (in 2011)

Consultation from field experts is another essential piece of effective environmental scanning. The President’s National Advisory Council was created in 2007, meets twice a year, and has focused its efforts on this *Self-Study*, revision and update of *Higher Values in Higher Education*, development of statewide and regional marketing campaigns, and implementation of the *Comprehensive Campaign*. A local Quad Cities Leadership Team was formed in 2008, meets quarterly, and has the same mission as the President’s National Advisory Council for the Quad Cities campus.

Departmental and College planning is also based on environmental scanning through consultation and advisory boards. All of Western’s Colleges, the University Libraries, and several academic departments have advisory boards that include community membership. There are also advisory boards for the Women’s Center, Distance Learning, and several student organizations. The Western Illinois University Foundation and Alumni Association also have Board representation.

***(2A5) The University is supportive of innovation and change.***

Prior to 2004, Western Illinois University did not have its *Higher Values in Higher Education* strategic planning process. Since that time, the University has sustained planning processes whose implementation of priorities (the accomplishments contained in this *Self-Study*) have produced significant innovation and change for the University.

With core values of academic excellence and educational opportunity, Western offers a broad spectrum of educational opportunities, and its “Signature Programs” are those programs that stand out because of their unique area of concentration, size, or accessibility:

- *Unique to the University* – Western Illinois University began enrolling students in its first doctoral program in Educational Leadership during Academic Year 2004-2005. The program focuses on training for educational leaders in rural K-12 settings.



- *Unique to the State* – Western is distinct in offering Supply Chain Management, Construction Management, Broadcasting (Sports), Meteorology, Forensic Chemistry, and the BFA in Musical Theatre. Western also has the second highest enrollment of veterans for all of Illinois colleges and universities, and is piloting the Go4 programs for the IBHE and the ISAC.
- *Unique to the Midwest* – The University is one of a few public institutions in the region offering undergraduate degrees in Forensic Chemistry and Emergency Management.
- *Unique to the Nation* – Western has the fourth largest Law Enforcement and Justice Administration (LEJA) degree program in the nation.

The University also supports institutes and centers that support innovation and change:

- The annual Dealing with Difference Institute sponsored by Western's Expanding Cultural Diversity Project and the Illinois Association for Cultural Diversity (IACD) provides networking and professional development opportunities for educators and community members interested in furthering the understanding of cultural diversity and expanding diversity into the curriculum. IACD is a collaborative partnership between Eastern Illinois University, Elmhurst College, Illinois State University, McHenry County College, and Western Illinois University.
- The Illinois Institute for Rural Affairs (IIRA), as shown in Core Components 4A5, 4D3, 5A1, 5A2, 5A5, 5B4, 5C3-5, 5D3, and 5D6, partners with community leaders and policy leaders by providing technical support, applied research, policy evaluation, and training across the State of Illinois.
- CAIT, shown in Core Components 3B4, 5A5, 5B4, 5C1, and 5C4, provides practical solutions to online information technology needs in design, development, deployment, and support of custom instructional learning systems for education, business, public agencies, and not-for-profit organizations. Clients include, among others, state and federal government agencies, Large Unit District Association Education Foundation, Universidad Autonoma de Queretaro (Mexico), and McDonald's Corporation.
- The Illinois Law Enforcement Training and Standards Board Executive Institute, in partnership with the law enforcement community and as shown in Core Components 5A1 and 5B1, promotes the professionalism of policing. Through innovative education, training, research, and services, the Executive Institute guides the law enforcement community to achieve higher standards and professional development to enhance their mission of providing professional law enforcement services to their constituents.

In 2005, Western established new, interdisciplinary institutes to support innovation and change.

- The Western Survey Research Center (WSRC), also exemplified in Core Component 5A2, is a partnership between the Departments of Political Science, Sociology/Anthropology, Psychology, and the IIRA. Center staff provide a full range of expertise in order to meet the needs of almost any research project ranging from general attitudinal surveys to community planning and development to program evaluation.
- The Institute for Environmental Studies (IES) is part of the College of Arts and Sciences. Shown in Core Components 4A5 and 5A4, institute staff conduct collaborative environmental research and scholarship

through external grants and contracts; support interdisciplinary undergraduate minor in Environmental Studies and post-baccalaureate certificate in Environmental Geographic Information Systems; and provide University and community service and outreach to address environmental sustainability within local and regional contexts.

Additionally, the Campus Sustainability Committee was formed in 2006 under the direction of Dr. Gordon Rands, Chairperson in the Department of Management, and Mr. Charles Darnell, Director of the Physical Plant, to address environmental issues in University planning, to educate the University community about sustainability issues, and to sponsor events and speakers. Since establishment of the Campus Sustainability Committee, the University has accomplished the following:

- Designed new facilities (Multicultural Center, Performing Arts Center, Quad Cities Riverfront Campus) to meet silver Leadership in Energy and Environmental Design (LEED) Certification.
- Allocated resources to support sustainable development. As a goal, Physical Plant expends funding from its operating and Permanent Improvement budgets on sustainable initiatives that target 15% of the total Permanent Improvement budget.
- Initiated a program to replace the University fleet sedans with hybrid vehicles.
- Adopted *University Green Purchasing Guidelines* in University policies.
- Continued Environmental Summits on both campuses. The annual Environmental Summit has been held each spring since 2003 and features speakers, experts, exercises, and presentations.
- Utilized Illinois native plantings and prairie restorations.
- Participated in the American Council on Renewable Energy and the Association for Advancement of Sustainability in Higher Education.
- Received recognition as a best practice institution for sustainability achievements by the IBHE in 2007 and 2008.
- Hired a new Sustainability Coordinator through an internal reallocation of funds in 2010. Ms. Mandi Green is responsible for developing/implementing initiatives involving energy, transportation, waste management, recycling, and green purchasing; preparing sustainability reports; and increasing awareness of the University's sustainability initiatives.



**Multicultural Center, Western Illinois University**

The University has also promoted innovation and change at the local, state, regional, and national level such as the following:

- Western Illinois University participated in the Illinois Quad Cities Chamber of Commerce team that developed *Blueprint 2010: A Regional Strategy for Unified Growth*. This five-year plan focuses on attracting jobs; recruiting diverse young talent to the Quad City region; and retaining businesses, workforce, and a

high-quality life. Through successful implementation of the goals and priorities in this plan, Western has added undergraduate degree programs in Engineering and Nursing at the Quad Cities campus.

- As described in Component 2A6, Western Illinois University is the only Illinois public university to guarantee no cost increases in tuition, fees, room, and board to new students after their initial enrollment for four years. The University's tuition setting policies were the basis for *Illinois Truth in Tuition* legislation, and other institutions have replicated the University's Cost Guarantee, including Central Michigan University, Fort Valley State University, Washington University, Western Oregon University, the University of Texas at Dallas, and the University of Alaska–Anchorage.
- Western Illinois University sponsored *The Future of Higher Education Conference* in spring 2006 at the iWireless Center in Moline and in Macomb. Over 40 executives from institutions and agencies attended the conference to respond to the U.S. Department of Education's *Spellings Report*. The conference dialogue was held to influence national policy and resulted in an action plan addressing institutional access, opportunity, and affordability. Most recently, the IBHE requested the conference *White Paper* as it considered priorities in the new 2009 strategic plan for Illinois higher education entitled, *The Illinois Public Agenda for College and Career Success*.

***(2A6) The University incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.***

*Higher Values in Higher Education* cites the history and lasting core values of the University. Furthermore, the current Strategic Plan outlines strategies that operationally define successful implementation of Western's core values. Likewise, the University Vision Statement, "*To be a leader in educational quality, opportunity, and affordability among its peers*" clearly states additional aspects of the University's history and heritage that it wishes to preserve and continue.

#### *Ensuring Quality*

Western Illinois University uses program-specific external accreditation, where appropriate to the discipline, to externally validate the discipline's quality. The University currently maintains accreditations from 12 discipline-based agencies.

The University also maintains an eight-year academic program review cycle to evaluate program quality and viability. Additionally, new programs are reviewed three years after implementation to ensure sustainability. All changes to academic programs are reflected in the University's *Annual Listing of Academic Program Changes* submitted to IBHE. This list also includes unit changes, unit name changes, and other program changes.

All discipline-specific accreditation reports and program reviews are available to the site team from the Office of the Provost and Academic Vice President. Additional evidence of quality is demonstrated by Western Illinois University's recognition from *US News and World Report* as a top tier institution among master's comprehensive universities. Western also exceeds its peers in student engagement, according to the NSSE.

### *Guaranteeing Affordability*

Western's Cost Guarantee promises that new students will pay the same tuition, fees, room, and board rates for four years. This same guarantee applies to students who earn an associate's degree and transfer to Western the next semester, with the added benefit of "locking-in" a one-year cost reduction and no cost increases for four years. Western was the first university in the State to offer a cost guarantee, and remains the only Illinois public university to guarantee tuition, fees, room, and board for undergraduate and graduate students. In response to the success of Western's Cost Guarantee, the state passed *Truth in Tuition* legislation in 2003 (*Illinois Public Act 93-0228*) that mandated that all public universities provide a tuition guarantee beginning in Academic Year 2004-2005.

Historically, Western has offered border county (in-state) tuition agreements for Iowa and Missouri residents on the Macomb campus and in-state tuition for Iowa residents attending the Quad Cities campus. In order to meet the needs of all students in the Western Illinois University recruitment area, the Board of Trustees approved Illinois in-state tuition for all Iowa, Missouri, and Wisconsin residents, effective fall 2009. Additionally, students on the Quad Cities campus do not pay fee requirements for weekend courses, making these courses more affordable to students.



Since 2006, *The Princeton Review* has annually selected Western Illinois University as a "Best Midwestern College or University," which complements their national best value analysis. Seventy percent of Western Illinois University students receive financial aid; and student cost increases for tuition, fees, room, and board fall below inflationary rates. Both the *Pell Institute for the Study of Opportunity in Higher Education* and the *Southern Education Review Board* named Western as a "Best Practice Institution" for the recruitment and retention of first-generation and low-income students.

### *Supporting Opportunity*

Western Illinois University's minimum new freshman admissions standards include a 20 ACT and 2.5 cumulative grade point average (GPA); minimum new transfer admissions standards include a "C" GPA and good academic standing at the last institution attended; and minimum new graduate student admission requirements include a 2.75 undergraduate GPA, with a 3.0 GPA for the last 60 semester hours attended.

As an institution valuing educational opportunity, there are many other options for attending Western:

- Each year, approximately 400 new freshmen who do not meet all published admissions requirements are admitted to the University. These students receive mandatory advising, academic monitoring, and tutoring through the Office of Academic Services.
- The University offers a "summer visitors" program that allows students to return home for the summer and take classes at Western before returning to their primary institution in the fall or spring.
- The University has 2+2 articulation with 28 community colleges throughout Illinois and Iowa.
- Western is also a part of the Illinois Articulation Initiative (IAI), enhancing the transferability of course credit between institutions.



- Western’s Go4 Programs allow students at selected community colleges to take classes at their home institution and Western at the same time during each semester of the freshman and sophomore years.
- Those students who do not meet the graduate school and departmental GPA requirements for regular admission to a degree program may be recommended for probationary admission by a department. Upon completion of at least six semester hours of graduate-level work at Western with at least a B average, probationary graduate students may petition the departmental graduate committee and the Graduate Council for a change in their admission status.
- Western’s Distance Education programs and courses offer convenient, flexible, and personalized instruction in an online environment.

### *Maintaining Traditions*

The four core values guiding *Higher Values in Higher Education* were espoused by the campus communities in Macomb and the Quad Cities as Western’s historic strengths and traditions. The “Measuring and Demonstrating Our Values Special Emphasis” section is committed to showing how the University is and will advance these institutional values.

Western Illinois University was founded as a teaching institution, and the University has a long-standing tradition of honoring academic excellence. Western first presented an annual lecturer award in 1969 to honor an outstanding faculty member whose professional development in research or creative activity, teaching, and service to the University represent the highest standards of the academic community. In 1998, the award was renamed the Distinguished Faculty Lecturer. A newer tradition, established in 2005, is the Provost’s Awards for Excellence, described in Core Components 3B1 and 4A4. Through contractual agreements with the University Professionals of Illinois, Western has a long-standing tradition of providing Professional Achievement Awards (PAAs) recognizing strong (tenured/tenure-track) faculty performance across teaching/primary duties, scholarly/professional activities, and service activities.

Stated guidelines in Macomb and Quad Cities *Campus Master Plans* are predicated on maintaining Western’s traditions and history in form, function, architecture, and design. The new Multicultural Center reinforces the University’s commitment to diversity. Renovations to Memorial Hall, the Alfred E. Boyer Stadium, Corbin-Olson and Lincoln-Washington residence halls and dining centers, Hanson Field, and Spencer Student Recreation Center demonstrate commitments to building stewardship as does future renovation, to Sherman Hall, the first and signature building on the Macomb campus. All new University construction, including the Performing Arts Center and all construction on the Quad Cities Riverfront Campus, is based on achieving LEED certification, demonstrating the University’s commitment to environmental sustainability.



**Alfred D. Boyer Baseball Stadium, Western Illinois University**

The University has a long-standing history of supporting intercollegiate athletics. Beginning fall 2009, all Western Illinois athletic teams are called the Leathernecks to support equity, marketing, and unity. President Goldfarb made the decision after meeting with coaches from Western's women's and men's athletic teams, student-athletes, Western Athletic Club members, and University leadership groups. Input was also collected from alumni, members of the University community, and others through e-mail submissions and a web-based survey. In 1927, Western first used the Leathernecks name for men's athletic teams. In 1977, the Westerwinds name was established for women's intercollegiate athletics teams. The Westerwinds are an important part of the University's history and will continue to be proudly displayed in athletic venues.

Western also maintains traditions of school colors, mascot, songs, Founders' Day, Purple and Gold Day, and the Student Creed to celebrate and preserve our history and traditions. Purple and gold, the Rocky the Bulldog mascot, and "Leathernecks" can be found on student apparel and are prevalent in the University Union Bookstore. "We Are Marching On," our fight song, is heard at University events, sports, and in audio-video promotional materials. Events such as Founders' Day celebrate the beginnings of the University that evolved from the Western Illinois State Normal School and incorporates the annual *State of the University* address from the President.

**(2A7) The University clearly identifies authority for decisionmaking about organizational goals.**

The University has clearly defined roles and responsibilities for making decisions about organizational goals. Core Components 1A1 and 1D3 show that the Western Illinois University Board of Trustees expects that University decisionmaking is based on shared governance and that expectation is well-understood by the University community. Core Components 1D1 and 1D2 demonstrate that the Board's policies and practices focus on the University's vision and mission, enabling the University's chief administrative personnel to engage in effective leadership; and Core Components 1D4 and 1D5 illustrate that employees within administration and governance groups are committed to implementing the University's mission and that faculty and academic leaders appropriately share in curricular development.

**Core Component 2B: The University's Resource Base Supports Its Educational Programs and Its Plans for Maintaining and Strengthening Their Quality in the Future.**

**(2B1) University resources are adequate for achievement of the educational quality it claims to provide.**

This *Self-Study* used financial ratios described in *Strategic Financial Analysis for Higher Education* (6th ed.) and displayed in Table 3.6 to determine if the institutional resource base is strengthening and supporting the goals and priorities of the University. Through conservative fiscal management, the University has improved its financial strength.

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



**Table 3.6. Financial Ratios for Western Illinois University, Fiscal Years 2003 Through 2009**

	Fiscal Year						
	2003	2004	2005	2006	2007	2008	2009
Primary reserve ratio	0.090	0.072	0.082	0.101	0.139	0.167	0.161
Net operating revenue ratio	0.004	-0.013	0.021	0.017	0.033	0.014	0.006
Return on net assets ratio	0.060	0.056	0.069	0.083	0.102	0.052	0.026
Viability ratio	0.299	0.315	0.357	0.353	0.545	0.730	0.800

Improved graduation rates, NSSE data, and national recognitions cited earlier in this *Self-Study* suggest that the resource base is adequate for the achievement of the educational quality the University claims to provide. However, finances—operating and capital—have not been without challenge. State operating support for Illinois public higher education has decreased during the period of institutional self-study. Current state cash flow problems (e.g., delayed payment and reimbursement) are causing budgetary and service reduction that threaten employment, educational access, and economic recovery for all Illinois citizens.

The state’s public universities have addressed budget reductions, including the reduction of 25% of administrative and support costs initiated in 2004 and a \$2.0 billion reduction in general revenue funding during the period of this *Self-Study*. Even with these reductions, the current state budget shortfall is estimated to be as high as \$5.7 billion, and it is the second highest in the nation—only surpassed by California.

With the budget shortfall, the state has delayed payments and reimbursements to Illinois colleges and universities. As of February 2010, the state owes its community colleges and universities over three-quarters of a billion dollars. Public universities have received only \$516 million of their \$1.3 billion owed by the state since September 2009. This amount excludes \$496 million that has been appropriated to schools but not yet billed. Even with the most fiscally conservative budgeting practices, the result of the cash flow crisis has been spending down cash reserves, reducing budgets, salary and hiring freezes, employee furloughs, and reductions in days of University operations.

The presidents and chancellors of the 12 Illinois public universities jointly urged the Governor and Comptroller to agree on a plan to provide state funding that was committed to higher education and to reduce a payment backlog that threatens the universities’ operations. A letter to Governor Pat Quinn and Comptroller Dan Hynes signed by the presidents and chancellors called upon the state to “honor its commitments” of support and set a payment schedule to enable the universities to “manage our respective cash flows . . . and sustain orderly operations.” Without state support, universities must rely on tuition dollars to sustain operations, which is equivalent to an unannounced and immediate 50% reduction in state appropriations for Western, and the other comprehensive universities (Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, and Southern Illinois University–Edwardsville).

With this magnitude of delayed payments, no amount of cutting and sacrifice will make up for the absence of hundreds of millions of dollars in state appropriation. Without full funding of appropriations in a timely manner, institutions will be forced to take even more drastic actions that will diminish the educational opportunities for students and service to the people of Illinois. The Illinois public universities serve 233,000 students, employ 43,000 faculty and staff, and award 49,000 degrees annually.

University of Illinois President Dr. Stanley Ikenberry said in a Chicago speech, “If the University of Illinois and the rest of higher education in this state are disrupted, if we are no longer high-quality and dependable, if our operations are damaged or disrupted, the harm to individuals, communities, job creation, innovation, quality of life, and future prospects in this State will be incalculable.”

In a recent press conference, Ms. Carrie Hightman, Chairperson of the IBHE stated, “The time has come for the state to recognize the pivotal role higher education has in building a strong Illinois economy. It is perilous economic times that most demand foresight and leadership to ensure the citizens of Illinois are prepared to compete in the workforce of today and tomorrow.” The Illinois unemployment rate is 10.8%, and the State lost 237,000 jobs between December 2008 and December 2009, according to the U.S. Bureau of Labor Statistics.

### *Operating Funds*

Core Component 1C2 shows that during the period of this *Self-Study*, Western’s general revenue appropriation decreased by \$5.1 million or 7.9% from \$65.0 million in Fiscal Year 2002 to \$59.9 million in Fiscal Year 2009. Likewise, the state appropriation for all of Illinois public higher education decreased by \$145.8 million or 9.7% from \$1.5 billion to \$1.3 billion during this time.

Western has been able to successfully address budgetary reductions by maintaining efficiency and by funding only those priorities in *Higher Values in Higher Education* and other mission documents identified in Core Component 1A1. Data in Core Component 2B4 show that the standardized instructional expenditures (operations and salaries) at Western are 14.3% below the statewide average for instruction and 20.9% below the statewide average for administration. The consolidated annual reporting process described in Core Component 1A2 is used to show how plans, expenditures, and budgetary requests advance institutional priorities and goals.

The University has also been able to successfully address budgetary challenges by continually engaging in cost-saving and avoidance activities and by making necessary but difficult internal reallocation decisions. For example, the *Fiscal Year 2006 Performance Report* shows that the University internally reallocated over \$6.1 million (6.1% of the University’s total appropriation) in that year. That report also showed that the University received two Illinois Clean Energy Community Foundation grants totaling over \$142,000 for energy-efficient lighting upgrades that will save the University over \$27,000 annually. As noted earlier in this report, successful implementation of the University’s comprehensive fundraising campaign has also raised over \$36 million that would not otherwise be available to support University priorities.

To address the state cash flow issue and safeguard the University’s remaining Fiscal Year 2010 budget, the University limited hiring, travel, and operating expenditures to mission critical functions. All hiring, purchases over \$500, and travel required Vice Presidential approval. The Vice Presidents and areas reporting to the President also demonstrated in the Fiscal Year 2010 planning and accomplishments report how each division/area will address a 3.5% appropriated funds reduction. These presentations are available from the University’s Strategic Plan website.

As discussed in Core Component 2B3, the University did not implement furloughs or layoffs to address Fiscal Year 2010 cash flow or Fiscal Year 2011 budget issues. Such actions would have debilitating, if not devastating, consequences to our University, host communities, and regions.

Some individuals at the University questioned/suggested that administration should divert capital funding to operational funding or quit seeking capital funding altogether in the hopes that the University would be able to acquire additional operating funding. Illinois state statute does not allow transfer between these two revenue streams, thus it is not legal. Moreover, sources of funds are different for operating and capital. To forego the recent capital funding would be to forego the first time new state funding has been applied to construction at Western since the mid-1970s.

### *Capital Funds*

The University and all other Illinois public universities have also been challenged by extremely limited capital construction and Permanent Improvement funding. Governor Quinn's July 13, 2009, signing of the state's new state capital construction plan, the first such funded plan in over a decade, includes over \$820 million in capital construction and renewal for the 12 Illinois public universities. Of this total, the two campuses of Western Illinois University will receive \$129.3 million to support construction of the Performing Arts Center in Macomb and two buildings on the newly developing Western Illinois University–Quad Cities Riverfront Campus. Western's value was second highest in the state, with the University of Illinois–Urbana-Champaign receiving \$201.3 million.

Western's appropriation also included \$3.5 million for Permanent Improvement funding. These much-needed funds will provide for critical infrastructure repair, but more state funds are needed to protect the taxpayers' investments. Some have questioned/recommended that the University transfer capital construction funds to support permanent improvements. There are separate line item appropriations for construction and permanent improvements. Universities cannot transfer funds between the two types of activities. Western has continually sought funding for both types of capital through the State's Resource Allocation Management Program annual submission that is approved by the Board of Trustees before submission to the IBHE for prioritization and funding by the Governor and General Assembly.

Western's appropriated and bond-funded facilities each have maintenance and capital renewal liability between \$450 to \$500 million (reflecting full modernization of University facilities, \$125 million in critical maintenance needs, and \$64 million in utility infrastructure needs as identified in the University's most recent *Facility Condition Assessment*).

The lack of state funding for permanent improvements in its investments have resulted in a *de facto* public policy change for which costs are borne between students, their families, and the University. In 2005, Western students supported creation of a \$7 per semester hour Facilities Enhancement/Life Safety fee. Funds are restricted to life safety improvements and facility enhancements for University buildings, including the state-mandated (but not state-funded) sprinkler installation in all University-owned residential facilities.

In 2005, the Western Illinois University Board of Trustees approved use of \$11 million and an interest rate of borrowing not to exceed 5.75% to finance Student Recreation Center expansion, Hanson Stadium renovation, Multicultural Center construction, Document and Publication Services/Property Accounting and Redistribution Center purchase, and installation of fire annunciation and suppression systems in University-owned housing. The source of funds were from institutional sources and revenue from the Facilities Enhancement/Life Safety fee.

In 2008, the University had to unexpectedly reallocate over \$2.0 million in institutional funds to support temporary lease and ultimate purchase of three new chillers. The air conditioning system that controlled the University's three primary instructional facilities (Currens, Horrabin, and Stipes Halls) permanently failed. Without immediate institutional action, the learning environment for over 1,750 students (in addition to faculty, staff, and summer conference attendees) would have been at or above 90 degrees.



**Stipes Hall, Western Illinois University**

In December 2009, the Board of Trustees approved use of institutional funds and student fees to support approximately \$5 million of heating plant capital improvements, \$5 million in steamline replacements, and \$1.5 million for the reimbursement of the installation of residence hall sprinklers. The heating plant projects include replacing the 1929 coal masonry stack that is being held together with metal bands, replacing and relocating 1929 electrical switchgear, updating the coal handling system, and recasing/retubing a gas boiler. The new steamlines will serve approximately 1.5 million square feet of space supporting four academic buildings and six residence halls. This steamline replacement phase is approximately 1,500 linear feet of walk and shallow tunnels to replace the original direct buried steam lines that are 15 years beyond their life expectancy.

### *Future Planning and Budgeting*

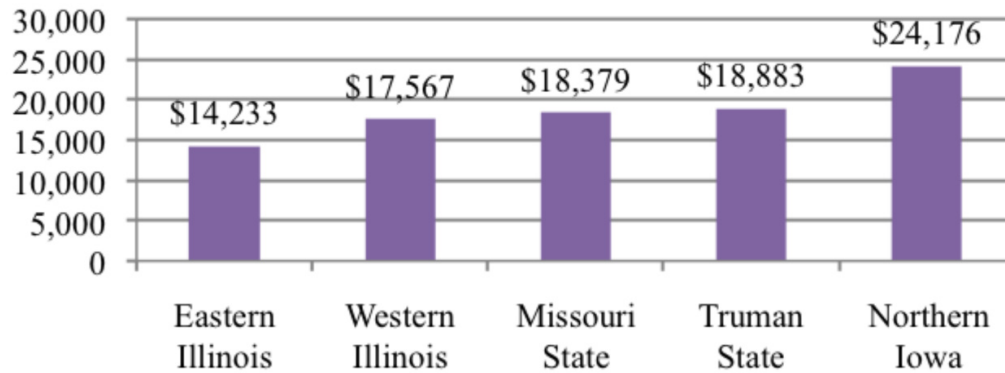
Through a conservative, all-funds budgeting approach, Western Illinois University will continue to make mission-driven decisions that advance institutional priorities and limit cost increases to students. Core Component 1C2 (Table 2.10) shows that the University continues to pass tuition, fee, room, and board increases at rates below the *Consumer Price Index* and the *Higher Education Price Index* (HEPI). Annual fee, room, and board rates are established in consultation with the Student Government Associations on the Macomb and Quad Cities campuses and with the Macomb campus Inter-Hall Council.

Annual tuition, fees, room, and board increases, beginning in 2008, are not presented to the Western Illinois University Board of Trustees until June. Illinois statute requires state budget passage by majority by the end of June; extension requires passage by supermajority. Changing Western's cost recommendations from the March to June Board meeting gives the Trustees more time to carefully consider cost increases in light of the most current financial information available about the state's budget. The more the University receives in state appropriations, the less it needs to increase all other costs.

The University's conservative fiscal management has limited the average debt load of its graduates, which is significant to an institution that serves many first-generation and low-income students. In fall 2009, *US News and World Report* published data to show that Western Illinois University has the 11th lowest average student debt load for graduates with loans from the class of 2008 from Midwest master's granting colleges and universities. Figure 3.1 presents an average debt load comparison of regional universities proximal to Western Illinois University.

Actions such as conservative fiscal management; the Cost Guarantee; Transfer Cost Guarantee; in-state tuition for Illinois, Indiana, Iowa, Missouri, and Wisconsin residents; and other initiatives described in this *Self-Study* demonstrate Western's leadership in keeping college costs affordable to students and their families. Price sensitivity is an issue that will challenge Illinois public higher education in the future. Because of limited increases in state appropriations and cash flow problems, Dr. Stanley Ikenberry, President of the University of Illinois, has warned of a possible 18% hike in tuition. This could raise tuition and fees from \$9,484 to \$11,191.

**Figure 3.1. Average Debt Load of Calendar Year 2008 Graduates**



Western will also continue to follow the new paradigm initiated in 2008 with the Science Laboratory Building Study. Before engaging in state-funded design and construction, the University will internally fund programming studies to confirm building uses, estimated costs, and maximal efficiencies with an external architectural firm. Initial programming studies have identified cost savings and the opportunity to reallocate space. For example, the 2010 programming study for Building 2 on the Quad Cities Riverfront Campus recognized the need to build seven fewer classrooms than originally estimated to support a doubling of enrollment and faculty and staff positions.

Likewise, uTech will work with the University community to look for opportunities to reallocate student technology fee revenue. For example, Core Component 2A2 shows that uTech has maintained a four-year rotation of student computers in computing laboratories. However, recent published articles and a spring 2010 Student Survey on the Macomb campus showed that over 90% of students now own their own computer. Therefore, it might not be necessary to provide the magnitude of University-owned computers, and funds could be reallocated to other high student priorities such as the request for more bandwidth. This University conversation will continue as this *Self-Study* is written.

***(2B2) Plans for resource development and allocation demonstrate a commitment to supporting and strengthening the quality of the education it provides.***

The WIU/UPI *Agreement 2007-2011* defines instruction as the primary role of faculty. Data in Core Component 1A5 demonstrate that Western Illinois University allocates the highest percentage of faculty time to the function of instruction when compared to the other 11 Illinois public universities. Moreover, data in Core Component 1C3 show that the largest percentage of institutional expenditures is allocated to instruction, with the Macomb campus maintaining student-to-faculty ratios at the median of Illinois public universities, and the Quad Cities campus maintaining student-to-faculty ratios similar to local institutions (Augustana College and Saint Ambrose University).



Western Illinois University is committed to quality instruction. Through the academic program review processes highlighted in Core Components 2A6 and 2C4, the University reviews and adjusts academic programming and funding to those programs according to program need and student demand. A list of program changes occurring since the last Commission site visit is displayed in Core Component 2A1.

The University continues to reward quality instruction and support. Providing faculty and staff salaries that meet or exceed the mean salaries of peer institutions is the highest priority stated in both editions of *Higher Values in Higher Education*. As discussed in the introductory chapter of this *Self-Study*, the University strives to achieve salary goals through negotiation with bargaining units; implementation of a market equity salary adjustment program for non-negotiated employees; and through review and implementation of a total compensation model for Civil Service staff including salary structure, base pay, and market equity adjustments. As shown in Table 1.2, the University's initiatives and contractual agreements are helping to sustain improvements in Western Illinois University's faculty salaries compared to peer institutions.

Through *Higher Values in Higher Education 2010-2018*, the University also supports employee recruitment and retention by supporting travel and professional development, instructional technology, support services, family-friendly policies, and a welcoming University environment. For example, Western's *Institutional Strategic Plan for Technology* outlines a technology and classroom upgrade program that cycles and replaces classroom equipment such as computers, projectors, and other audiovisual tools. Unit and departmental technicians maintain computer rotation documentation and a schedule to ensure that instructional technology is current and reliable.

In addition to daily activities, the *Provost's Awards of Excellence* were established to celebrate faculty contributions to teaching, research, and University service. Six awards are granted annually culminating in a recognition ceremony in the early fall of each academic year, including Excellence awards in Teaching, Teaching with Technology, Scholarly/Creative/Performance Activity, Community and University Service, Multicultural Teaching, and Internationalizing the Campus. Employee awards recognizing distinguished service and years of service for administrative/professional and Civil Service staff are given annually. The Civil Service Employees Council (CSEC) awards nine \$1,000 scholarships and 15 \$100 Book Awards to dependents of Civil Service employees who attend the University. Student Services provides Employee of the Month, Act of Kindness, an Employee of the Year Award, and a Team Award. Beginning in 2010, the Quad Cities campus annually recognizes four employees and their services in advancing the values of the University.

***(2B3) The University's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality.***

Core Component 2B1 discussed the challenges associated with the State of Illinois cash flow issues. It was noted that Western has not engaged in layoffs or furloughs to address these issues. The University's primary goals, demonstrated through the expenditure patterns in Table 3.7, is the provision of high-quality academic programs and educational resources for our students and the retention of all of our employees.



**Table 3.7. Institutional Expenditures for Academic Support and Travel, Fiscal Years 2005 Through 2009**

(\$ in Hundreds)	Fiscal Year				
	2005	2006	2007	2008	2009
Academic support	7,642.9	8,367.3	8,959.80	9,293.3	8,993.7
Student services	25,939.2	27,688.1	29,097.0	31,353.0	33,536.7
Travel	1,683.3	1,777.1	1,954.3	2,114.0	2,150.0

A reduction in the number of employees would greatly diminish the \$190 million economic impact of Western Illinois University–Macomb to its host community and its service region. Western is the largest employer in McDonough County. Likewise, increased educational access is necessary to our Quad Cities service region. Data from the “Growing Our Two Campuses Special Emphasis” section show that Rock Island County is 10% below the statewide average in the percentage of residents with bachelor’s degrees and, given the lower levels of educational attainment, the median family income in the Quad Cities (\$37,371) is only 81.8% of the State of Illinois median family income (\$45,708).

Western will continue to demonstrate a forward-looking concern for ensuring educational quality through investments in employee development, academic and student support services, technology, and new and renovated facilities. During a period of declining state support for Illinois public higher education, the University increased its investment in travel for professional development and academic and student support services. As demonstrated in Core Component 1A5, the University has the second highest percentage of faculty activity dedicated to indirect instruction (all instructional duties other than classroom instruction, e.g., class preparation, advisement) to further enhance time spent serving students. To support academic and employee professional development,

- the Office of Faculty Development was renamed the Center for Innovation in Teaching and Research (CITR), and the center was charged in 2005 with providing the University community with opportunities and resources for their professional and personal enrichment.
- The University provides institutional support of the development of online courses, as described in the “Strengthening Distance Learning Special Emphasis” section.
- In 2005, the University hired a full-time coordinator to provide training and development opportunities for Civil Service staff.
- The Provost’s Award for Faculty Travel was established to provide financial assistance to faculty presenting scholarly and professional activities at professional conferences or meetings.
- The College of Education and Human Services (COEHS) formed the Office of Research Design and Analysis (ORDA) to encourage collaborative research within and between College departments. A goal of ORDA is to increase submitted faculty publications and successfully funded grant proposals.

Both the Pell Institute for the Study of Opportunity in Higher Education and the Southern Educational Review Board recognize Western Illinois University as a best practice institution for graduating more students than projected on the basis of entering characteristics. The University’s academic and student support services are designed to retain students and ensure success both in and out of the classroom. The Office of Academic Services was established in 1969 to provide intentional academic advisement, assistance in registration and navigating curriculum, seminar courses, and extensive tutoring services. Data presented in Core Component

1C2 demonstrated that students entering the University through special admission via the Office of Academic Services have six-year graduation rates as compared to all other regularly admitted students.

A second model of intensive academic support that will be described below is in Intercollegiate Athletics. Western Illinois University is a National Collegiate Athletic Association (NCAA) Division I institution sponsoring 20 men's and women's sports through membership in the Missouri Valley Football Conference and in the Summit League for all other men's and women's sports. The University is highly competitive in both athletic conferences, and its student-athletes are equally successful in the classroom. Table 3.8 shows six-year graduation rates of student-athletes that exceed those of all other students.

**Table 3.8. Six-Year Graduation Rates of New Freshmen and Student-Athletes**

	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
<i>New Freshmen</i>	55.4%	55.7%	56.6%	54.9%
Men	50.4%	52.8%	52.6%	51.9%
Women	60.4%	58.4%	60.6%	58.0%
<i>Student-Athletes</i>	67.9%	69.8%	60.8%	61.5%
Men	58.6%	77.8%	58.7%	54.8%
Women	79.2%	61.5%	63.6%	73.9%

Western's Intercollegiate Athletic Academic Services (IAAS) assists student-athletes in making the best possible academic and personal adjustment to the University by promoting academic and athletic achievement and by providing counseling, workshops, and other programs to assist them. Staff work closely with coaches, faculty, and Student Services personnel to help student-athletes balance the demands of academic responsibilities with participation in athletics. Staff work with academic advisors on the scheduling of student-athletes classes to ensure that each course will meet their educational and professional goals. IAAS provides a computer lab, laptop checkout program, and tutors for student-athletes on an as needed basis.

In the event that a student-athlete requires more than a consultation, he or she may be referred to the University Counseling Center (UCC). The UCC provides students with individual and group counseling for educational, career, and personal concerns. In conjunction with the University General Education Curriculum, IAAS offers a freshman seminar focusing on the college transition (UNIV 100).

Western's academic support for student-athletes includes two additional initiatives. The University is a member of the NCAA's Challenging Athletes' Minds for Personal Success CHAMPS/Life Skills Program, an initiative that provides institutions with sample materials and supplemental resources to support student-athlete development in academics, athletics, personal development, career development, and community service. Throughout the academic year, a number of workshops focusing on the personal, academic, and career development of student-athletes are offered. Workshop topics include: training for academic success, career development, drug testing, eating disorders, nutritional supplements, résumé writing, time management, and the job search process.

The Enhancement Program, under the direction of the Associate Athletic Director for Compliance, uses athletic academic mentors to assist student-athletes with any questions or concerns regarding their studies. In addition, mentors provide access for student-athletes to counseling, advising, problem resolution, and

tutorial assistance. The program also has required meetings. All student-athletes who are not in good academic standing are required to meet with an athletic academic mentor on a weekly basis. These meetings are intended to assist the student-athlete in achieving a higher level of academic success, and they continue until the student-athlete is academically performing at a satisfactory level.

Western's student-athletes are meeting and exceeding stated departmental goals (published in the annual *Student Handbook* and the departmental website) for academic performance.

- *To achieve a departmental GPA superior to the undergraduate student body* – In spring 2009, the overall student-athlete GPA was 3.005, nearly one-tenth of a point higher than all other students.
- *For at least 50% of the student-athletes to earn a [term and cumulative] 3.0 GPA* – In Academic Year 2008-2009, 56% of student-athletes earned a 3.0 or better GPA, and 79 student-athletes earned a perfect 4.0 GPA.
- *To finish among the top three of all Summit League institutions in the number of student-athletes earning All-Academic Team Selections* – In Academic Year 2007-2008, Western had 172 selections to the Academic All-Summit League Team (53% of student-athletes).
- *To have a student-athlete graduation rate above the undergraduate student body rate* – Western's combined six-year graduation rate for the 1999-2002 classes was 64% for student-athletes, which was significantly higher than the general student body graduation rate of 56% and higher than the Division I national average of 63%.

Other institutional practices that are aimed at increasing student retention include the First Year Experience (FYE) (described in Criterion 3), peer mentoring programs, English and Math tutoring services, New Student Orientation, Minority Summer Orientation and Registration, Western English as a Second Language (WESL), registered student organizations and professional societies (over 250 in Macomb and 19 in the Quad Cities), and a comprehensive array of diversity programs and services (including the Casa Latina Cultural Center, Gwendolyn Brooks Cultural Center, and Multicultural Programs).

While Western's academic and support units have received national recognition for our efforts, there is room for improvement. Tables 3.9 and 3.10 show that the University's fall-to-fall retention rates of first-time freshmen decreased during the period of this *Self-Study* from 79.1% to the current rate of 73.1%, and while the University's six-year graduation rate is at a historical peak for the institution (59.3%), the value is below the median of peer institutions.

**Table 3.9. Average First-Year Retention Rates, Fall 2004 Through Fall 2007, Cohorts Combined**

James Madison	91%
Truman State	86%
Appalachian State	86%
Western Washington	85%
Towson	82%
California State–Chico	82%
Northern Iowa	82%
Eastern Illinois	81%
<b>Western Illinois</b>	<b>74%</b>
Missouri State	74%
Southern Illinois–Edwardsville	74%
Western Kentucky	73%

**Table 3.10. Average Six-Year Graduation Rates, Fall 1999 Through Fall 2002, Cohorts Combined**

James Madison	81%
Truman State	68%
Western Washington	66%
Northern Iowa	65%
Appalachian State	63%
Towson	63%
Eastern Illinois	60%
<b>Western Illinois</b>	<b>56%</b>
California State–Chico	52%
Missouri State	52%
Southern Illinois–Edwardsville	46%
Western Kentucky	46%

Through the leadership of University Housing and Dining Services (UHDS), Western Illinois University was an inaugural 2007 Making Achievement Possible (MAP-Works) pilot group participant. MAP-Works is an assessment system that enhances a student's ability to make a successful transition to college. It enables student success by providing customized, relevant information to students and by alerting faculty/staff so that they can initiate proactive intervention to reduce a student's risk of failure and to help students get the most out of their college experience. Begun at Ball State University more than 20 years ago, MAP-Works provides a proactive approach to help students better transition to college life and meet both their academic and personal goals.

All freshmen were invited to participate in MAP-Works. The survey collected student input on their transition to college and helped identify students who were at risk for not completing their academic and personal goals. The survey also provided students with information about support resources available to them, and professional staff were able to meet with students to help ensure they received the personal and academic support they need to succeed.

In fall 2008, Western Illinois University committed to annual participation with MAP-Works to identify at-risk students with an expanded, all-freshman approach. In addition, wider University resources were committed to help provide at-risk-students with greater support in achieving their academic and personal goals. Student survey results were reported to academic advisors and residence hall staff. Programming continues to be adjusted to meet the needs of students. Initial survey results for Western freshmen showed

that 28% have experienced academic difficulty during the first semester, 16% were unsure what they wanted to study, and 20% were at high risk for failing to meet the learning demands of college.

In addition to individual factors, there may be institutional policies and/or procedures influencing student attrition. In 2008, President Goldfarb and the Vice Presidents created a University Retention Committee to study and make recommendations regarding student retention. One preliminary finding is that students sometimes face temporary financial difficulties that prevent registration for the next semester. In addition to a short-term loan program, the University now allows students to register if they owe less than \$500. Additionally, on the Quad Cities campus and starting in 2009, academic advisors now call all spring undergraduates who did not graduate and have not registered for summer or fall to assist in the registration process. Staff also call former students who were academically dismissed but are now eligible for reinstatement. All calls to students are made on a biweekly basis. The Director of the Office of Academic and Student Services also provides similar lists to graduate coordinators and department chairpersons for their follow-up as well.

As the University works on retention and graduation rates, we are also committed to enhancing learning environments. Core Component 2A2 highlights many technological accomplishments, which include the following:

- uTech's development of a four-year student computer lab rotation on the Macomb and Quad Cities campuses
- The 23 electronic classrooms upgraded by Physical Plant and uTech since summer 2008
- The 49 classrooms (out of 193) on both campuses receiving new furniture as a part of an upgrade program established in 2007 – The replacement equipment includes 880 tablets (chair and desk combined), 1,064 chairs, and 60 new tables.
- The 17 classrooms that have been completely remodeled since 2003

uTech has begun exploration of replacing all analog telephone systems with a Voice Over Internet Protocol network. Video conferencing units have been added across both campuses and is used for two-way synchronous broadcast of courses, programs, and events between Macomb, Quad Cities, and beyond.

In addition to technological advances, the University has engaged in several projects such as residence hall renovations (including installation of fire annunciation and suppression systems in all University residence halls and apartments); campus lighting upgrades; and major building projects such as the Spencer Recreation Center, Grotee Hall, the Multicultural Center, and the Hanson Field renovation.

The University also uses state-of-the-art community facilities to supplement



**Donald S. Spencer Student Recreation Center, Western Illinois University**

instruction. In 2009, the University received Commission approval to house the Museum Studies program at the internationally renowned Figge Art Museum in Davenport, Iowa. The University also uses the Shedd Aquarium in Chicago and the Niabi Zoo in Moline to support courses in its Biological Sciences department, and limits courses offered to be in compliance with Commission regulations.

Western also received \$1 million for lease space in the Moline downtown area from the John Deere Foundation and the Moline Foundation. This donation will provide some relief for the Quad Cities campus to be able to expand programs and course offerings, including the new Engineering bachelor's degree that began offering courses in fall 2009.

***(2B4) The University uses its human resources effectively.***

The “Growing Our Two Campuses Special Emphasis” section documents the faculty and staff growth on the Macomb and Quad Cities campuses, as well as the importance of new positions to the economic development of our host communities. New positions are also critical to maintain the institution's commitment to the individual learner within the core value of academic excellence.

Staffing growth is accompanied by an institutional commitment to utilizing its human resources effectively. Even during difficult budgetary times, the institution, unlike other Illinois public universities, did not engage in hiring freezes, furloughs, or layoffs.

In fact, the President's 2008 Founders' Day Address highlighted that the University continued annual support of over \$700,000 to reward faculty PAAs, promotions, and salary minima. The University has a proven record of negotiating faculty and staff raises above the statewide average; conducts desk audits for Civil Service employees (58 in Fiscal Year 2009); and in 2006, introduced a market base salary equity adjustment program for non-negotiated staff based on years of service in the current classification.

The NSSE results illustrate Western's effectiveness. As shown in Core Component 1A5, the University score on student-faculty interaction meets the national mean for all Carnegie Master's level institutions, and Western expects to see even higher levels of success, with goals to increase Student-Faculty Interaction as a critical component in *Higher Values in Higher Education*. Likewise, Western's freshmen and seniors surpassed the national mean in terms of Supportive Campus Environment.

Tables 3.11 and 3.12 show Western is both effective and cost efficient, which is consistent with institutional commitments to quality, opportunity, and affordability. The University maintains its goal to keep below the statewide average for Illinois public universities on both the instructional costs and administrative costs per credit hour. The instructional cost per credit hour were second or third lowest in the state for the 12 Illinois public universities during Fiscal Years 2003 and 2009, respectively.



**Table 3.11. Instructional Costs per Credit Hour, Western Illinois University Compared to the Average of Illinois Public Universities, Fiscal Years 2003 Through 2009**

	2003	2004	2005	2006	2007	2008	2009
Western Illinois University	\$201.18	\$199.40	\$211.97	\$220.02	\$235.21	\$250.82	\$267.16
Statewide average	\$241.16	\$244.41	\$261.31	\$266.81	\$279.58	\$292.74	\$300.52
Percentage below statewide average	(16.6)	(18.4)	(18.9)	(17.5)	(15.9)	(14.3)	(11.1)

Between Fiscal Years 2003 and 2008, the administrative cost per credit hour at Western were the lowest in the state for the 12 Illinois public universities. In Fiscal Year 2009, Western's ratio was third lowest, only behind Southern Illinois–Edwardsville (\$64.03) and Northeastern Illinois (\$68.42). The high was at Chicago State (\$137.81).

**Table 3.12. Administrative Costs per Credit Hour, Western Illinois University Compared to the Average of Illinois Public Universities, Fiscal Years 2003 Through 2009**

	2003	2004	2005	2006	2007	2008	2009
Western Illinois University	\$52.46	\$50.40	\$51.47	\$54.93	\$59.92	\$63.55	\$68.90
Statewide average	\$65.87	\$64.16	\$72.09	\$72.20	\$74.79	\$80.38	\$82.82
Percentage below statewide average	(20.4)	(21.4)	(28.6)	(23.9)	(19.9)	(20.9)	(16.8)

***(2B5) The University intentionally develops its human resources to meet future changes.***

Western Illinois University exhibits its commitment to human resource development through strong support and promotion of the Human Resources office and the CITR. Human Resources provides innovative training and development programs, including software application training; the employee health and wellness programming, “Western Well”; specialized departmental training; collaboration with other College and University training professionals; and participation in Quad Cities Professional Development Network (QCPDN) that is a consortium of representatives from area colleges and universities.

The CITR offers a variety of programming to help prepare faculty for an ever-changing world. Programming is based on issues and needs surrounding advances in pedagogy, research, and technology. As University facilitators, CITR hosts such events as an annual research symposium and an annual teaching forum. On both campuses, CITR continually assess the needs of the faculty through an annual needs assessment survey and modifies its programming to identify those needs.

The University also engages in practices that proactively address issues of ethics and sexual harassment. The State of Illinois Mandatory Ethics Test is facilitated by Western to ensure employee awareness of expectations for ethical behavior and decisionmaking for state and University employees. The Sexual Harassment Test is another tool to proactively reach employees and make them aware of the institutional policies on sexual harassment as well as the practical application of concepts within the test.

The development of professionals and the future of the University is also guided by an inclusive institutional planning process. As evidenced by published membership lists in Criterion 1, inclusive representation from University governance groups on both campuses ensures all area interests, processes, and voices are part of Western's short- and long-term planning.

**(2B6) The University's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.**

Academic program establishments, disestablishments, and suspensions demonstrate program agility and responsiveness. The University prepares an annual report on these actions to the IBHE. These materials will be available to the on-site review team.

University flexibility is also demonstrated in the "Growing Our Two Campuses Special Emphasis" section. Since the last accreditation visit, total Quad Cities headcount enrollment has been characterized by a period of decline between fall 2001 and fall 2005 and a period of growth since that time. In the period of decline, total enrollment decreased by 243 students (16.6%) from 1,460 in fall 2001 to 1,217 in fall 2005. However, since fall 2005, total enrollment increased by 196 students (16.1%) to 1,413 students in fall 2009. Additionally, the Quad Cities campus serves another 106 students taking exclusively online courses. With the programmatic establishment and disestablishment, an aggressive marketing campaign, making all degrees fully completable on-site, and enhancements to instructional technology, in-person enrollment is now at the highest level since fall 2002.

UHDS also demonstrates a tradition of successfully responding to market need. Western was the first public university to offer all non-freshmen the option for single residence hall rooms; took advantage of an opportunity to purchase and create an International House for foreign and domestic students; successfully implemented a state unfunded mandate to install fire suppression systems in all University residences; opened new suite-style living options (Grote Hall) in 2005; decommissioned a former high-rise, Wetzell Hall, in 2009; and is implementing other priorities from the *Long-Range Plan for University Housing and Dining Services*.

University administration is also flexible and responsive to change. In 2008, the University had to reallocate \$2 million at the end of the fiscal year to support chiller replacement as air conditioning systems unexpectedly failed in the Macomb campus's three primary instructional facilities prior to the start of the summer semester. Other examples include the Western successfully responding to the state's Fiscal Year 2008 mid-year call back of operating increases, unfunded mandates for group healthcare insurance, tuition waivers for veterans (Western has the second highest enrollment of veterans for all of Illinois's colleges and universities), and a *de facto* shift in state practice requiring institutions to expend interest bearing income (tuition) funds before receiving delayed state appropriations.

The ability for Western to successfully address unforeseen circumstances is based on planning processes with clearly articulated goals and priorities, conservative fiscal management enabling funds to be placed in institutional reserves, and proactive practices such as *Facility Condition Assessments* of all University facilities to identify structural equipment and life-cycle projections. When unexpected events occur, Western is able to quickly adjust institutional plans and, since 2002, the President's Cabinet (President and Vice Presidents) meet weekly to address high institutional priorities.

**(2B7) The organization has a history of achieving its planning goals.**

Western achieves its planning goals. For example, the original *Higher Values in Higher Education* had 140 action items. When this plan was replaced with *Higher Values in Higher Education 2008-2018*, 122 of the original action items (87.1%) were either accomplished, maintained, or currently in progress. Conversely, only 12.9% of the original actions have not been addressed. Annual reports starting one year after the

implementation of *Higher Values in Higher Education 2008-2018*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology* show similar success patterns. These reports are available from the Vice President for the Quad Cities, Planning & Technology's website.

Fundraising is another area of University success. While a consultant suggested that Western Illinois University could run a seven-year comprehensive fundraising campaign of \$40 million, the University established a more aggressive goal of \$60 million. As of June 2010, the University has generated \$36.1 million, representing 60.1% of our goal.

Starting in September 2005, and continuing every month thereafter, *Monthly Strategic Plan Updates* highlight accomplishments outlined by the Strategic Plan. The *February 2009 Monthly Update* exemplifies how accomplishments are reported, communicated, and driven by *Higher Values in Higher Education*. Online *Monthly Updates* show a commitment to achieving institutional planning goals.

*Western Illinois University received \$1 million in funding for the development of the new Quad Cities Engineering program.*

The new Engineering program supports many of the priorities in *Higher Values in Higher Education 2008-2018*, including the following:

- Developing and offering new and expanded academic programs in areas of demand and need that are consistent with the academic mission of the University
- Enhancing community college partnerships
- Expanding articulation agreements and the Dual Admissions Transfer Program to promote seamless transfer to Western Illinois University and advisement that keeps students focused on degree requirements and timely degree completion
- Achieving goals and priorities of the comprehensive fundraising campaign

*Western Illinois University receives National Recognition for Service Learning and Civic Engagement*

As expressed in *Higher Values in Higher Education 2008-2018*, the University's commitments to service learning and civic engagement will continue through the following methods:

- Supporting student-faculty interactions and active and collaborative learning through international studies, internships, service learning, and undergraduate and graduate student research
- Providing opportunities for student development and learning outside the classroom
- Engaging in activities associated with the American Democracy Project

**Core Component 2C: The University's Ongoing Evaluation and Assessment Processes Provide Reliable Evidence of Institutional Effectiveness that Clearly Informs Strategies for Continuous Improvement.**

***(2C1) The University demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.***

There are two levels defining institutional effectiveness at Western Illinois University. The successful achievement of student learning outcomes is discussed in Criterion 3, and institutional progress on University plans is discussed below.

Western Illinois University has a carefully designed evaluation process to measure the success of implementation of the *Higher Values in Higher Education*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology*. *Monthly Strategic Plan Updates* provide status briefings; annual performance is reviewed in *Annual Updates* for each of these plans and in annual consolidated reports made by the Vice Presidents and areas that report to the President. Furthermore, all plans were built on a cyclical review and update schedule defined in Core Component 1A2.

***(2C2) The University maintains effective systems for collecting, analyzing, and using organizational information.***

As discussed in Criterion 3, the University revised its plan for student learning assessment in November 2006. Western's student learning assessment processes are guided by *Higher Values in Higher Education*, Commission identified *Best Practices in Assessment and Distance Learning*, the *Philosophy of Assessment of Student Learning*, *General Education Philosophy and Goals*, *Student Learning Assessment Committee Mission and Purpose*, Graduate Council *Operating Papers*, and University participation in the Commission's Assessment Academy. The University also uses discipline-specific accreditation, where appropriate to the discipline, and certification from the NCAA to collect, analyze, and use organizational information.

*Annual Performance Reports* benchmark University performance to peer institutions for both the Macomb and Quad Cities campuses. These analyses are also supplemented by annual *Strategic Plan Updates* identifying whether institutional performance indicators are moving in the desired direction, opposite direction, or remaining constant. All of this information has been used to enact institutional change. For example, benchmarking resulted in strategies to raise faculty and staff salaries to meet and exceed peer institutions, address retention issues, inform this *Self-Study*, and conduct a *Facility Condition Assessment* to help prioritize maintenance projects and inform the *University Housing and Dining Master Plan*.

Western Illinois University participates in the annual NSSE to measure student academic and personal development experiences. NSSE results have been used to inform University strategic planning, academic program review, and this *Self-Study*. Likewise, as shown in Core Component 2B3, the University began annually participating in the MAP-Works to minimize the percentage of capable students who drop out due to issues that could have been addressed by self-awareness or timely intervention by professional staff. Staff in UHDS also use the results to help students establish relationships, address homesickness, and identify other residence hall living issues.

***(2C3) Appropriate data and feedback loops are available and used throughout the University to support continuous improvement.***

As mentioned earlier in this criterion, the University has long-term institutional plans. Progress is reported on these plans monthly, and the long-term plans are evaluated and adjusted annually with formal reviews and updates to these documents, according to the schedule provided in Core Component 1A2.

Western also engages in external processes to help generate data and feedback for continuous improvement. For example, in 2005-2008, the University participated in the Foundations of Excellence in the First College Year sponsored by Policy Center on the First Year of College. As described in Criterion 3, participation enabled the University to measure benefits of the FYE program collaboratively with peers, including other comprehensive universities (e.g., Central Michigan University; Northeastern Illinois University; and the Universities of Central Arkansas, South Dakota, and North Texas). It also gave the institution benchmarking information on recruiting, admitting, orienting, supporting, advising, and teaching new students, and this data was aimed at increasing student learning, success, and persistence. Participation on the Steering Committee included faculty, student services personnel, students, and other members of the University community.

As described in Criterion 3, the University also committed to improving student learning assessment by participating in the Higher Learning Commission's Academy on Assessment of Student Learning. The institution also reviewed its assessment strategies in 2006 and 2009, including a review of assessment across academic departments, measurement practices, and ways to tie assessment into student learning outcomes.

***(2C4) Periodic reviews of academic and administrative subunits contribute to improvement of the University.***

*Academic Review*

The IBHE requires a review of the quality and viability for all degree programs and academic centers occurs on at least an eight-year cycle. Western requires the use of external reviewers to validate the programmatic self-study findings and recommendations. The University's academic program review schedule and guidelines are available online. The IBHE also requires a three-year review for all newly established degree programs and centers with guidelines posted on the same website as described above. Copies of all academic program reviews will be available to the on-site review team from the Office of the Provost and Academic Vice President.

Western also uses discipline-specific accreditation to validate programmatic quality and viability. The University's accrediting agencies and schedule is available online. Copies of discipline-specific accreditation materials will be available to the on-site review team from the Office of the Provost and Academic Vice President. Likewise, and with learning occurring inside and outside the classroom, information from the Accreditation Association for Ambulatory Health Care that accredits Beu Health Center, the International Association of Counseling Services that accredits the UCC, and the NCAA that certifies Intercollegiate Athletics will be available from the Office of the Vice President for Student Services.

*Administrative Review*

Annual accomplishment and planning sessions made by the Vice Presidents and areas that report to the President summarize unit establishments, disestablishments, and reallocations. Since 2001, new units include the Vice

Presidential area for the Quad Cities, Planning, and Technology; the WSRC; the IES; the combination of separate functions on the Quad Cities campus to create the Office of Academic and Student Services; Intercollegiate Athletics was moved from the Vice President for Advancement and Public Services to the Vice President for Student Services; and the functions of Document and Publication Services and Property Accounting and Redistribution Center were combined into one physical location.

Review of individual administrators, including the President, Provost, Deans, Directors, and other administrative professionals occurs annually since 2005. Internal self-studies, consultants, and institutional benchmarking inform administrative and structural changes. For example, the Quad Cities campus engaged in a *Council for Advancement of Standards Self Study* in 2005-2006. Results from the *CAS [Council for the Advancement of Standards] Self Study* and consultant recommendations help to establish the Office of Academic and Student Services on the Quad Cities campus.

Likewise, President Goldfarb, following recommendations in the *Institutional Strategic Plan for Technology*, a consultant’s review, analysis of organizational structures at Illinois public universities and peer institutions, and results from open sessions on both campuses discussing Western’s technological strengths, challenges, and opportunities, created the Vice Presidential area of University Technology.

**(2C5) The University provides adequate support for its evaluation and assessment processes.**

Evaluation processes discussed in this criterion focus on institutional effectiveness. The measuring of institutional effectiveness is a common function of institutional research offices. Table 3.13 shows that the number of staff in Western’s Office of Institutional Research and Planning (IRP) is at the median of peer institutions. The University provides adequate support for its evaluation processes.

**Table 3.13. Number of Institutional Research Staff at Western Illinois University and Peer Institutions**

Western Washington University	2
University of Wisconsin–Whitewater	2
California State University–Bernadino	3
Sam Houston State University	3
Buffalo State University	3
Appalachian State University	4
Missouri State University	4
Montclair State University	4
<b>Western Illinois University</b>	<b>4</b>
Central Washington University	5
James Madison University	6
Western Kentucky University	6
University of North Carolina–Wilmington	7

As described in Criterion 3, Western Illinois University has a senior academic administrator (Associate Provost) in charge of facilitating student learning outcomes assessment with the assistance of an assessment committee, facilitator, and activities occurring at the programmatic level. This is a model, as documented in Table 3.14, that is consistent with the majority of Western’s peer institutions.



**Table 3.14. Assessment Structures at Western Illinois University and Peer Institutions**

	Administrative Responsibility	Assessment Center	Administrative Office
Buffalo State University	X		
California State University–Bernadino	X		
Central Washington University	X		
Sam Houston State University	X		
University of North Carolina–Wilmington	X		
<b>Western Illinois University</b>	X		
Western Kentucky University	X		
James Madison University		X	
Montclair State University		X	
University of Wisconsin–Whitewater		X	
Western Washington University		X	
Appalachian State University			X

### **Core Component 2D: All Levels of Planning Align with the University’s Mission, Thereby Enhancing Its Capacity.**

#### ***(2D1) Coordinated planning processes center on the mission documents that define vision, values, goals, and priorities of the University.***

Criterion 1 focused on the implementation of the University’s mission documents at the institutional-level. The “Measuring and Demonstrating Our Core Values Special Emphasis” section exemplified how academic departments and administrative units implement University plans. The following are examples of how all colleges and the University Libraries are currently contributing to the continued successful implementation of the University’s Strategic Plan through priorities that reinforce the University’s core values.

*Academic Excellence* is demonstrated by completing program reviews; developing new programs based on feasibility and need; supporting interdisciplinary applications; following the University’s *Assessment Plan*; achieving and maintaining discipline-based accreditation where appropriate to the discipline; supporting experiential learning and Honors opportunities; and engaging in the faculty computer and electronic classroom upgrade programs.

*Educational Opportunity* is demonstrated by participating in the IAI (enabling General Education course transfer between institutions), supporting fully completable degrees on the Quad Cities campus, providing opportunities for student learning inside and outside the classroom, and engaging in professional advisement and the FYE program.

*Personal Growth* is demonstrated by supporting University theme activities, hosting discipline-specific speakers, encouraging the use of benefit time to support employees’ educational objectives, using institutional resources to support faculty development and travel, and engaging in non-credit programs and services.

*Social Responsibility* is demonstrated by supporting internationalization of the curriculum, programs, and services; engaging in comprehensive fundraising; consulting with advisory boards; and participating in emergency operations planning, web accessibility initiatives, Campus Sustainability, and other College and University-wide committees and governance groups.

Similar examples can be made for all academic departments and administrative units on the two campuses of Western Illinois University. The “Measuring and Demonstrating Our Values Special Emphasis” section provides more specific examples.

***(2D2) Individual mission statements further demonstrate how colleges and administrative units advance the mission and values of the University.***

Core Component 1C4 provides evidence that all Vice Presidential areas, Colleges, and University Libraries have individual mission statements that are consistent with the mission and values of the University; and the “Measuring and Demonstrating Our Values Special Emphasis” section demonstrates implementation of these mission statements.

***(2D3) Planning processes link with budgeting processes.***

There are many examples in this *Self-Study* demonstrating that Western’s planning processes link with budgeting processes. This includes a comprehensive fundraising campaign intentionally linked to institutional priorities (Core Component 1A1), allocation of finances and faculty time to the highest priority of instruction (Core Component 1C2), University planning and budgeting priorities that follow from University mission documents (Core Component 1C3), a clear understanding of the University’s current fiscal capacity (Core Component 2A1), and plans for resource allocation demonstrate a commitment to supporting and strengthening educational quality in a forward-looking matter (Core Components 2B2 and 2B3).

***(2D4) Implementation of the organization’s planning is evident in its operations.***

Implementation of the University planning documents, described in Core Component 1A1, is evidenced through the many accomplishments sited throughout this report, the linkages to planning and budgeting described in Core Component 2D3, and the University accountability reporting described in Core Components 2C2 and 2C3.

Western’s strong commitment to *Higher Values in Higher Education* and its ability to continually translate its Strategic Plan into action within institutional operations has been recognized by external agencies. Institutional officials have presented the University’s planning, budget, and accountability reporting model by request at the International Association of Institutional Research, Association of Institutional Research, Foundations of Institutional Research Workshops, National Conference on Race and Ethnicity, Illinois College, Lassen College, Rend Lake College, Tulsa Community College, and the University of Illinois–Springfield.

***(2D5) Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.***

Criterion 1 discusses in detail the schedule for updating *Higher Values in Higher Education*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology*. In addition to a formal process of review (Core Component 1A2), University plans are adjusted annually, and progress is reported monthly. This sequence promotes reprioritization of goals and priorities because of changing environments. Furthermore, Core Component 2B6 gives specific examples showing that the University’s planning processes are flexible and respond to unanticipated needs for program reallocation, downsizing, or growth.

**(2D6) Planning documents give evidence of the University awareness of the relationships among educational quality; student learning; and the diverse, complex, global, and technological world in which the organization and the students exist.**

The Vision Statement of *Higher Values in Higher Education 2008-2018* specifically states that Western Illinois University will be a leader among its peers in the area of quality. In this *Self-Study*, educational quality is emphasized in discussions on Western's signature academic programs (Core Component 2A5), the preservation of educational quality (Core Component 2A6), the importance of academic program review (Core Components 2A6 and 2C4), and resource allocation and planning that supports educational quality (Core Components 2B2 and 2B3).

Additionally, the *Mission Statement* of Western Illinois University shows that daily activities of all University faculty and staff are guided by the principle of preparing a socially responsible, diverse population to lead in the global society. Core Components 1B1, 1B2, 1B4, and 1B5 all give examples of how the University's plans all show careful attention and successful implementation of the University's function in a global and multicultural world. Moreover, Core Component 1A1 with the creation of the *Institutional Strategic Plan for Technology* and Core Component 2A2 listing results from that plan show that the University is paying careful attention to emerging factors such as technological applications.

**(2D7) Planning processes involve internal constituents and, where appropriate, external constituents.**

As mentioned in Criteria 1 and 2, *Higher Values in Higher Education*, *Campus Master Plans*, and the *Institutional Strategic Plan for Technology* all follow inclusive planning processes and have been endorsed by all University governance groups on both the Macomb and Quad Cities campuses. Additionally, all of the University's Mission Documents included both University and external representation.

Members of Spoon River College, Black Hawk College (BHC), and the City of Moline participated in the development of *Higher Values in Higher Education 2008-2018*; representatives of the City of Macomb participated in the development of the *Western Illinois University–Macomb Campus Master Plan*; and officials from the City of Moline, the President/CEO of the Illinois Quad City Chamber of Commerce, and the Director of the Quad Cities Mass Transit District participated in the development of the *Western Illinois University–Quad Cities Campus Master Plan*.

External input is also included in planning through consultation with or the inclusion of community partners and advisory groups. All of Western's academic colleges, the Quad Cities campus, and President Goldfarb use advisory groups to help formulate and implement plans and priorities. The President also meets with each governance group at least twice a year to gain University input and perspective on institutional goals, priorities, planning processes, and budgeting.

## Summary

Criterion 2 focuses on planning and evaluates the extent to which the University's allocation of resources demonstrate the capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities. The data in this criterion demonstrate that the University fulfills all of the core components for accreditation. We prepare for a future shaped by multiple societal and economic trends, focus resource allocation on the mission of the University, and commit to continuous process improvement to support our mission-driven planning processes.

The strengths of the University in this criterion include the following:

- Inclusive and integrated strategic planning processes, which helped to create a shared institutional focus and direction for the University as stated in *Higher Values in Higher Education*, *Campus Master Plans*, the *Institutional Strategic Plan for Technology*, and this reaccreditation self-study.
- The University consistently makes a concerted effort to include our host communities in planning activities as we serve as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.
- The University achieves its planning goals. For example, the original *Higher Values in Higher Education* had 140 action items. When this plan was updated with *Higher Values in Higher Education 2008-2018*, 122 of the original action items (87.1%) were either accomplished, maintained, or currently in progress.
- Monthly *Strategic Plan Updates* highlight accomplishments outlined by the University's Strategic Plan and show a commitment to achieving institutional planning goals.
- The University's sustained planning processes and implementation have produced significant innovation and change for the University, particularly in the areas of tuition policies, unique and relevant academic programs, and technological and environmental sustainability initiatives.
- The University's prudent fiscal and strategic planning has allowed Western to maintain staffing levels, conduct salary reviews and implement findings, and provide for family friendly benefit policies in a difficult financial time for our state.
- In enrollment management, "responding with agility" and looking for "sustainable" programs represent institutional strengths. Also considered as strengths are programs such as dual admission, articulation initiatives, and other activities in support of transfer students. These also represent opportunities in responding to societal factors and in increasing diversity.
- Western Illinois University has always prided itself on guaranteeing affordability and supporting opportunity. The institution continues to demonstrate these qualities via its Cost Guarantee; national recognition as a "Best Practice Institution" for the recruitment and retention of first-generation and low-income students; and as discussed in Criterion 1, its national recognition as a top "Military Friendly" institution.
- Continued monitoring and cyclic review of academic programs represents strength. The IBHE requires a review of the quality and viability for all degree programs and academic centers occurs on at least an eight-year cycle. Western requires the use of external reviewers to validate the programmatic self-study findings and recommendations.

With these strengths, there are also challenges and opportunities for improvement in the future, including the following:

- State operating support for Illinois public higher education has decreased during the period of this *Self-Study*. Current state cash flow problems (e.g., delayed payment and reimbursement) are causing budgetary and service reductions, which threaten employment, educational access, and economic recovery for all Illinois citizens.
- Increasing faculty and staff salaries continues to be a challenge and remains a high priority.
- *Illinois Civil Service Statutes* currently make initial hiring opportunities difficult. Examples include limitations on size of hiring pools and lack of promotion of diversity.
- With benchmarking, environmental scanning, and planning as strengths of the University, we must continue, at the same time, to maintain agility to successfully respond to unforeseen circumstances. At a minimum, the consolidated annual reporting process (described in-depth in Criterion 1) must ensure that adjustments to the University's plan can be made annually if internal or external circumstances warrant.
- In places, the *Institutional Strategic Plan for Technology* is too detailed or proscriptive. This will be recognized and corrected in the update to the plan that is scheduled for Academic Year 2010-2011. Likewise, it must continue to be recognized that technological changes can occur swiftly and the technology staff and end users must maintain communication through such actions as the Technology Advisory Users Group, meetings with the College Technology Representatives, the Internet Technology Advisory Committee (iTAC), and so on, to advance the overall technological goals and priorities.
- While the University continues to standardize hardware and software to streamline and enhance support, Departments and Colleges should continue to purchase and support discipline-specific hardware and software where necessary to support academic needs.
- Western Illinois University will need to continue responding with agility to changing demographic shifts to maintain and increase the University's enrollment in the years ahead. Efforts should include development of new programs as well as refocusing those that have become nonviable.
- Reduced general appropriations and limited new capital construction or Permanent Improvement funding are challenges to the University as well as to all other Illinois public universities. In particular, this is a challenge in the area of University facilities where Western's appropriated and bond funded facilities each have maintenance backlogs in excess of \$450 to \$500 million. Efforts such as the *Facility Condition Assessment* and the *Long-Range Plan for University Housing and Dining Services* are critical to prioritize the spending of limited state and institutional resources.





## Criterion 3: Student Learning and Effective Teaching

### **Core Component 3A: Western Illinois University's Goals for Student Learning Outcomes Are Clearly Stated for Each Educational Program and Make Effective Assessment Possible.**

At the time of the last comprehensive review by the Higher Learning Commission in 2001, Western had a strong comprehensive program of assessment of student learning. Initial development of plans for assessment of student learning outcomes in each major began in approximately 1991-1992. Several years later, each graduate program was required to begin assessment processes. Based on their assessment activities, each major and graduate program has been required to submit (ultimately to the Provost's Office) an annual assessment report for at least 17 years to date (see "Major and Graduate Annual Assessment Reports," Resource Room). After 2001's Commission reaccreditation and a change in the upper administration at the University, many of the processes for assessing student learning at Western were de-emphasized and/or decentralized. The Provost's Office continued to collect annual reports from each department, which asked questions pertinent to both program assessment and to assessment findings in General Education courses where appropriate.

In 2005, we committed to actively reinvigorating our attention to assessment, evaluating the status of assessment practices, and examining the climate among Deans and chairs for leadership in assessment. Annual assessment reports from programs were documented, summarized, received feedback, and recorded. Any departments offering major or graduate programs without proper reports, including meaningful learning outcomes, valid direct measurements, data and results, and information on changes resulting from assessment were offered remedial direction.

In 2006, the new Assistant Provost for Undergraduate Studies created a position for the Faculty Assessment Facilitator and immediately instituted a schedule of department meetings. They first met with each department chair and the faculty working on assessment annually, and by 2007-2008, settled into a biannual cycle, meeting regardless of success and level of quality in the reports. This method has been very important in ensuring the integrity of high-level, quality assessment of major, graduate, and post-baccalaureate programs.

In 2006, the Student Learning Assessment Committee (SLAC) was formed to update the University *Assessment Plan*, with the intent of refining and improving the stated objectives and identifying places where work was not appropriate. SLAC ultimately identified the need for a strong centralized program of assessment of student learning in General Education as the highest priority. To this end, SLAC served as the committee representing the University in the Higher Learning Commission Assessment Academy where it began planning for work on its main action project, assessment in General Education. The work of the Assessment Academy began in 2006.

With the support of upper administration and the Faculty Senate, the Associate Provost for Graduate and Undergraduate Studies, with SLAC, worked alongside faculty appointed to the General Education Review Committee (GERC) in a review of General Education at Western Illinois University, with the intent of reconstructing the model of assessment of student learning in General Education and facilitating successful implementation. The members of the Assessment Academy Team, including the Associate Provost and the Faculty Assessment Facilitator, supported the Council on General Education (CGE) as it implemented the

new plan for assessment of student learning in General Education. The Academy Team's involvement has continued through the last four years.

### *Western's Commitment to Quality Assessment of Student Learning*

Western Illinois University's *Higher Values in Higher Education* Strategic Plan identifies as a strong priority "following the University's *Assessment Plan* to use assessment of student learning in General Education, the undergraduate major, and in graduate programs to inform curricular revision and development." Western's *Plan for Assessment of Student Learning*, developed in 1992 and recently updated in 2006 and 2008, describes the ongoing assessment practices. Western distinguishes between assessment of student learning, institutional evaluation, and other processes, all of which help to indicate the quality of our programs.

- *Assessment of Student Learning*
  - The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning (Walvoord, 2004)
  - The specific focus of assessment is on what students should know and be able to do as a result of a university education (i.e., General Education, major, graduate programs).
- *Program Review*
  - Review of academic programs which includes, but is not limited to, assessment of student learning
- *Institutional Effectiveness*
  - A structured process which includes identifying institutional goals, measuring progress toward those goals, and using those results to improve quality functioning – An evaluation of institutional effectiveness measures the degree to which the institution supports student learning through multiple venues such as technology and housing.
- *Accreditation*
  - Certification that a school or an instructional *program* meets standards set by an outside reviewing organization (<http://bellevuecollege.edu>)

Walvoord, Barbara. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco: Jossey-Bass.

All undergraduate majors and all graduate programs are required to have a plan for assessment of student learning on file in the Provost's Office and must submit a revised plan when changes develop. Faculty in each program conduct assessment of each of their learning outcomes on at least an annual basis. Results of assessment must be reported annually to the College Dean and ultimately are submitted to the Office of the Provost. Reports follow a format based on a four-step model of assessment of student learning that includes (1) learning outcomes, (2) measurement techniques, (3) results, and (4) a feedback loop.

The Associate Provost for Graduate and Undergraduate Studies and the Faculty Assessment Facilitator work closely with department chairs and faculty in each program to individualize assessment practices that best

serve the type of learning that is appropriate for each individual program. Through close work with and strong encouragement to departments to be actively assessing what matters most to them, the Associate Provost and Faculty Assessment Facilitator work to alleviate fear of top-down, prescribed assessment of student learning. Furthermore, they work to ensure that assessment is a learning and refining process and not an evaluation of individual departments, faculty, or courses.

***(3A1) The University clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.***

Following the four-step model for assessment of student learning, each program develops an assessment plan which lists clearly differentiated—undergraduate, graduate, and post-baccalaureate—learning outcomes which are regularly assessed. In addition, learning outcomes for educational programs are explicated in cyclical program review documents as described in Core Components 2A4 and 2C4.

***(3A2) Assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.***

As noted above, assessment of student learning is conducted annually in all majors and graduate programs, as well as in stand-alone post-baccalaureate certificates. Following our successful model of assessment in majors and graduate programs, beginning in 2009, plans for assessment of student learning were developed for certificate programs that exist as a subset of larger programs. No non-credit certificates are offered at Western Illinois University.

***(3A3) Assessment of student learning includes multiple direct and indirect measures.***

As major and graduate program assessment processes have been more carefully scrutinized and reinvigorated in the past five years, the expectation for developing or selecting and using direct measures of learning outcomes has been emphasized. Annual assessment reports show that the majority of programs are measuring learning using at least one or more direct methods such as the nationally standardized tests used in Physics and Elementary Education. In some disciplines, faculty evaluate samples of student writing for both writing skills and/or for program content (e.g., see Political Science, History, and English). In addition, indirect methods are commonly used. It is quite common for faculty to include graduating student or alumni surveys as an indicator of students' perceptions of their learning (e.g., see Social Work, Communication Sciences and Disorders, and Journalism). Some disciplines use other types of measures that emerge from the discipline such as the focus groups utilized by the Marketing department. Most undergraduate programs are regularly collecting some direct and indirect measures of student learning, and many programs have developed extensive assessment of student learning processes. In graduate program assessment, however, most programs rely primarily on faculty evaluations of exit options (i.e., theses, internships, etc.).

While it is true that programs require students to learn a great many more outcomes than those identified and measured as most important, we believe that assessment processes represents a sample of the continuous measurement of learning and use of results at every level of education within a program (e.g., programwide, course-specific, unit-specific). To this end, we suggest that programs articulate and assess two to four primary learning outcomes.

University programs vary in their level of quality in conducting and using student learning assessment outcomes. While most are performing assessment of student learning to an acceptable or high standard, we are

still working in conjunction with departments to improve their plans and implementation. Some departments simply shine as examples of best practices and those include Curriculum and Instruction (rigorously meeting accreditation standards), Geology (with a department-developed assessment examination), Psychology (with separate strong assessment in three distinct areas), Marketing and Finance (which utilizes some unique assessment techniques, including focus groups), and Physics (measuring both laboratory work and using a standardized exam to assess content knowledge), for example.

***(3A4) Assessment of student learning provides evidence at multiple levels: course, program, and institutional.***

Every course at Western includes evaluation of student learning of the faculty selected objectives for the course. Some programs explicitly build from such course-based learning measurements to programwide assessment processes. For example, learning outcomes from courses within the Geography and Meteorology programs are combined into program-level learning outcomes. Teacher education programs, particularly in Elementary Education, Early Childhood, and Special Education also use a clear course to program-level tracking of learning outcomes. Other majors and most graduate programs focus their annual assessment of student learning reports on program-level learning outcomes, as noted earlier.

Assessment of learning outcomes in General Education occurs at the course level. Assessment of student learning in General Education represents course-level embedded assessment. The current *Plan for Assessment of Student Learning in General Education* developed by GERC and approved by the Faculty Senate describes the assessment process in General Education.

A review of the University's General Education curriculum, conducted by a faculty committee during 2006-2008, led to the adoption of six goals for General Education. This represented a major change from the earlier category-based goals which included 34 different learning outcomes, and was enacted in part for the purpose of making assessment of student accomplishment of these goals more workable (see "General Education Goals," 2010 *Undergraduate Catalog*).

At approximately the same time, Western Illinois University was accepted into the Higher Learning Commission Assessment Academy (see above), and the University identified the redevelopment of General Education assessment as our project. The plans developed through participation in the Academy have dovetailed with subsequent developments in assessing student learning in General Education at the University, due in part to the inclusion of several of the major participants in the General Education program into the Assessment Academy Team.

As indicated in the General Education assessment plan, faculty within each department offering classes in General Education identified which goals were addressed in each course and reported them to the CGE. The CGE then assigned the faculty in those classes to assess goals (usually two) in each course in such a manner that ensured the assessment of all six goals across the six categories of General Education. Departmental faculty then developed techniques for measurement that provided clear evidence of student learning relative to the learning objectives and measurable learning outcomes for each goal that were specific to the department's discipline(s). These measurements are embedded within the instructional methods used in each class, and faculty teaching the courses carry out the measurement in their General Education courses each semester. Departments compile the results of the measurements, analyze the findings in relation to the learning outcomes and the department's

expectations of student learning, and report assessment activities and results to the Provost's Office and to the CGE. The CGE uses assessment results in their ongoing review of General Education.

Departments offering General Education courses must have an Assessment Committee, or a committee that subsumes appropriate General Education assessment duties, as one of their regular department committees.

The first set of data from this process was collected in the spring of 2009 based on fall 2008 classes. Annual reports of assessment data and of departmental reports of how the data are used at the departmental level are now required. These General Education Reports and methods of assessing student learning in General Education, while still quite new, have been workable and appear to be sustainable.

### *University-Level Assessment of Student Learning*

In addition to course-level assessment of learning outcomes, and program-level assessment of learning outcomes, Western Illinois University evaluates learning at the institutional level. The outcomes of General Education assessment indicate the level of learning for students University-wide.

Western also measures student learning more indirectly through several related student surveys and by examining University-level data. Student engagement data is collected each year using the *National Survey of Student Engagement* (NSSE). This data is shared with Colleges and Vice Presidents, and they are encouraged to use it in conjunction with direct measures of student learning. The MAP (Making Achievement Possible)-Works survey is administered to freshmen, and results are shared with academic advisors. In the two years of survey administration, beginning in fall 2008, the University has achieved an over 90% response rate on this survey. A biannual *Survey of Degree Recipients* is conducted by the Office of Institutional Research and Planning (IRP), and the data is provided to Colleges.

### ***(3A5) Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.***

Assessment plans for undergraduate majors, graduate programs, and post-baccalaureate certificate programs were developed by faculty within individual departments. Faculty participate in the collection of data, and most departments hold faculty meetings to discuss results of annual assessment. Faculty members who teach courses in General Education participate in assessment by developing measurement methods specific to each course and by collecting and evaluating the learning outcome data. Faculty members in departments collectively evaluate resulting data, and faculty members who serve on the CGE evaluate programwide assessment of student learning data.

### ***(3A6) Results obtained through assessment of student learning are available to appropriate constituencies, including the students themselves.***

Western Illinois University has a website where individuals can access summaries of all departmental plans and annual reports; information about expectations for assessment, including links to the Commission's criteria; examples of measures of meaningful assessment; frequently asked questions; and contact information. The results of the NSSE, *Beginning College Survey of Student Engagement* (BCSSE), and MAP-Works are reported on the University Surveys website. Data from the biannual *Survey of Degree Recipients* is included in the University *Fact Book*.

**(3A7) Assessment of student learning data is included in external accountability reporting (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates).**

In the University *Fact Book*, IRP consistently compiles data, including enrollments at all levels and for all types of students (e.g., freshmen, transfer students, and graduate students), retention for various cohorts, class sizes, credit-hour production, degrees conferred, number of current majors and minors in all programs, incoming student performance on ACT exams, and graduation rates. Data is made available to all departments and Colleges and is publicized on the IRP website. Additionally, summary grades for students in all classes are reported to departments and Colleges.

Cyclical program reviews in each discipline incorporate external accountability type data as well as assessment of student learning results in evaluating program quality and viability. Program review requires analysis of placement rates, rates on discipline-specific licensing exams, and graduate surveys. Some programs such as Nursing, Kinesiology, and the Teacher Education Program (TEP) utilize passage rates on licensing exams to inform assessment results.

**(3A8) Faculty and administrators routinely review the effectiveness and uses of the University's program to assess student learning.**

Direct assessment of student learning is primarily the responsibility of the faculty. The Associate Provost for Graduate and Undergraduate Education is accountable for overseeing assessment throughout the institution in consultation with department chairs and Deans, and with the assistance of the Faculty Assessment Facilitator assigned to the Provost's Office. The SLAC, which is composed of faculty and administrators representing various University constituencies, provides institutional guidance and support for assessment, and assists the Provost in meeting external expectations for assessment, especially those of accrediting bodies. SLAC is chaired by the Associate Provost, and the committee provides advice to the Associate Provost and the Faculty Assessment Facilitator on matters of student learning.

The General Education review (2005-2007) and ongoing CGE review of assessment of student learning in General Education serve to evaluate the effectiveness of the plan for assessment in General Education. Recommendations from the review and ongoing CGE review go directly to the Faculty Senate for quality oversight.

**Core Component 3B: The University Values and Supports Effective Teaching.**

Embedded in the University's history is a primary commitment to teaching and the individual learner. Providing excellent instruction is the highest priority of the University's faculty. Article 20.4 of the Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011* demonstrates the University's commitment to academic excellence of tenured/tenure-track faculty. It states "Evaluation of an employee's effectiveness shall be based on consideration of the employee's professional responsibilities: Teaching/Primary Duties, Scholarly/Professional Activities, and Service Activities. Teaching/Primary Duties shall be the most important of these three responsibilities." This was also stated in Article 20.4 of the *2001-2007 Agreement*.

Full-time faculty members teach 95% of classes offered at the University, guiding student learning, discovery, and performance. Graduate teaching assistants offer classes in selected departments (notably Communication, English, and Mathematics). As a group, full professors devote a significant percentage of their professional



responsibilities to undergraduate instruction, and faculty at all levels are also engaged in research, scholarly/creative activities, and mission-driven public service and outreach.

Article 33 of the *Agreement 2007-2011* also stipulates evaluation criteria for associate faculty. Again, the emphasis continues to be placed on high-quality instruction.

**(3B1) Qualified faculty determine curricular content and strategies for instruction.**

Western Illinois University's faculty are highly qualified. Data from Tables 4.1 and 4.2 show that the majority of teaching faculty hold terminal degrees and are full-time employees of the institution.

**Table 4.1. Faculty Rank by Years of Service, Type of Degree, and Tenure Status, Fall 2009**

	Avg. Yrs at WIU	Terminal Degrees	Percent with Terminal Degrees	Tenured	Percent Tenured	Tenure Track	Percent Tenure Track
Professor	16.3	180	90.9	197	99.5	0	0.0
Associate	9.3	156	86.7	151	83.9	31	17.2
Assistant	3.9	136	78.6	6	3.5	140	80.9
Instructor	7.6	27	14.2	9	4.7	1	0.5
Lecturer	11.1	1	9.1	0	0.0	0	0.0
Subtotal		500	66.3	363	48.1	172	22.8
Librarian	10.8	14	87.5	9	56.3	4	25.0
Counselors	10.1	2	22.2	1	11.1	0	0.0
Total	9.4	516	40.0	373	28.9	176	13.6

**Table 4.2. Number of Full- and Part-Time Faculty by Rank, Fall 2009**

	Full-Time	Part-Time	Total Faculty
Professor	198	0	198
Associate	180	2	182
Assistant	170	3	173
Instructor	113	77	190
Lecturer	11	0	11
Librarian	16	0	16
Counselors	7	2	9
Graduate Assistants	327	185	512
Total	1,022	269	1,291

As referenced elsewhere, all faculty are routinely evaluated in cyclical review to provide evidence of professional currency, research/creative activities, and curricular development. Structured hiring practices ensure that faculty meet qualifications appropriate to the field. Over two-thirds of faculty have terminal degrees and of those who do not, they hold at least a master's degree or equivalent in their field.

The excellence of individual faculty members at Western is recognized internally and by regional and national organizations. Core Component 4A4 describes the Provost's Awards for Excellence that were established in 2005 to celebrate faculty contributions in teaching, research, service, and University initiatives. Six awards are granted annually, culminating in a recognition ceremony in the early fall of each year. Award recipients receive a \$1,000 stipend and a crystal recognition sculpture. Noted below are some recent award winners, and others are noted elsewhere in this document.

**2008-2009**

Dr. Leanda Hemphill, Associate Professor, Department of Instructional Design and Technology, was recognized by the International Society for Technology in Education for her project, “Looking at Technology Integration Issues in the K-12 Classroom: A Cross-Cultural Collaboration.” She was the only Illinois educator to receive commendation.

Dr. Emeric Solymossy, Professor, Department of Management, was the 2008-2009 Fulbright–Kathryn and Craig Hall Distinguished Chair for Entrepreneurship in Central Europe.

Dr. Bill McFarland, Professor, and Dr. Leslie O’Ryan, Associate Professor, Department of Counselor Education, received the Research Award from among all counselor educators in the North Central Region of the Association for Counselor Education and Supervision.

Faculty members promote critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community for students through their hands-on development of the University curriculum. The process begins with the departmental committee tasked with ensuring that course goals and expectations are coherent and reflect intention. Approval of new courses/programs and modifications of existing offerings are secured in the department before proceeding to the College, the Council on Curricular Programs and Instruction (CCPI), the Faculty Senate, and the Provost for undergraduate matters and the department, College, Graduate Council, and the Provost for graduate affairs.

The intensity of the review process is amplified for the University’s 12 accredited academic programs. Faculty members in these programs document that national/international curricular and dispositional standards are met, and this is confirmed through self-studies and focused visits by the appropriate accrediting body. Physical evidence of the overall process can be seen in program-specific accreditation standards and the corresponding approvals, in the formalized new course/curriculum models and the readily accessible guidelines, and in course syllabi and related materials. Examples of approved formats and sources of information can be found on the following websites: [wiu.edu/facultysenate](http://wiu.edu/facultysenate), [wiu.edu/provost/calendar/accredit.php](http://wiu.edu/provost/calendar/accredit.php), and [wiu.edu/grad](http://wiu.edu/grad). Faculty also define all learning outcomes for assessment of student learning in General Education, major programs, and graduate studies.

***(3B2) The University supports professional development designed to facilitate teaching suited to varied learning environments.***

Professional development occurs across both campuses and takes a variety of forms, with the most centralized work associated with the Center for Innovation in Teaching and Research (CITR). The CITR provides professional development designed to facilitate teaching suited to diverse populations and varied learning environments, in addition to workshops on a variety of personal and professional topics. Examples of CITR activities created to facilitate teaching include its Innovations in Teaching Forum, the Coffee House About Teaching (C.H.A.T.) initiative aimed at facilitating University-wide conversations around effective pedagogy and issues affecting teaching, and Integrating 21st Century Skills in Teaching and Learning. Complementary professional development venues include the connective possibilities between the Quad Cities and Macomb

campuses; in-house and external workshops, webinars, and retreats on best practices in teaching and teaching with technology; and the use of external speakers. The entire University community is informed of these opportunities through faculty and College listservs, the Telestars system, and printed material distributed by CITR and other University units. The benefits and the reach of Western's professional development efforts are documented in *Campus Connection*, the University newsletter for faculty and staff; on University webpages; in CITR reports; and in University newsletters and magazines. The Quad Cities Professional Development Network (QCPDN) is a consortium of ten universities which provides training and support for teaching. Examples of sources of professional development information can be found on the following sites: *wiu.edu/cofac/Dean/Blog* and *wiu.edu/connection*.

***(3B3) The University evaluates teaching and recognizes effective teaching.***

A commitment to effective teaching is central to the University community's image.

The WIU/UPI *Agreement 2007-2011* governs the faculty responsibilities and serves as their union contract as described in the introductory chapter. In describing the evaluation criteria and procedures for faculty review for retention, tenure, promotion, and retention, the *Agreement 2007-2011* states that "*teaching/primary duties shall be the most important of these three responsibilities.*" (p. 39)

All faculty are evaluated on the quality of their teaching, whether or not they are expected to conduct research or participate in service activities. Individual departments create criteria that faculty use when preparing their detailed description of their teaching performance.

The UPI agreement was renegotiated in Academic Year 2006-2007 and in the current *Agreement 2007-2011*, the emphasis on teaching quality was maintained and reaffirmed.

***Selected Excerpts from the University Professionals of Illinois Agreement Regarding Teaching***

*Department Criteria:* Each department shall have a statement of Department Criteria, describing the standards, materials, methods, and procedures to be used in evaluating performance of employees eligible for retention, tenure, and promotion.

- a. General statement of the methods to be used and the relative emphasis to be given in each of the three areas of evaluation, with Teaching/ Primary Duties *being the most important* area.

*Factors to be Considered in Evaluation of Each Area* (Specificity to be added by Department Criteria)

The following lists are not to be considered exhaustive but are intended to be used as a guide. All employees will not necessarily be evaluated on all items.

*Teaching/Primary Duties*

- a. Assigned and related teaching responsibilities
- b. Command of and currency in subject matter/discipline
- c. Oral English proficiency as mandated by Illinois statute
- d. Ability to organize, analyze, and present knowledge or material
- e. Ability to encourage and engage students in the learning process
- f. Application of new methodologies and technologies of instruction
- g. Documented participation in professional growth activities contributing to enhanced teaching or contributions to the University or profession
- h. Student advisement and direction of individual student activities

*Requirements and Procedures with Regard to Student Evaluations*

Departments shall develop standardized procedures for administering student evaluations for all courses that are evaluated.

Faculty shall be evaluated on the basis of more than one measurement of teaching effectiveness.

Faculty shall submit student evaluations from all courses taught.

The value that the University places on teaching is visible in both College and Provost's Awards for teaching, for teaching with technology, and for multicultural teaching. A University Distinguished Faculty Lecturer is selected each year. The competitive award is given to a faculty member who is expected to possess a rich research record, but equally important, this person is expected to be an effective teacher capable of delivering "a stimulating presentation on a topic of interest to a general audience."

Effective teachers can also be identified by the level of student engagement. Undergraduate and graduate students participate in research projects and co-present with faculty on research days (described in Core Component 4B4).

***(3B4) The University provides services to support improved pedagogies.***

Providing the services necessary to support improved pedagogies is often a costly proposition and requires considerable investment by central administration. In addition to University support of the CITR initiatives on teaching strategies mentioned earlier, monies have been made available by Vice Presidents and Deans for new technologies and equipment, teaching enhancement summer stipend awards, pedagogical support through Disability Support Services (DSS), and for curriculum development grants.

Additionally, in Fiscal Year 2009, Non-Traditional Programs and Distance Learning identified 11 courses that would be approved for online development with support from the Center for the Application of Information Technologies (CAIT) and CITR. University Libraries provides pedagogical support in the form of circulation desk services, print and multimedia content, multimedia development through the Digital Studio, access to content through electronic databases, and interlibrary loan.

Focused opportunities to improve pedagogy impacting teachers and learners are also abundant. One such example is the Annual Dealing with Difference Conference, during which scholars and materials are featured with the intent of transforming the University classroom.

***(3B5) The University demonstrates openness to innovative practices that enhance learning.***

Faculty scholarly productivity demonstrates an openness to innovation. The magnitude of faculty professional activities in Academic Year 2008-2009 alone includes 2,375 publications, creative activities, conference presentations, and research awards. Additionally, data in Core Component 3B7 shows that Western Illinois University faculty are actively engaged in innovative practices that enhance learning. Further, the University is supporting the following endeavors:

- In Academic Year 2004-2005, Western Illinois University piloted its new First Year Experience (FYE) program that is described in Core Component 4D1. The program has been recognized as a statewide best practice in higher education by the Illinois Board of Higher Education (IBHE) and its design includes many of the elements necessary to promote student success as discussed by the Pell Institute for the Study of Opportunity in Higher Education in Core Component 1B2.
- The CITR provides many workshops throughout the year that foster innovation in teaching and learning. Topics include new methods of assessment, adding new course components such as service learning or online collaboration and new methods of technology integration.
- The Faculty Innovators Program in the College of Education and Human Services (COEHS) is a 24-month professional development program for faculty. The program creates a cadre of technology “champions” that mentor their fellow faculty members and raise the standard for technology integration in teaching and learning.
- University Libraries also provides innovative access to content through the SFX federated search tool, Digital Studio, the Classroom Management System, and the LibGuides web-based tutorial software that allows instructors to create rich media information resources using a standardized platform. This particular software allows content to be organized into a searchable web database, thereby enhancing learning.

It is also clear that one will find innovative practices being utilized in classrooms across both campuses. For instance, in 2009, Dr. Matthew Bonnan, associate professor of Biological Sciences, was featured in the international media after having been part of the team that discovered a new dinosaur in South Africa. With funding from National Geographic Society's Committee for Research and Exploration, and with support from Western's College of Arts and Sciences and CITER, Bonnan has been to Free State, South Africa three times (2004, 2006, and 2007), working with South African colleagues at two quarry sites determined to be Early Jurassic, approximately 195 million years old. A second example is Dr. James LaPrad, associate professor of Educational and Interdisciplinary Studies, who was recognized as the *2008 Experiential Education Leader of the Year* by the National Society for Experiential Education. The award was made in recognition of his leadership role in the conversation about experiential learning, his expertise regarding best practices in experiential education, and his willingness to share that expertise with the wider community.

***(3B6) The University supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.***

University Research Council (URC) grants often support work that explores the intersection of research on teaching and learning. These grant opportunities are supported by grant writing workshops offered by the professionals of the Office of Sponsored Projects (OSP), the Provost's Office, and the Colleges. A review of the faculty union criteria reveals the importance of such research in the design of new courses and the revision of existing ones. The COEHS promotes this effort through several initiatives, including the Faculty Innovators Program, Instructional Development Services, the Interactive Multimedia Lab, and the Technology Resource Center. The Interactive Multimedia Lab provides workshops in the use and place of cutting-edge emerging technologies, and the Technology Resources Center provides a mechanism for students and faculty to secure the equipment necessary to familiarize themselves with these technologies. University-wide commitments to effectively using technology in teaching are evident in the annual Tech Fest, awards for teaching with technology, travel funds competitions, annual research symposia, and the Annual Innovations in Teaching Forum. Representative and related websites include the following: *wiu.edu/ids/fi*, *wiu.edu/ids*, *wiu.edu/imm*, and *wiu.edu/trc*.

***(3B7) Faculty members actively participate in professional organizations relevant to the disciplines they teach.***

As shown in Table 4.3, Western faculty are actively engaged in attending conferences, publishing, and professional development. Many hold leadership positions or serve as editors within their professional organizations. To enhance their teaching effectiveness, faculty also rely on sabbaticals and discipline-specific consulting. The importance of these activities is obvious in the *Agreement* and the criteria of individual departments. Data about the nature and extent of such activity is documented in Faculty Senate reports and minutes; in faculty curricula vitae; and in retention, tenure, promotion, and Professional Achievement Award (PAA) documents and applications. Such data are also gathered through the departments, Deans, and annual *Consolidated Annual Reports*.



**Table 4.3. Summary of Faculty Professional Activities, Academic Years 2007-2008 Through 2009-2010**

	2007-2008	2008-2009	2009-2010
Book publications	25	32	24
Chapter/monograph/refereed article publications	422	446	433
Creative activities	NA	851	592
Conference presentations	741	766	733
Sponsored Projects awards	100	92	154
Sponsored Projects award funding	\$6.6 mil	\$6.8 mil	\$14.9 mil

Examples of engagement can be found on the following representative websites: [wiu.edu/provost/annualreports/2008](http://wiu.edu/provost/annualreports/2008) and [wiu.edu/facultysenate](http://wiu.edu/facultysenate).

### **Core Component 3C: The University Creates Effective Learning Environments.**

As indicated in *Campus Master Plans*, the entirety of each campus is considered to be the classroom. Beyond traditional and electronic classrooms (which are being continually updated to be more effective; see Core Component 2A2), Western Illinois University offers explicit learning environments such as writing centers, an Honors College student area, and study carrels. Western considers other spaces to be learning environments. This includes study floors in residence halls, venues in which cocurricular events take place (e.g., movie theatres, off-campus locations), and completely wireless environments on the Macomb and Quad Cities campuses.

Students also have access to specialized and experientially based learning environments such as University Farms, the Alice Kibbe Life Sciences Station (see Core Component 3D6), Horn Field Campus, the Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, and the Ira and Reatha T. Post Wildlife Sanctuary (Vishnu Springs). In the Quad Cities, specialized learning environments include the Niabi Zoo, the Rock Island Arsenal, and the Figge Art Museum. In Chicago, Western offers classes at the Shedd Aquarium.

The selection of these sites is intentional. Western provides educational sites off the main Macomb and Quad Cities campuses to reinforce the experiential learning base. For example, Museum Studies students have access to an internationally renowned museum; students in Law Enforcement and Justice Administration (LEJA) learn and have access to the resources of the Moline Police Department; and venues such as University Farms, Kibbe Life Sciences Station, and others provide natural learning environments instead of simulated conditions, thereby enhancing both academic excellence and educational opportunities.

#### ***(3C1) Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.***

As described earlier, annual assessment of student learning reports include descriptions of improvements in curriculum pedagogy and uses of instructional resources as appropriate. Two such examples are the Department of English and Journalism and the Department of Biological Sciences, both restructuring core course offerings as a result of recent assessments of student learning.

Periodic program reviews (described in Core Component 4C1) provide feedback for analyzing needs and providing strategies for improving pedagogy, access to instructional resources, and student services.

Improvements in pedagogy and the integration of technology in the teaching process are shared with University constituencies through CITR's programs and services.

Similarly, the University has three standing technology committees providing assessment and planning direction for University Technology (uTech) services that support student learning—the Technology Advisory Group, the Internet Technology Advisory Committee (iTAC), and the Faculty Senate's Council for Instructional Technology. Periodic reports point to enhanced responsiveness and end-user support, including improvements to computing hardware and software, technology infrastructure, computer labs and resource centers, electronic classrooms, technology training services, and the Western Online (Blackboard) course management system.

Student service needs are identified through information gained from the *Consolidated Annual Reports*, which are gathered by the appropriate Vice Presidents. Strategies to address the needs are included in the reports from areas such as the Office of the Registrar, the University Advising and Academic Support Center (UAASC), Beu Health Center, the University Counseling Center (UCC), and the Office of Public Safety. One major improvement resulting from institutional assessment of emergency needs is the WIU Emergency Alert System (WEAS). The system provides comprehensive training for police and disaster and emergency preparedness planning; builds on current methods of information distribution and communication; and enhances Western's ability to quickly and reliably communicate with students, staff, and faculty in the event of an emergency.

***(3C2) Systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.***

As demonstrated in this *Self-Study*, Western Illinois University supports and strengthens the quality of education it provides (Core Component 2B2); shows a forward-looking concern for ensuring educational quality (Core Component 2B3); maintains effective systems for collecting, analyzing, and using organizational information (Core Component 2C2); and uses feedback loops to support continuous improvement of academic and administrative units (Core Components 2C3 and 2C4).

*Consolidated Annual Reports* are one key means of identifying primary goals and ensuring excellence in all areas. The *Consolidated Annual Reports* are reviewed, documented, and maintained by the appropriate Vice Presidential area for all areas of University affairs and for each College. The reports provide a means for determining goals and objectives, measurements for evaluating the degree to which they are achieved, and feedback for making improvements. The *Consolidated Annual Reports* provide a system of quality assurance for all of the University's academic and non-academic units.

Academic Affairs' *Consolidated Annual Reports* measure and reflect the expectation of quality of educational strategies for all Colleges in the areas of student learning, program and course development, recruitment, diversity initiatives, faculty research and outreach, grant awards, and budget management. As indicated earlier, annual assessment of student learning reports are provided to the academic deans and to the Provost's Office and are also shared with faculty governance groups.

Quality assurance of technology is documented, on both the Macomb and Quad Cities campuses, through *Annual Updates* of the goals, actions, and priorities established in the *Institutional Strategic Plan for Technology*.

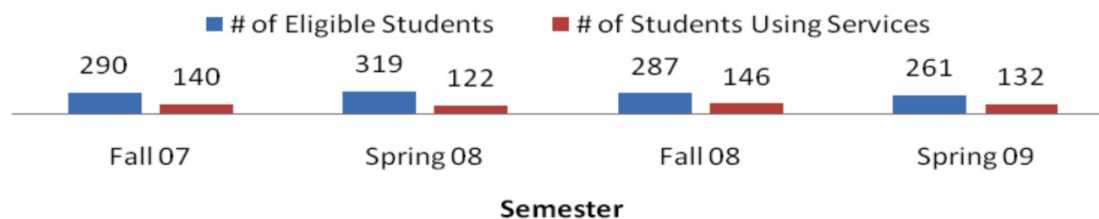
**(3C3) The University provides an environment that supports all learners and respects the diversity they bring.**

As demonstrated in Core Components 1B1, 1B2, 1B4, and 1B5, Western Illinois University provides a supportive environment to meet the needs of a diverse population through curriculum, services, committees and councils, student organizations, diversity centers, programs, and events. The commitment to supporting diversity awareness in the curriculum is highlighted by the implementation of General Education requirements that include multicultural study and human well-being as well as a recently added foreign language/global issues graduation requirement for each major (see Core Component 4B1).

Likewise, diversity-focused University committees and councils help steer policy and encourage an environment that supports diversity on both campuses. Such groups include the University Diversity Council, the Illinois Association for Cultural Diversity (IACD), and the University Committee on Sexual Orientation.

The DSS office coordinates the provision of reasonable accommodations and additional services for qualified students with disabilities enrolled at Western on a case-by-case basis. The Office of Equal Opportunity & Access plays a critical role in making sure University policies and programs are in compliance with issues that impact our diverse population, including human and civil rights, harassment, and opportunities and access to services that affect persons with disabilities. Figure 4.1 shows that the DSS office serves approximately 150 students each year, from among approximately 300 who are eligible for services. Categories of services provided include learning disabilities, Attention Deficit/Hyperactivity Disorder, psychological services, mobility issues, blind/low vision, deaf/hard of hearing, system/chronic health problems, and other less common issues.

**Figure 4.1. Student Eligibility vs. Student Utilization of Services**



The Centennial Honors College provides the opportunity for students who demonstrate high academic achievement to participate in special tutorials, seminars, guided studies, and research projects. The staff also offers opportunities for developing leadership and professional skills and to participate in community and social services. For example, when State Representative Rich Myers teaches his WIU honors seminar, Inside State Government, he takes his class to Springfield for a day so they can experience the Illinois House of Representatives. The Centennial Honors College also creates effective learning environments by offering students the opportunity to live on an honors floor in the residence halls. By living on the same floor as their honors classmates, honors students can continue discussions outside of the classroom and develop stronger relationships with their fellow honors students. The Centennial Honors College serves approximately 500 students each year. In 2008-2009, 30 honors students, representing 13 departments, each completed an honor's thesis.

The Center for International Studies (CIS) serves international students who attend WIU, as well as serving students at Western who wish to travel abroad. The CIS is a comprehensive center offering the following

programs: international admission, immigration services, study abroad, WESL (Western English as a Second Language), and a number of student activities.

In addition, the Office of Student Activities sponsors over 250 Macomb-based student organizations that support individual learners and their diverse backgrounds, interests, and needs. Many of these are specifically focused on ethnic, religious, political, cultural, and social diversity. The Office of Student Activities encourages and facilitates University-wide interaction through the production of broad-based University programs accessible to all students.

University Housing and Dining Services (UHDS) provides a variety of lifestyle options that are designed to fit students' needs. In fall 2009, 4,609 students lived in University housing. There are residential options specifically for freshmen, upper-division students, as well as graduate and married students. Within this comprehensive program, Western has specific residence halls supporting FYE students who participate in learning communities. Living and Learning Communities in the residence halls allow freshmen to meet, live, and transition into college life together. Honors Communities located in both Thompson and Washington Halls are reserved for students who are admitted into the Honors College. Fine Arts floors located on the 4th and 5th floor of Corbin Hall are designed for students majoring in an area of study that focuses in the fine arts or for those students who have an appreciation of the fine arts.

UHDS also sponsors special interest floors. Transfer Floors are ideal for transfer students who are in their first year on campus. Students who reside on these floors must have over 30 semester hours prior to entering Western, so they can quickly identify with peers who share in similar transition experiences. The International House, as described in Core Component 1B2, is a living environment designed to meet the needs of international students. The 24-hour quiet floors have been established to meet the needs of students who are interested in and committed to living in an atmosphere conducive to quiet study.

***(3C4) Advising systems focus on student learning, including the mastery of skills required for academic success.***

In support of *Higher Values in Higher Education*, Western Illinois University has a standards-based, formally assessed advising system. The Council of Academic Advisors provides the coordinating influence for advising and conducts periodic assessments to determine if student needs are being met. Initiatives to foster student learning are undertaken and evaluated. One such initiative was the development and adoption of the Academic Advisor Syllabus (AAS) that outlines advisor and advisee responsibilities and identifies student learning outcomes expected from the academic advising experience. Likewise, beginning in fall 2010, undergraduate students on the Quad Cities campus sign a Statement of Advising Expectations that is similar to AAS and based on best practices identified by the National Academic Advising Association.

Since 2001, Western has increased the number of full-time advisors who are available to provide academic advice to students and who are experts in various programs. Rather than faculty, who are assigned part time to advising, the majority of Western's students have advisors who are dedicated solely to advising. Some of these advisors are associated with individual departments (such as the Department of Communication, Athletics), and some are housed in Advising Centers (such as the College of Business Advising Center and the Center for the Preparation of Education Professionals [CPEP]). In addition, advisors for students who have not

declared majors are housed in the UAASC. All of the advisors on the Quad Cities campus are housed in the Quad Cities Office of Academic and Student Services, a new unit formed in 2008.

Ongoing professional development provides advisors with the necessary information to help students who experience academic difficulty and who need referrals for tutoring, study skills, career exploration, or personal counseling. Furthermore, key information necessary for student success is presented during the Summer Orientation and Registration (SOAR) programs. Academic advisors meet with students and family members and articulate academic expectations for the different majors, develop first semester class schedules, and explain advisor holds. Academic advising also plays an important role in the successful matriculation of transfer students. In keeping with the Strategic Plan, the University participates “in all facets of the Illinois Articulation Initiative (IAI) to promote successful student transfer” for learners in all academic programs, including the advisement of students to ensure a successful transition that is focused on curricular goals and degree completion.

The Western Illinois University Academic Services alternative admission program provides a unique freshman advisement process that highlights the University’s commitment to ensuring success for all students. This program is specifically for students who do not meet the regular admission standards of the University. The program requires students to sign a *Participant Agreement* that stipulates frequent meetings with an advisor as well as participation in tutoring if recommended. The agreement helps improve a student’s chance of succeeding academically during the freshman year. Data presented in Core Component 1C2 showed that students entering the University through special admission have six-year graduation rates comparable to all other regularly admitted students.

The University’s advisement efforts have been successful. Data from the NSSE, which are summarized in Table 4.4, show that average Western’s second-semester freshmen and senior satisfaction ratings with academic advisement is higher than the average ratings at all other master’s granting institutions participating in NSSE.

**Table 4.4. Average Ratings of Student Satisfaction with Academic Advisement, Western Illinois University Compared to Peer Institutions, Fall 2007 Through Fall 2009**

	2007		2008		2009	
	WIU	Peers	WIU	Peers	WIU	Peers
Freshmen	3.19	3.16	3.15	3.14	3.20	3.19
Seniors	3.18	3.13	3.18	3.15	3.22	3.17

***(3C5) Student development programs support learning throughout the student’s experience regardless of the location of the student.***

Western Illinois University supports student learning in both synchronous and asynchronous environments. For example, the FYE program, described in Core Component 4C7, bridges academic and non-academic units in supporting learning of new students. Likewise, Student Development and Orientation (SDO) assists students through transitional periods, focusing on academic and personal development. Through requests of resident assistants, student organization leaders, and faculty, SDO staff in conjunction with staff from UHDS provide programming related to the University Theme (a programmatic topic which rotates yearly), Crime Stoppers, Healthy Relationships, Academic Skills, Safety Awareness, Sexual Assault Prevention, Staying Healthy, Substance Abuse, and Academic Technology Issues. All of these programs contribute to a holistic learning environment dedicated to personal growth and physical and mental well-being.

While starting at the freshman year, student development support continues throughout the student's career. In addition to assisting individuals with writing résumés and application letters, job search techniques, mock-interviewing, on-campus interviews with employers, and hosting five on-campus career fairs throughout the school year, Career Services offers unique programs to align students with employment opportunities and to maintain professional connections with the University.

In the early 1990s, Western Illinois University, through Career Services, was the first Illinois university to develop an electronic student job search system. This was used as a model by other academic career services. Currently offered programs, such as "What Can I do with a Major in . . .?" and the "Career Interests Game," provide invaluable insight for students and serve as a tool for attracting and retaining students to the University and into individual departments. In 2006, the University began using the third-party eRecruiting system. This system allows students to create an online profile and publish their personal résumé into "résumé books" that will be viewed by employers. Community engagement with the programs is shown by funding support from regional businesses, including Walgreens, Target, and Enterprise Rent-A-Car.

With regard to distance education, Western's *Statement of Affiliations Status* with the Commission indicates that the University is approved to offer the Board of Trustees/Bachelor of Arts undergraduate degree, the Master of Science in Instructional Design and Technology (IDT), and the Master of Business Administration (MBA) as online degree programs. Western's Online Course Management System provides a learning environment that allows faculty to provide access to learning materials from any place to meet the learning needs of students enrolled in distance programs.

The same standards of academic support are expected in both distance and non-Distance Education courses and programs. The Bachelor of General Studies (BGS) degree program (formerly the Board of Trustees/Bachelor of Arts [BOT/BA] degree program), renamed as of Academic Year 2010-2011, is designed to provide adult students with an opportunity to earn a regionally accredited undergraduate degree in a manner compatible with their educational needs and lifestyles. Academic advisors in the BGS degree program can be contacted via e-mail, telephone, by letter, or in person. Through the program's website, students have access to the academic calendar; advisement; career services; class scheduling; commencement information; the *Undergraduate Catalog*; and tuition, fees, and billing information.

The services provided to BGS students are provided both electronically and in person. For example, in Academic Year 2009-2010, the Quad Cities advisors served 106 BOT/BA students (unduplicated headcount) who were taking online classes exclusively. Likewise, the University Libraries on the Macomb and Quad Cities campuses provide physical and online access to library service information, electronic course reserves, databases and journals, guides and tutorials, virtual reference services, and books and other materials through interlibrary loans.

The importance of high-quality, electronic student services is very important to students locally and internationally. Western has students located throughout the nation in experiential assignments (e.g., internships, practica, and student teaching), and the University's CIS provides a number of unique and enriching opportunities for students to study abroad, including affiliate, exchange, group, and consortium programs. Western looks forward to consultation from the on-site review team on best practices in electronic



student services and making Distance Education students feeling “connected” or part of the institution—as a student, alumnus, and someone who celebrates the rich history and traditions of the University.

***(3C6) The University employs, when appropriate, new technologies that enhance effective learning environments for students.***

As indicated earlier, the University incorporates new technologies into the teaching and learning environment on a number of fronts. These efforts are founded in the *Higher Values in Higher Education* commitment to “enhance the colleges’ and libraries’ outreach and communication through the use of interactive and collaborative technologies in support of our Macomb and Quad Cities campuses, distance education, and the University’s Nursing program.” Continuing uTech projects designed to improve technology in the learning environment (described in Core Component 2A2) include increasing the capacity and speed of University networks, faster Internet access, creation of a dark fiber path between the Macomb and Quad Cities campuses, the faculty computer replacement program, and the electronic classroom upgrade program.

The University Libraries’ efforts to integrate emerging technologies into the teaching and learning process include the installation of an instant messaging reference service, *Web 2.0* tutorial software, a bibliographic management tool, Video Game Nite, and support of the Digital Studio—a high-end, multimedia authoring facility. Work of the Faculty Senate’s Council for Instructional Technology, the Mobility Task Force, COEHS’s Tech Fest, and annual recipients of the Provost’s Award for Teaching in Technology exemplify how faculty integrate technology into teaching and learning.

**Core Component 3D: Western Illinois University’s Learning Resources Support Learning and Effective Teaching.**

***(3D1) The University ensures access to the resources necessary to support learning and teaching.***

Western Illinois University ensures access to the resources necessary to support learning and teaching through various means. For example, students are provided supervised laboratory and/or clinical experiences during the various levels (undergraduate and graduate) of their academic careers. These experiences can vary from an observational to direct hands-on activities for students.

There are numerous labs at the University that support student learning. Natural science departments, including Biological Sciences, Chemistry, and Physics, offer laboratory sections of classes in discipline-specific labs. The School of Agriculture supports University Farms for farm and animal research. Other labs support student learning outside of the traditional science departments such as the Speech Language Hearing Clinic, the Broadcasting News-Writing lab, and the Counseling lab (housed at the Quad Cities campus). Electronic classrooms, multimedia labs, and facilities that mimic real-world atmospheres like the Dietary Kitchen used by the Department of Dietetics, Fashion Merchandising, and Hospitality or the Reading Center for the Curriculum and Instruction and Early Childhood Education students assist with teaching and the support networks to improve student academic and professional success.

The WIU Infant and Preschool Center was established in 1977 and has been accredited since 1993 by the National Academy of Early Childhood Programs. The center also serves as a lab training site for Western’s Early Childhood Education students, as well as providing observation of and experiences with young children for students in many other majors and departments. Child/day care services for children six weeks to five years

of age are also available through the WIU Child Care Center – Pact Head Start and Early Head Start where the educational program, curriculum, and staff are responsive to each child’s age and individual needs.

Western provides a number of performance spaces for the fine and performing arts. The Department of Theatre and Dance offers classes and performances in the Andrew and Jessie Hainline Theatre, the Horrabin Hall Theatre, Simpkins Theatre, and the Brophy Dance Studio. Many musical groups perform in the College of Fine Arts and Communication Recital Hall, which is located in the northern wing of historic Simpkins Hall. The recital hall was converted from a gymnasium to a performance space, the department began to use it in February 2002, and it was formally dedicated in September 2002. As described in the introductory chapter, the new Performing Arts Center will house a 1,900-seat proscenium theatre auditorium, a 300-seat thrust stage, and a 150-seat studio theatre for student convocations, College of Fine Arts and Communication recitals, Bureau of Cultural Affairs performing arts series events, lectures, graduation ceremonies, and local arts and civic functions.

The University Libraries consist of the Malpass Library on the Macomb campus, the WIU-Quad Cities Library, and three branch libraries in Macomb: the Music, Physical Sciences, and Curriculum Libraries. In support of the University’s academic excellence, the Library staff provide professional services and support technological innovation/implementation. The University Libraries facilitate the access and use of information necessary for student learning, and the facilities provide the physical and virtual spaces to meet teaching and learning demands. The University Libraries’ website is the main gateway to teaching and learning information. During Academic Year 2008-2009, it was accessed over 2.3 million times; it has an average of 2,044 users per day.



**Malpass Library, Western Illinois University**

Meeting the growing demand for electronic access to materials is a primary Library goal. In April 2005, the University Libraries implemented the SFX Link Resolver. SFX is an electronic linking service that creates direct links from a database citation to the full text of the article (if available) and to other related resources. SFX was accessed 67,721 times in 2006; increased to 102,597 (56,121 full-text articles downloaded) in 2007; and by 2008, SFX was accessed 127,165 times (79,121 full-text articles downloaded).

The University Libraries continually evaluate the measure of excellence in their offerings in conjunction with the 43 academic departments. Working with our library consortia, the faculty also participated in collection analysis to address statewide needs to avoid unnecessary duplication and to explore strategies to improve access and delivery. In addition, in 2006, the University Libraries participated in the LibQUAL+ assessment, a multi-metric quality assurance program designed to assess both collections and overall services such as the library liaison, reference, and instruction services.

***(3D2) The University evaluates the use of its learning resources to enhance student learning and effective teaching.***

Evaluation of the University Libraries was noted earlier. The use of many of its other learning resources is evaluated through surveys from the various stakeholders utilizing the resources and through course or program evaluations. At the end of a semester, students are encouraged to complete evaluations and surveys which are then used to determine the effectiveness of the resources made available to them as well as the instruction provided by the faculty members. Learning labs imbedded in academic programs are assessed annually for quality and impact on student learning. Processes of laboratory assessment are reflected in departmental plans of assessment of student learning and are collected in annual reports submitted to the Office of the Provost.

***(3D3) The University regularly assesses the effectiveness of its learning resources to support learning and teaching.***

As described in Core Components 1A1, 2A6, 2C3, 2C4, and 3D1, Western Illinois University continually evaluates our learning resources, and changes are made to benefit student learning and teaching.

***(3D4) The University supports students, staff, and faculty in using technology effectively.***

Western Illinois University has consistently demonstrated a commitment to support students, staff, and faculty in using technology effectively. For example, the University is committed to a four-year replacement cycle for faculty computers and student lab computers. The University is also committed to the most advanced technology possible across the disciplines. A couple of examples are the seven new high definition (HD) portable cameras for Broadcasting's video production and news reporting classes, as well as the 11 new computers in its PC news-writing lab.

Through the Technology Resource checkout in the COEHS, students and faculty can check out iPods, digital video cameras, and pocket PCs; and faculty can check out MacBooks for podcast creation, laptop carts, and rear projection SMART Boards. Students, faculty, and staff can receive assistance with technology from multiple sites, including college technological support, the technology help desk, and CITR (see below). One example of targeted support is small-group instruction for the integration of emerging technologies into courses with over 1,700 hours of support provided, along with more than 3,000 instances of users in the COEHS Multimedia Lab. Another example can be found in DSS where students may access technology support with electronic textbooks.

The CITR initiatives also include workshops that focus on technology integration such as integrating 21st century skills in teaching and learning. The CITR provides two fully online courses: Best Practices in Teaching Online and Best Practices in Podcasting. It also provides resources via a website as well as a mobile website specifically formatted for mobile devices. Content includes a list of all CITR workshops, activities, and initiatives; handouts from



past workshops; and access to podcast episodes. Other resources provided to faculty include a podcast that is available via iTunes U. There are two categories in the podcast: (1) pedagogy and (2) technology. The CITR also has two faculty associated in the areas of pedagogy and research.

The University Technology (uTech) Support Center in Macomb and the Quad Cities provides phone-based support for students, faculty, and staff. Staff assist with connection or network issues; login and password problems; hardware and supported software questions; and the University's distance learning platform, Western Online. The uTech Support Center is staffed with trained full-time and student staff who work with individuals via phone or e-mail to answer questions, assign more complicated support needs, or provide hands-on support.

Classroom Support Services (CSS) was created as part of uTech in 2008 to address the diverse needs for classroom equipment and technology support at the Macomb campus. Quad Cities Technology provides similar services in the Quad Cities. CSS offers a full range of audio and video expertise, and it works with University entities to enhance classrooms with new technologies to facilitate teaching and learning. In 2009, the classroom group built 40 new electronic classrooms, and a student support cadre was formed. CSS maintains the University classroom inventory, and along with the uTech Support Center, provides real-time classroom assistance.

CSS is responsible for the maintenance and operational support of technology in designated general-purpose classrooms as well as for providing training assistance in the use of classroom instructional technology. CSS also offers design and technical support for Distance Education and IP-based video conferencing as well as working closely with departments, Colleges, and service units in enhancing advanced technology in classrooms and other University settings.

Through combined efforts of staff from Physical Plant, uTech, Quad Cities Technology, and in collaboration with end users on both campuses, 40 of the University's 127 general instructional electronic classrooms (31.5%) have been upgraded. Adherence to this schedule resulted in approximately one-third of the University's electronic classrooms being updated within two years of establishing the program. While appropriated funds were temporarily suspended due to state operating cash flow issues, Memorial Hall and Quad Cities classrooms continue to be updated with capital funds, internal reallocation, and donated funds.

***(3D5) The University provides effective staffing and support for its learning resources.***

Western Illinois University provides effective staffing and support for its learning resources. High-quality instruction and its support is a major University priority. Core Components 1A2 and 1A3 show that the University strategic planning and budgeting decisions are mission-driven; Core Components 2B1 and 2B2 demonstrate the fiscal commitment to instruction and learning resources; and, using technology as an example, data in Core Components 2A2 and 3D4 exemplify new institutional commitments supporting instruction, learning resources, and support.

***(3D6) Systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.***

Western Illinois University is proud of its many efforts to create partnerships and engage the University community in unique and valuable endeavors intended to promote student learning. Some examples include the Alice L. Kibbe Life Science Station, the Figge Art Museum, and the Geographic Information Systems (GIS) Center.

- The Alice L. Kibbe Life Science Station area includes 415 acres owned by Western, 587 acres owned by the Illinois Department of Natural Resources, and 697 acres owned by the Illinois Chapter of the Nature Conservancy. The Department of Biological Science at Western Illinois University began conducting summer classes here in 1966 and has held summer sessions at the site ever since. This nature preserve, which is home to a diversity of plant and animal species, provides students with hands-on experience in field research; it also offers the general public an opportunity to commune with nature.
- The College of Fine Arts and Communication offers students the opportunity to complete a Master of Arts degree or a post-baccalaureate certificate in Museum Studies by coordinating coursework from several University departments and by working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge Art Museum, formerly the Davenport Museum of Art, opened August 6, 2005, and Western began offering courses from the Department of Art there in fall 2008.
- The Department of Geography houses the GIS Center, which operates as a partnership between the City of Macomb, McDonough County, and Western Illinois University. The center has done GIS and GPS work for various local, state, and federal entities, and has partnered with faculty members on research projects. It provides hands-on GIS and GPS training for Western students.

***(3D7) Budget priorities reflect improvement in teaching, and learning is a core value of the organization.***

Western Illinois University is committed to excellence in teaching and improving student learning. For example, in Fiscal Year 2010, there were five full-time employees and several part-time faculty associates in CITR and the budget was \$329,310. For the University Libraries, there were approximately 60 employees, with the budget of \$3,368,298. Also, the University Libraries have a materials and periodicals budget of \$1,571,200. While each College faces its own budgetary constraints, there is continued prioritization of technological needs as demonstrated in the *Consolidated Annual Reports*.

## Summary

Criterion 3 focuses on instruction and assessment of student learning outcomes and evaluates if the University provides evidence of teaching effectiveness and student learning in fulfilling our educational mission. The data in this criterion demonstrate that the University fulfills all of the core components for accreditation. We engage in effective assessment of student learning in General Education, the major, and graduate education; and we value and support instruction through effective learning environments.

The following are the strengths of the University in this criterion:

- We have an 18-year-history of strong assessment of student learning processes in academic programs.
- Through our system of promotion and tenure, *Consolidated Annual Reports*, the CITR, and other forms of institutional recognition, Western provides an environment that ensures the development, review, and acknowledgment of quality teaching.
- Technology committees and plans provide focused support for diverse needs in a dynamic and rapidly changing environment.
- The commitment and personal attention to the individual, diverse student learner is evidenced on both campuses by the development of the Academic Advising Syllabus, adoption of the MAP-Works program,



the provision of tutoring and study skills assistance, the provision of services for students with disabilities, and active registered student organizations.

- The University offers many learning opportunities to the student, including discipline-specific laboratories, performance spaces, instructional centers, and the diverse learning resources offered by the University Libraries.

With these strengths, there are also challenges and opportunities for improvement in the future:

- The assessment of student learning in the General Education program was reinstated, and its effectiveness is being evaluated.
- Success for advancement and sustainability of technology plans and goals as well as student learning opportunities are dependent on the availability of monetary resources that are subject to budget fluctuations and uncertain economic conditions.
- The Divisions of Academic Affairs and Student Services need to continue to enhance student awareness of initiatives such as the Academic Advising Syllabus and the MAP-Works program.
- Clear systematic assessment of learning resources is not evident outside of the assessment of the University Libraries.
- The University's biggest opportunity for the future is to continue to build on assessment processes. The strongest indicator of continued success is the degree to which the University as a whole has embraced a climate of assessment. The expectations are clear; assessment is valuable and must continue. Continued support from upper administration is a necessity. *Higher Values in Higher Education* strongly supports the continued excellence of assessment of student learning.



## Criterion 4: Acquisition, Discovery, and Application of Knowledge

### **Core Component 4A: The University Demonstrates, Through the Actions of Its Board, Administrators, Students, Faculty, and Staff, that It Values a Life of Learning.**

#### ***(4A1) The Board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff, and honors those statements in its practices.***

The Western Illinois University Board of Trustees policy on Academic Freedom and Responsibility applies to all faculty, students, and staff in teaching and research. It is an essential policy and is displayed on the Board of Trustees website. Additionally, the *Student Academic Integrity Policy* is part of the University's *Official Policy Manual*, and the University has established *Policy for Responding to Allegations of Misconduct in Scholarly Activity*.

As University employees pursue freedom of inquiry, Core Component 4D5 shows that Western creates, disseminates, and enforces clear policies regarding intellectual property rights, and Core Component 4D4 shows that there are institutional oversight and support services to ensure the integrity of these endeavors.

#### ***(4A2) The University's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.***

Western Illinois University's *Mission Statement* focuses on the provision of instruction, research, and service. As documented throughout this report, the University's successful attainment of its *Mission Statement* is predicated on lifelong learning of students, faculty, and staff.

Western, in comparison to the 11 other Illinois public universities, maintains the second highest percentage of faculty time allocated to instructional activities to support the core value of academic excellence, contractual agreements, and lifelong learning (Core Component 1A5). Likewise, the University supports promotion, tenure, sabbaticals, post-tenure reviews, and travel to professional activities (Core Component 3D7). The President's 2008 Founders' Day Address, for example, highlighted that the University continued annual support of over \$700,000 for faculty Professional Achievement Awards (PAAs), promotions, and minimum faculty salaries. The University further exhibits its commitment to human resource development through strong support of the Human Resources office and the Center for Innovation in Teaching and Research (Core Components 2B5, 3B2, 3B4, 3D7, and 4A3).

The University has a strong history of establishing academic programs and centers/institutes that are responsive to regional needs in our host communities (Core Components 2A1 and 2A5). This fact, coupled with the "Strengthening Distance Learning Special Emphasis" section, shows a strong institutional commitment to the individual learner in both synchronous and asynchronous environments. As such, the University revised its General Education goals to focus on goals for student learning that will extend beyond their years in college (Core Component 4B6). The University, through Institutional Research and Planning, surveyed alumni one and five years after graduation. Survey data show that approximately three-quarters of respondents report their current job as being related to their degrees and approximately 20% of alumni seek

and obtain additional degrees after graduation from Western, illustrating effective preparation for lifelong learning (Core Component 4B5).

The University is committed to encouraging and supporting research, and creative and scholarly activities, with special emphasis on new and junior faculty members. Faculty support is one of the top five fundraising priorities in the University's \$60 million comprehensive fundraising campaign (Core Component 1A4). University Research Council (URC) Awards promote research by providing "seed" money for the initiation of new projects. University centers and institutes, including the Illinois Institute for Rural Affairs (IIRA), Institute for Environmental Studies (IES), Geographic Information Systems (GIS) Center, Center for Best Practices in Early Childhood Education (CBPECE), and the Western Survey Research Center (WSRC), support scholarly activity (Core Component 4A5). Additionally, in Fiscal Year 2009, the University created the Provost's Faculty Travel Awards to encourage all faculty to present their scholarship at conferences and symposia. The program is budgeted at \$100,000, with \$15,000 reserved for international travel.

It is very important that Western Illinois University provide the infrastructure to support both basic and applied research. Core Component 3B7 shows that Western faculty are active scholars contributing to their instruction, research, and currency, and there are increasing institutional expectations for scholarly productivity. The University looks forward to receiving additional consultation from the on-site review team regarding effective strategies and best practices for supporting these mission critical activities.

The University also supports mission-driven public (community) service. As shown in Criterion 5 and the University directories, Western sponsors 19 centers and institutes contributing to lifelong learning. The University's Non-Credit Programs, administered through the Distance Learning and Outreach (formerly the School of Extended Studies), offers courses, conferences, and youth programs to meet the continuing education needs of adults, organizations, and children.

- Conferences and workshops serving the professional development needs of teachers, school administrators, social workers, counselors, school psychologists, speech language pathologists, and other professionals are offered by Non-Credit Programs on the Western campus and throughout our service region.
- Non-Credit Programs and the School of Law Enforcement and Justice Administration (LEJA) provide Juvenile Justice Certification Training Programs for police officers throughout Illinois.
- During the summer months, Non-Credit Programs hosts on-campus residential programs for youth. All programs have an academic focus and include a recreational component.
- Non-Credit Programs offers credit-bearing graduate courses to teachers and other professionals whose participation is sponsored by their school district or other agencies.

Western supports the lifelong learning of its students, faculty, and staff by administering state and federal financial assistance programs. Some of these programs also support members of external communities. The Cooperating Teacher tuition waiver program is a state program used by school districts that supervise student teachers. To the benefit of all recipients, the University administered \$62.2 million in state financial assistance to 16,068 recipients and \$15.1 million in federal financial assistance to 5,810 recipients in Fiscal Year 2008. Over 77% of Western's undergraduate students receive some type of financial assistance (including institutional

aid described below). Data from Table 5.1 uses Pell Grant recipients as an example to show that financial aid recipients have retention and graduation rates at levels equal to or higher than the general student population.

**Table 5.1. Retention and Graduation Rates of All Students and Pell Grant Recipients**

	Cohort				
<b>Freshman Retention Rates–Macomb</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
All students	79.1%	72.6%	72.3%	73.1%	73.6%
Pell Grant recipients	79.4%	72.2%	76.4%	74.3%	77.5%
	Cohort				
<b>Six-Year Graduation Rates–Macomb</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
All students	55.3%	55.5%	56.5%	55.1%	59.3%
Pell Grant recipients	51.3%	57.6%	57.6%	52.9%	58.3%
	Cohort				
<b>Four-Year Graduation Rates–Quad Cities</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
All students	57.0%	62.8%	62.3%	71.2%	64.5%
Pell Grant recipients	56.9%	65.4%	69.2%	71.2%	69.7%

In addition to state and federal financial assistance, Western administers a comprehensive scholarship program and institutional financial aid. The source of funds for these programs includes donations, state-appropriated funds, and non-appropriated funds, including University income funds. Discretionary tuition waiver programs represent forgone revenue to the institution and a commitment to promoting educational opportunities among students, faculty, and staff. Examples of the institutional tuition waiver programs include tuition waivers for faculty and staff and graduate assistantships. Sources of undergraduate financial aid are available from the Financial Aid office and the School of Graduate Studies. In Fiscal Year 2008, Western administered \$16.5 million in institutional financial aid to 6,797 recipients.

***(4A3) The University supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.***

Western Illinois University is committed to the professional development of its employees. Listed below are seven examples of programs and services available to all employees. In addition, there are many discipline-specific activities. For example, the College of Arts and Sciences supports institutional membership in Central State Universities, which supports research connections with Argonne National Labs, and student and faculty conference presentations. Likewise, the College of Education and Human Services (COEHS) established the Lifespan Institute in Academic Year 2008-2009 to bring faculty with specialties in kinesiology, health sciences, recreation studies, social work, dietetics, corrections, counseling, and education together to study human development.

The Center for Innovation in Teaching and Research (CITR) provides the University community with opportunities and resources for their professional and personal enrichment. The CITR is the central, on-campus resource for professional development of faculty; administrators and staff are also welcome to attend their workshops and information sessions. The CITR provides a variety of services geared toward enhancing teaching and research in addition to other programs listed on the center's website. These programs include the annual Faculty Research Symposia and the annual Innovations in Teaching Forum. Both venues were started in Academic Year 2005-2006. The guest speaker for the 2009 Faculty Research Symposia, for

example, was Dr. Thomas Schwand, Professor and Chair of the Department of Educational Psychology at the University of Illinois–Urbana-Champaign. Dr Schwand’s keynote address focused on the “Ethics of Research, Ethics Education, and Institutional Review Board (IRB).”

The Office of Sponsored Projects provides training for faculty and staff on anything related to grant writing, funding searches, and grants management. They also sponsor an annual grant writing full day workshop for new faculty. This first summer program is designed to familiarize new faculty with the grant process and give them the tools to be successful in the grants arena.

The University Human Resources office provides professional development for Civil Service employees, and faculty and administrators are welcome to attend. Training sessions include technology applications, supervisor training, specialized departmental training, and workshops on health and wellness.

Writing Centers are located on both the Macomb and the Quad Cities campuses. All members of the University community are invited to work on writing projects at these locations. Consultants work with clients on every stage in the writing process—from finding a topic; through invention, research, and drafting; to revising and editing.

The Office of Equal Opportunity & Access administers the Administrative Internship Program. The program’s purpose is to increase the pool of qualified women and minorities for administrative positions. The program provides women and minority employees with an opportunity to develop and increase administrative skills in an area of their interest.

The Provost’s Office has sponsored faculty members to attend the Faculty Summer Institute at University of Illinois–Urbana-Champaign. The institute focuses on the use of the Internet and computer technologies in teaching and learning, creates professional networks, and provides an opportunity for faculty teaching in similar disciplines to share best practices.

In 2008, the Division of Student Services and the COEHS formed the annual College Student Personnel/ Student Services Summer Institute as a professional development opportunity where attendees have meaningful dialogues on topics of interest. Along with professional development opportunities, the institute fosters/cultivates collaboration amongst practicing professionals.

In 2009, the Quad Cities Faculty Council formed the Research and Scholarship Symposium to give faculty a collaborative venue to discuss scholarship and creative activities, seek peer feedback, and enhance professional development opportunities. All Quad Cities campus employees also have access to the programs and services of the Quad Cities Professional Development Network (QCPDN), which is a consortia of five local institutions of higher education sharing in professional development activities for faculty and staff in the Quad Cities region. The QCPDN was started in Academic Year 2007-2008.

***(4A4) The University publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.***

Each semester, Western Illinois University posts press releases on its Macomb and Quad Cities websites announcing the number of graduates by state and county, and the academic distinctions achieved by the

graduating students. Local and regional media, including the *McDonough County Voice*, *Peoria Journal Star*, *Rock Island Dispatch*, and the *Quad Cities Times*, routinely cover this information. Additionally, Western's University Television station broadcasts the Academic Honors Convocation and Commencement ceremonies live on Macomb's Cable Channel 3. The ceremonies are also streamed live on the Web. A link to the Web broadcast is available from Western's homepage during the time of the ceremonies.

As part of the Commencement weekend, the Macomb campus hosts Honors Convocation each semester to recognize the outstanding academic achievement of baccalaureate degree candidates. Starting in spring 2009, the Quad Cities campus also started hosting its Honors Convocation. Baccalaureate degree candidates on both campuses are recognized and awarded medallions based on the following criteria:

**Academic Distinction**

Baccalaureate degree candidates who meet University academic distinction requirements may graduate as *Cum Laude*, *Magna Cum Laude*, or *Summa Cum Laude*.

**Departmental Scholar**

Departmental scholars are the outstanding degree candidates in an academic major as determined by the faculty in the major department.

**Honors Scholar**

An Honors Scholar is a student in the Centennial Honors College who has completed a set of honors requirements in the General Education curriculum, a major, or both, and has achieved a grade point average (GPA) of at least 3.4.

**College Scholar**

Each of WIU's four academic colleges, the School of Distance Learning and Outreach (formerly the School of Extended Studies), and the Centennial Honors College select a graduating senior as the College's outstanding student. The Cecile A. Christison Sterrett College Scholars receive an award from the WIU Foundation in recognition of their high achievement.

The University also hosts an officer commissioning ceremony during Commencement weekend to celebrate those who have successfully completed their training in the four-year program consisting of the Basic Course (first two years) and the Advanced Course (second two years). University academic credit is earned for all coursework satisfactorily completed. The last two years of the program are designed to prepare the student for a career as an officer in the U.S. Army. Entry into the Advanced Course is a joint decision by the student and the Department of Military Science.

The Honors College hosts a major event each spring to highlight student research and student/faculty collaborations. Undergraduate Research Day provides a public, University-wide forum for undergraduate research, scholarship, and creative activity. Students from all academic disciplines are encouraged to submit their faculty mentored research, scholarship, or creative activity. Individual departments and Colleges host

their own celebrations of student scholarship in their own way such as the Department of Biological Sciences' annual Graduate and Undergraduate Research Symposiums and the new College of Education and Human Resources Graduate Symposium.

The University also has many organizations supporting and recognizing student academic excellence. For example, Western has had an active Phi Kappa Phi chapter since its original charter in 1972. The Honor Society of Phi Kappa Phi recognizes and encourages superior scholarship in all academic disciplines and honors persons of good character who excel in scholarship. The Phi Kappa Phi chapter serves the interests of the students by promoting an atmosphere conducive to academic excellence. The Centennial Honors College website provides information about seven academic honorary organizations at the University, and the Office of Student Activities website lists an additional 29 registered academic honorary student organizations, with all of these organizations supporting and recognizing student academic excellence.

Professional activities are highlighted through the University's many publications, including the *Campus Connection*, which is the employee newsletter published the first and third Friday during fall and spring semesters when the University is in session and approximately two times during the summer. The *Campus Connection* highlights employee achievements and happenings on and around the University. Each College has its own newsletter, magazine, or electronic equivalent that includes news and press releases about faculty and student achievements. The University also hosts many events recognizing excellence in scholarship.

The University Malpass Library maintains WIU Author Bibliographies and sponsors an annual Author Recognition Reception. During this event, the library recognizes and honors faculty and staff at the University who have published a work during the year. The Provost hosts the Provost Awards for Excellence. These awards showcase excellence in topics such as multicultural teaching, teaching with technology, University/community service, and other teaching and research areas (2008 awardees). The Distinguished Faculty Lecturer Award is presented each year to one member of the faculty who is chosen by a committee of his or her peers to deliver the annual Distinguished Faculty Lecture on both campuses during the spring semester. The CITR focuses on the teaching and research of the faculty through their Research Symposium and their Teaching Symposium.

The University has an annual service award recognition program. In acknowledgement of our core values, this program honors and recognizes award recipients for distinguished service and community service. In addition, the program recognizes the professional careers of employees with ten or more years of service at Western. Beginning spring 2010, the Quad Cities hosts a campus recognition program, which features an annual award to four individuals, each of whom represents one of the four core values of the University. It also recognizes the professional contributions of those new to the campus and those retiring from the campus.

***(4A5) Faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.***

Faculty and students are very successful in producing scholarship and creative activities consistent with the University's mission. A strong institutional support structure aids faculty and students in these important endeavors. The Office of Sponsored Projects (OSP) is the central administrative office charged with assisting the faculty and administrative staff in their external funding pursuits for research and scholarship. The



number and dollar amount of awards received by the faculty has remained relatively constant over the past decade at around \$12 million annually.

OSP also administers the University Research Council Awards. These awards promote research or its scholarly equivalent by providing “seed” money for the initiation of new projects. The URC makes awards each fall and spring and is able to fund between 10 to 20 projects each year. Faculty may request up to \$5,000 for their project from the URC, and departments and Colleges usually contribute an additional \$1,000 or more. The Foundation and Development Office, with assistance from OSP, provides funds for another internal program. The Summer Stipend Program provides up to ten faculty members with summer support of up to \$3,500 each for research and scholarship in the summer. Faculty members have used funds to work on new research projects, make significant curriculum changes, create a work of art, and/or design new instructional technique(s).

Research collaborations between faculty and students are evidenced by the number of presentations at the annual Undergraduate Research Day (URD). In 2009, there were 260 student participants—an increase of almost 40% over the previous year. The College of Arts and Sciences increased funding for undergraduate research each of the five past years, and undergraduate research presentations for that College alone have increased by almost 300% since Fiscal Year 2005. Publications and presentations by the faculty have increased during that time as well.

In addition to the four academic colleges, Western has centers and institutes that add to the amount of research and scholarship produced by the University faculty:

- The Illinois Institute for Rural Affairs (IIRA) builds the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, and training across the state. IIRA is a clearinghouse for information on rural issues, coordinates rural research, and works with state agencies on issues of importance to rural communities.
- The Institute for Environmental Studies (IES) was organized in August 2005 as an interdisciplinary unit within the College of Arts and Sciences Research and Outreach Center (ROC). The IES has a mission to undertake collaborative environmental research and scholarship, support interdisciplinary undergraduate and graduate academic programs in environmental studies, and provide University and community service.
- The GIS Center, housed in the Department of Geography, serves the McDonough County GIS Consortium—a partnership between the City of Macomb, McDonough County, and Western Illinois University. The GIS Center is responsible for compiling, managing, and storing GIS data layers for the Consortium. The staff have engaged in GIS and GPS work for various local, state, and federal entities; have partnered with faculty members on research projects; and have provided hands-on GIS and GPS training for students.
- The COEHS houses the Center for Best Practices in Early Childhood Education (CBPECE) which provides collaborative services related to the education of young children, including information, consultation, staff development and training events, and technical assistance. They produce materials that support and extend young children’s learning, disseminate information and products generated by the

center, and serve as a resource center for a variety of topics and needs related to improving educational opportunities for all young children.

- The Western Survey Research Center (WSRC) is a collaborative effort of the College of Arts and Sciences at Western Illinois University. Researchers come from various departments throughout the College and University. This arrangement gives clients access to people with a full range of expertise in order to meet the needs of almost any survey research project, ranging from general attitudinal surveys to community planning and development to program evaluation.

***(4A6) The University and its units use scholarship and research to stimulate organizational and educational improvements.***

Western Illinois University's Office of Institutional Research and Planning (IRP) analyzes a variety of University and related data to assist in measuring performance and planning for the future of Western Illinois University. IRP annually produces the *Fact Book*, which is a commonly used source of current and historical information about University faculty, staff, and students. IRP also tracks and publishes "head counts" on enrollment figures, student profiles, and the common data set. Additional faculty/staff information is available through IRP, including the faculty salary survey data, the faculty cost study, and the faculty load study.

Conducting surveys provides Western with an opportunity to obtain input on a variety of issues. This input is a valuable tool in providing information to facilitate decision making in conjunction with Western's commitment to continuous improvement. While most surveys are campus-based and driven by local issues and interests, Western also participates in a number of national surveys that help the University assess itself in comparison with other universities nationwide. This website helps make the University and external community aware of Western's survey efforts and provides easy access to survey results and trends.

During 2006-2007, the University was selected to participate in a yearlong self-study project—Foundations of Excellence® in the First College Year. The project, sponsored by the Policy Center on the First Year of College, was designed to help campuses evaluate and improve the overall experience of first-year students. The Policy Center is a nonprofit higher education research/policy center established in 1999 and supported by Lumina Foundation for Education. The work of the Policy Center is intended to help institutions of higher education enhance new student learning and retention through systematic appraisal and improvement of their programs, policies, and institutional procedures.

Although the OSP is often seen as the office that facilitates research grants, they also administer projects related to improvement in the classroom. In fact, each year approximately a million dollars in external funding comes through OSP to improve instruction in Western's classrooms. Additionally, the majority of the projects funded by external sources are to serve the educational mission of the University and surrounding communities by providing funds for the various public service and outreach programs described in Criteria 5.

Western is committed to increasing the opportunities for research and scholarship for faculty members. Under Goal Number 2 of the University's Strategic Plan, we have articulated new opportunities to increase funding for internal grant programs, visiting scholars, and artists in residence, and to further support our faculty professional development needs.

**Core Component 4B: Western Illinois University Demonstrates that Acquisition of a Breadth of Knowledge and Skills and the Exercise of Intellectual Inquiry Are Integral to Its Educational Programs.*****(4B1) Western Illinois University integrates General Education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.***

The General Education curriculum is foundational to all programs at the University. Western Illinois University's General Education curriculum requires students to complete a specified number of semester hours from across six categories of classes: Communication Skills, Natural Sciences and Math, Social Sciences, Humanities, Multicultural Studies, and Human Well-Being. With the exception of Communication Skills, each of these categories includes a variety of courses from which students may choose to fulfill their General Education requirements. All students take at least 43 semester hours from General Education, although students may take more if required by their particular major or College.

The Council on General Education (CGE), a standing council of the Faculty Senate, is the first to consider the inclusion of a course into the General Education curriculum. For a course to be included in General Education, it must include writing as a component of the course and meet the Guidelines for General Education courses, which is a description of the categories of General Education. CGE makes its recommendation regarding courses to the Faculty Senate, which must approve a course for inclusion into the General Education curriculum. CGE includes representatives from each General Education category as well as representatives from departments not offering General Education courses (see *CGE Bylaws* for membership requirements and responsibilities).

***General Education***

While students receive a broad foundation from Western's General Education curriculum, several features are notable. First, all students are required to take one course that has been approved by the CGE as representing the goals of multiculturalism. A wide range of courses are included in this category. Many come from interdisciplinary departments, such as African American Studies and Women's Studies, but others are included from more traditional departments. Courses from departments less commonly included in General Education, such as Family and Consumer Sciences and Agriculture, are also represented in the courses offered under Multicultural Studies. Beyond this one course requirement, there is also the expectation that all courses in the General Education curriculum include some element of multiculturalism, either in the form of course content or pedagogy. For the CGE to consider any course for inclusion into the General Education curriculum, the department submitting the course for consideration must address how the course includes elements of multicultural content or pedagogy. A thorough explanation for how courses can meet this criterion is included on the CGE's website (see "Guidelines and General Criteria for Inclusion of Courses in General Education Curriculum," C.2.).

Second, students at Western are required to pass three semester hours in the Human Well-Being category of General Education. While many universities have eliminated similar requirement(s), this element of General Education is thoroughly consistent with Western's values of personal growth and the promotion of wellness in the context of lifelong learning.

### *Foreign Language/Global Issues*

In March of 2007, the Faculty Senate approved a requirement that all students take at least one foreign language course or a course that has been designated as considering global issues. This requirement was the modified result of a request made by the College of Arts and Sciences Student Council that all students be required to take a foreign language. While the Faculty Senate agreed in principle with this step toward internationalizing the curriculum, several practical concerns about this request emerged from the debate. The first was whether or not the Department of Foreign Languages and Literatures could accommodate the increased number of students taking foreign language courses with this requirement. The second was whether a language requirement would best serve the needs of students in all majors. The result of this debate was the *Foreign Language/Global Issues Policy* requirement. The implementation of this requirement was given to the Council for International Education, a council of the Faculty Senate, which had to develop the process for identifying Global Issues courses and guidelines for departments. The timeline for implementation indicates that the requirement will go into effect in fall 2011 (see Update in Senate Minutes: 2-24-09; Foreign Language/Global Issues Forms).

### *WIU's Writing Program*

Western Illinois University has long fostered a “culture of writing” and sees written communication skills as fundamental to student success. The University’s Writing Program has various components that promote writing at various stages in a student’s college career. First, all students are required to take three Communication Skills courses, two of which are English Composition courses (see General Education Curriculum: “College Writing”). The third course in this category considers public speaking skills. Second, every course in the General Education curriculum is required to include some form of writing. Because the type of writing that is feasible in General Education courses is largely dependent on class size, the CGE has provided faculty with guidelines and recommendation regarding writing in General Education and a list of resources for General Education faculty. The CGE conducted surveys on the amount and type of writing in General Education courses during spring 2008 and 2010. Results illustrate that writing is considered an integral pedagogical tool in General Education courses, even within larger classes. Third, all majors must include a Writing Instruction in the Discipline, or WID, course, which is a junior- or senior-level course that includes writing as a major component of the course requirements.

### ***(4B2) The organization regularly reviews the relationship between its mission and values and the effectiveness of its General Education.***

At its meeting of September 6, 2005, the Faculty Senate created a General Education Review Committee (GERC) and charged the committee with conducting a thorough review of the General Education requirements at Western Illinois University. The last review took place between 1991 and 1993 when the University evaluated its Basic Curriculum and ultimately restructured the Basic Curriculum and moved toward a General Education curriculum.

GERC was composed of all members of the CGE at the time of GERC’s creation and an additional six people with institutional experience in General Education who were selected by the Faculty Senate. Meetings were open to the University community, and a public forum was held regarding GERC’s recommendations prior to their recommendation to the Faculty Senate. The charges to GERC included the following:

- An examination of the purpose and necessity of each individual category
- An examination of the number of required hours within each category

- An examination of the overall number of hours for the General Education requirement
- An examination of the purpose and effectiveness of the W (Writing) requirement within General Education
- Any relevant issues that arise from the review and discussion process
- A review of the recommendation for the structure of General Education assessment prepared by the Task Force on the Assessment of General Education

The review process began in the fall 2005 semester, with the final recommendation being approved by the Faculty Senate in October 2007. The annual reports provide a condensed outline of the review process: *GERC Interim Report*, *GERC 2005-06 Annual Report*, and *GERC 2006-07 Annual Report*. The last charge by the Faculty Senate was to develop a plan for the assessment of student learning in General Education. *The Report of the General Education Review Committee* includes the plan of assessment. Development and implementation of the plan is discussed more thoroughly in Criterion 3.

The review process was also informed by *Higher Values in Higher Education*. At its first meeting in fall 2005, the Assistant to the President for Planning and Budget addressed GERC about the importance of the General Education review and its function in helping carry out the University's Strategic Plan. GERC created a subcommittee at this meeting to study the Strategic Plan and to report back to the full committee those sections of the Strategic Plan that are influenced by General Education requirements.

***(4B3) Western Illinois University assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise.***

In addition to the plans for the assessment of student learning in its graduate programs (see Criterion 3), Western Illinois University employees utilize several approaches to maintain the currency of our graduate programs and for evaluating its programs.

*Self-Study/Review Process*

The program self-study and review process is discussed more generally under Core Components 2C4 and 4C1. In the context of graduate programs, each department offering a graduate program, including post-baccalaureate certificates, must undergo periodic review of that program. Included in this *Self-Study* are evaluations regarding program goals, student learning outcomes, major findings, recommendations, and action plans. New graduate programs must undertake a *New Program Progress Report* three years after their inception to evaluate the current status of the program relative to its original proposal, the strengths and weaknesses of the program, recommendations for continuation of the program, and action plans for the future. The *New Program Progress Report* provides a benchmark on which to conduct later evaluations of the program.

*Graduate Curriculum*

Several features of the graduate curriculum and curriculum approval process help students reach an appropriate level of expertise through their graduate programs. First, there are several options by which students may complete a graduate degree. Out of 30 departments offering graduate degree programs, 23 either require a dissertation or thesis or offer a thesis option. The remaining departments require students to complete a performance, internship, or project for their degree. Second, to serve students located in the Quad Cities area, Western offers 13 master's degree programs, a doctoral degree in Educational Leadership, one post-master's Education Specialist degree, and four post-baccalaureate certificate programs. Graduate programs in the

Quad Cities are selected to best serve the student population in that area, and two of the University's programs, Counseling and Museum Studies, are offered exclusively at the Quad Cities campus.

The assessment of student learning also assists graduate programs in ascertaining the level of knowledge students acquire in graduate programs (see Criterion 3). If graduate programs revise their curricula or course offerings in response to assessment activities or program review, the curricular approval process assures that programs are being changed to meet student knowledge and skill needs. Revisions to graduate curricula must be approved at the College level before being considered by the Graduate Council (see *Graduate School Operating Papers*, Section Two, II), which then makes a recommendation to the Academic Vice President. The Graduate Council plays an integral role in maintaining a continuing review and evaluation of graduate programs, standards, and administration.

***(4B4) Western Illinois University demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.***

Western Illinois University's responsive curriculum supports learning inside and outside the classroom. The University supports more than 250 student organizations on the Macomb campus and 19 on the Quad Cities campus. On both campuses, Academic Affairs offers comprehensive experiential learning opportunities that include site observations, internships, student teaching, service learning, and scholarly/creative activities with faculty. Likewise, Student Services provides a vast array of leadership and cocurricular events, programs, and services to promote student leadership and development. As described in Core Component 5A4, Western's All Volunteer Effort (WAVE) provides students with the opportunity for community service and volunteerism. As just one example, in 2008, the Black Student Association (BSA) hosted their annual Thanksgiving Project, which resulted in over 200 volunteers working to raise 15,176 pounds of food. The BSA was able to distribute 118 food baskets throughout McDonough County.

Consistent with *Higher Values in Higher Education*, senior students have routinely reported participating in a community-based project as part of a regular course at Western in the *National Survey of Student Engagement* (NSSE). The degree of participation has consistently approached or exceeded the average for Carnegie Master's level institutions.

Several University programs, from both Academic Affairs and Student Services, allow students to expand their education from inside the classroom to the greater community.

*First Year Experience*

In 2004, Western Illinois University's First Year Experience (FYE) program was piloted by the Centennial Honors College, broadened to include all freshman students in fall 2005, and named a statewide best practice in higher education by the Illinois Board of Higher Education (IBHE) in summer 2006.

FYE is a University-wide endeavor, administered by the Office of the Provost and Academic Vice President in partnership with the Vice President for Student Services. It is designed as a comprehensive approach to ensure first-year students make a successful transition to college. FYE learning communities in the residence halls allow freshmen to meet, live, and transition into college life together. FYE seminars within the residence halls provided by resident assistants, graduate students, and professional staff focus on academic support, University resources, and wellness.



FYE courses come from various departments, and while most are included in the University's General Education curriculum, several are not. FYE courses are linked to the annual University theme by a common reading. The University Theme Committee develops possible themes three years in advance. The committee recommends their choice for the University Theme to the President's Cabinet who votes on approval. The FYE book is determined by a book committee, which includes some members of the University Theme Committee. This committee solicits suggestions for books, which are narrowed by taking into account the selections' (1) relationship to theme, (2) readability for freshmen, (3) likelihood that they can be used in FYE classes, (4) possibility that the author might be able to come to speak, and (5) any reviews that seem pertinent. The short list of books is then voted on by the entire University community.

The goals of FYE are for students to (1) become actively engaged with the University community; (2) develop relationships with peers, faculty, and staff members; (3) demonstrate high levels of academic performance; and (4) develop appropriate study and time management skills. These goals are fostered by requiring students to take two FYE courses during their freshman year. Each of these courses includes student attendance at three required cocurricular events, a junior or senior undergraduate student serving as "peer mentor," and a budget to accommodate the costs of cocurricular events. The FYE budget is currently at \$800,000.

There were several concerns with FYE in its early years. First, departments were concerned that low enrollments in FYE classes would have a negative effect on student credit-hour generation. In 2005, the Provost's Office pledged to support departments offering FYE courses by hiring "FYE replacements"—temporary faculty who would teach larger sections of General Education courses to replace permanent faculty who would teach the FYE classes. Second, FYE course completion was not required for graduation. The Faculty Senate made FYE course completion a graduation requirement in spring 2008. The Faculty Senate also appoints FYE class members to a committee to advise on matters of curriculum and program effectiveness.

Other University programs that complement the FTE and link classroom activities include:

- *Learning to Lead* – This three-year leadership experience incorporates academic and cocurricular activities to help students develop their leadership skills. A competitive program, students must apply and be accepted to take part in this program during their first year on campus. The program includes both curricular and experiential components, including completion of a leadership course (Leadership 101, Recreation, Park and Tourism Administration [RPTA] 490); a leadership seminar and workshop series; a minimum of 10 hours of community service for each semester that they are enrolled in the program; the Learning to Lead Summer Institute that includes a summer internship in Washington, DC; and a senior leadership/portfolio project. The number of students participating in the Summer Institute varies from year to year, and the program is in partnership with the Washington Center that helps place summer interns in the DC metropolitan area:
  - 2003 – 13
  - 2004 – 15
  - 2005 – 13
  - 2006 – 13
  - 2007 – 8
  - 2008 – 7

- 2009 – 9
  - 2010 – 7 (pending funding)
  - 2011 – 10 (pending funding)
- *American Democracy Project* – A project of the American Association of State Colleges and Universities, the American Democracy Project’s (ADP) goal is to help colleges and universities graduate civic-minded students. One of only 231 participating institutions, the University has hosted numerous ADP events, including concerts, lectures, and film festivals. Two notable events include a massive University-wide mock election, Road to the Whitehouse, in which over 2,000 students participated. Participants in the mock election completed a 16 close-ended question survey about students’ impressions of the simulation itself, as well as their understanding of the presidential selection process and their expectations for future political participation. Over 75% of the students had positive impressions of the simulation and thought they would be more active participants in the political process because of it. A related event is that Western was selected by the Inauguration Committee to host one of the few Neighborhood Balls held at a university campus for President Obama’s Inauguration.

- *Volunteer Services* – A unit of the Office of Student Activities, Volunteer Services helps coordinate volunteer and service activities for students as well as provides support to faculty who want integrate service-learning and volunteerism into their classrooms. Volunteer Services staff estimate that the number of University community members participating in volunteer and service learning projects is 2,000 per year.



**St. Baldrick's headshaving annual cancer fundraiser**

- *Quad Cities* – Students at the Quad Cities campus, as well as faculty and staff, serve the community in a great many ways. Various classes and degree programs allow students to have experiences that benefit them as well as those they serve. Class projects and service projects by student groups have ranged from blood drives, to community clean-up days, to Angel Tree projects, to programming with the Martin Luther King, Jr. Community Center. These activities allow students to be engaged with the community and build a sense of social responsibility.
- *Environmental Summit* – Western’s Environmental Summit, which promotes sustainable values, lifestyle, and educational activities, held its 7th annual conference in 2010. This event is cosponsored by various University offices, academic departments, and programs, and is geared toward both the University community and the surrounding regions. The event features a keynote speaker; roundtable discussions; poster presentations; and displays by individuals, groups, or organizations.

- *Dealing with Difference Summer Institute* – Now in its 17th year, the Dealing with Difference Summer Institute is funded by the Illinois Association for Cultural Diversity (IACD) through a Higher Education Cooperation Act grant. This program is offered to educators from preschool to university-level teaching. The institute includes games, workshops, lectures, and classes to foster awareness and understanding of cultural diversity among educators as well as to promote skills to live in a diverse society.

Core Components 4C6 and 5C3 provide evidence that the University effectively demonstrates linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility. Western was selected to the prestigious President's National Honor Roll for its outstanding community service engagement.

***(4B5) Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.***

While assessment of student learning is considered in depth under Criterion 3, it bears mentioning that Western Illinois University emphasizes the need for all programs to develop clearly articulated learning outcomes for students in the program. Each program or department has a plan for the assessment of student learning in the major area of study that has been developed and approved by the faculty. Departments offering courses in General Education also establish learning outcomes for each General Education goal they are assigned. Once departments identify their desired learning outcomes, they devise a measurement to determine achievement of the learning outcomes as well as a profile of how well students collectively meet each outcome. Further, departments use the results of that profile to revise curricula. Examples of learning outcomes from departments in each College can be seen in the *Major Assessment Plans*.

General Education learning outcomes are related to the broad six goals of General Education. As explained in Criterion 3, departments are asked to develop learning outcomes for only two of the six General Education goals. The assessment plan, which outlines the process of identifying learning outcomes, can be seen in the *2007 GER Report* (p. 32). The Provost's Office provides support to departments and faculty on its assessment website, which explains the *General Education Assessment Plan*.

While it is difficult to directly link learning outcomes of the various programs at Western to students' knowledge and ability to exercise intellectual inquiry upon graduation, an indirect measure is to look at alumni attitudes toward Western and their major and to see whether alumni see their degree as relevant to their current employment. Well over 90% of respondents, at both one year and five years after graduation, have positive attitudes toward the University and the major of their bachelor's degree, and roughly three-quarters of alumni report their current jobs as being related to their degrees. This gives some indication that the learning outcomes that programs establish for students do have a positive effect on graduates' knowledge and ability to engage in intellectual inquiry. Further, approximately 20% of alumni seek and obtain additional degrees, illustrating effective preparation for continued learning (see Alumni Survey at 1 year and Alumni Survey at 5 years).

***(4B6) Learning outcomes demonstrate effective preparation for continued learning.***

While all University programs have as their intent to prepare students for a life of learning, the General Education goals probably best reflect this objective. These goals are not time-bound; they are not intended to take place only while a student is enrolled at Western Illinois University. Instead, they are intended to be

goals for student learning which will extend beyond their years in college. These goals were adopted in 2007, replacing goals that were specific to each General Education category. The adoption of new goals was done in part to make it more evident that the General Education curriculum promotes the skills needed for learning and for living a healthy, meaningful life by demonstrating the following:

- Broad knowledge and understanding of the natural sciences, social sciences, and humanities and fine arts
- An ability to analyze, think critically, and form reasoned conclusions
- Competence in communicating views and ideas clearly and cogently
- An understanding of the methods by which people pursue knowledge
- An understanding of differences and relative power among peoples, both in the United States and across the globe
- Knowledge of the principles of wellness for living a healthy and fit life, both physically and mentally

As previously discussed, each General Education course is assigned two of the above goals per course for which to assess student learning. Departments develop learning outcomes for two goals that reflect what their courses offer to the achievement of those particular goals. In this way, the learning outcomes in all departments reflect the ideal that our graduates will leave Western with an ability to continue learning.

#### **Core Component 4C: Western Illinois University Assesses the Usefulness of Its Curricula to Students Who Will Live and Work in a Global, Diverse, and Technological Society.**

##### ***(4C1) Regular academic program reviews include attention to currency and relevance of courses and programs.***

Western Illinois University's academic program review process was discussed in Core Components 2A6 and 2C4. The results of academic program review, and other curricular review processes, led to curricular revision and currency. Program revision is a frequent process at the University. Changes in curriculum range from the introduction of new courses to a complete restructuring of curricula, and it is a rare meeting that Faculty Senate is not presented with some recommended change to courses or programs.

The revision of curricula is a faculty-generated process. While the approval structure in each College may differ, generally proposals for change to the curriculum must be approved at the departmental and College levels before moving to the Council on Curricular Programs and Instruction (CCPI), a council of the Faculty Senate. CCPI recommends curricular changes to the Faculty Senate for its approval; changes supported by Faculty Senate must ultimately be approved by the Provost and Academic Vice President.

There are several sources of information that may instruct changes to the curriculum. First, a primary purpose of the cyclical program review is to evaluate the goals of a program and to ascertain the degree to which these goals are being met. This is a prime opportunity for departments and University administration to work together on evaluating curricula to better meet student needs. Second, the assessment of student learning may trigger adjustments to the curriculum. Major assessment includes a feedback loop which must be addressed in departmental reports. Third, the hire of new faculty can keep departments and programs up to date. This is made possible with the priority the administration has placed on replacing faculty who have

left the University. Lastly, contact with alumni, employers, advisory boards, and licensing/certification board standards help departments maintain relevance and currency in their programs.

One relatively new University program that supports the currency of curricula is the Library Liaison Program. The Library Liaison Program helps establish and maintain an open channel of communication between librarians and the 43 academic departments. As liaisons, librarians help fulfill the University Libraries' mission of identifying, collecting, and providing access to information in support of teaching and research at Western. The following are the goals of the Library Liaison Program:

- To serve as an information consultant for the academic department with the aim of increasing access.
- To facilitate communication between the University Libraries and the academic departments.
- To act as an advocate for the department within the University Libraries.
- To help faculty develop library resources and build library collections based on their departments' curricular needs.
- To increase faculty awareness of library services and resources, and to increase the University Libraries' awareness of department information needs.
- To help faculty integrate library resources into their teaching and learning strategies thereby developing their students' information literacy.

This program proved particularly useful in the spring 2009 semester when the University Libraries found it necessary to decrease the number of journal subscriptions as journal prices have soared. Liaisons kept departments informed as the list of journals to be cut was formed and advocated for departments when the case was made to keep particular titles.

While there is certainly overlap in the curricular needs of Western's two campuses, it is important for the institution to be mindful of curricular needs that are particular to students in the Quad Cities. Considerations of student demand and program completability on-site are critical to programs being offered at the Quad Cities campus. Two of the newest programs that were developed exclusively for the Quad Cities campus are Engineering and Museum Studies.

***(4C2) In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce and society.***

In order to succeed in today's workforce, students must be able to successfully navigate the quickly changing technologies. As such, the University attempts to maintain the currency of its technology in order for students to make a seamless transition from the technology they have used while in college to the technology they will use in the workforce. This includes increasing the number of electronic classrooms and keeping technology in laboratories and the University Libraries current (see Core Component 2A2). Two programs bear mentioning:

1. Several faculty and staff members are actively working to take learning beyond the classroom. The Mobile Computing Task Force (MCTF) is supporting a new paradigm in instruction and education, often referred to as "mobile learning," which is facilitated by advances in computing and mobile technology. Through the MCTF, the approximately 30 committee members are investigating and examining



how mobile technological devices can aid learning opportunities and provide Western's students with additional technology tools to explore and create meaningful learning experiences.

2. Tech Fest, a program in the COEHS, is in its 12th year. Tech Fest links Western's departments and organizations to regional business and educational communities. University departments and community organizations provide demonstrations and exhibits to showcase the latest in technology and how it can be used to link Western to the larger workplace community.

As discussed in Core Components 4B1 and 4B6, Western is concerned that all students have some foundational skills as they move into the workforce. First, they need to be able to communicate, both in writing and orally. In addition to the Writing Program discussed previously, all students are required to take a public speaking class as part of their General Education curriculum. Further, students must take one course in multicultural education and have recently been required to take either foreign language coursework or a course that is classified as considering global issues. Senior responses on the NSSE provide a measure that Western students are prepared to move into an increasingly diverse workforce. Questions relating to having conversations with students of a different race or ethnicity and students with different beliefs and opinions are particularly relevant as are questions related to taking coursework in a foreign language and participating in study abroad. Residence hall staff provide programming related to communication skills and multiculturalism.

Western graduates are satisfied with the skills and knowledge they obtain in their majors. The University conducts a local survey of graduating seniors annually. While the survey considers a range of topics, from satisfaction with financial aid counseling to satisfaction with General Education, numerous questions refer to a student's major. Questions about the academic rigor of coursework, appropriateness of coursework in the major, and the quality of instruction are included. Western students, both at the Macomb and Quad Cities campuses, have consistently reported above average perceptions on these questions. Routinely, responses of "excellent" and "above average" have been reported by over 85% of graduating seniors, with the percentage of positive results often falling in the 90 to 95% range.

***(4C3) Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.***

The use of alumni and employers in curricular revision and development is used at different levels across schools and departments. Most academic departments report that they maintain informal contact with alumni and often use alumni to speak to current students. Additionally, some programs survey alumni for use in program review, but this is not required by the University's program review process and is not practiced by all departments. Typically, those who survey alumni do so because they are accredited programs and are required to do so to maintain accreditation. While all Colleges (Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication) have Advisory Boards that include alumni, board efforts are largely focused on development and student recruitment rather than on curriculum in the Colleges.

Few departments maintain formal ties with employers, and for those that do, it is most commonly associated with access to student experiential learning opportunities such as student teaching or internships. For instance, in the COEHS, departments that are involved in teacher education maintain contact with area school districts. The



School of Law Enforcement and Justice Administration also reports communication with potential employers since LEJA majors are required to complete a one-semester internship. Supply Chain Management in the College of Business and Technology and Communication Sciences and Disorders in the College of Fine Arts and Communication also report some level of relationship with employers. In the latter case, this is required for program accreditation. Museum Studies, one of our new majors, maintains ties with the Figge Art Museum and can receive feedback from the professionals at that museum.

In general, there appears to be increased opportunity for interaction with alumni. Not all programs at the University involve alumni or employers in curriculum development or revision. To the extent that alumni or employers are used, it is typically on an informal basis, geared more toward providing students with alumni speakers and maintaining experiential learning opportunities for students in the program.

One of the more current additions Western has made to its curricular evaluation process is the use of external reviewers. In Academic Year 2008-2009, departments that were scheduled to undergo reviews compiled a list of potential reviewers and sent a copy of each candidate's curriculum vitae to their College Dean. The Dean's Office, in conjunction with the Provost's Office, selected a reviewer for each department undergoing review. Reviewers were sent the department's self study along with relevant University documents several weeks prior to their on-campus visit. On-campus visits generally took a full day and included consultations with students, department faculty, department chairs, the College Dean's Office, and the Provost's Office. After the reviewer's report is received by the University, department chairs meet with their Dean and the Provost's Office to consider the reviewer's recommendations and how and whether departmental curricula should be revised.

Western has taken into account the needs of the larger regional community in developing several of its programs. In fall 2008, the College of Arts and Sciences began offering an RN-BSN completion program at the Macomb campus for associate degree and diploma nurses to develop skills for a higher level of nursing practice. During Academic Year 2008-2009, the College also secured approval for a four-year Bachelor of Science in Nursing degree program, which was first offered in fall 2009, the same semester that the Quad Cities campus began offering the RN-BSN completion program.

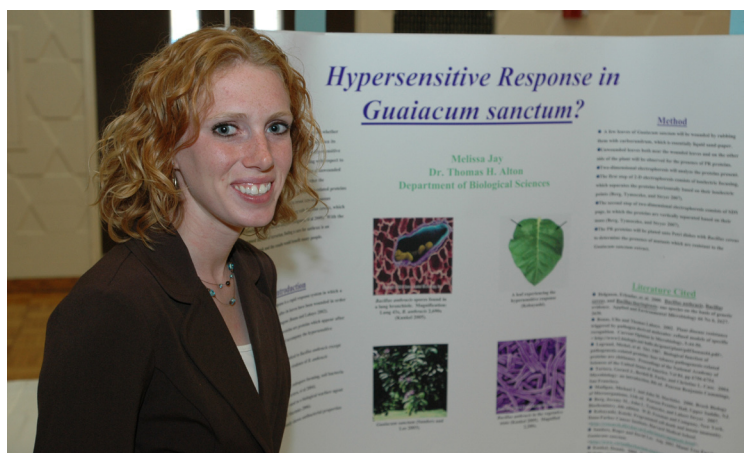
Also in the fall of 2008, the IBHE approved the School of Engineering for the Quad Cities campus. The program was a response to the University President's National Advisory Council, which urged the University to establish an Engineering school. The school was located in the Quad Cities to better serve the educational needs of a more urban community.

As demonstrated in Core Components 2A2 and 2A6, Western Illinois University has 28 2+2 articulation agreements with community colleges throughout Illinois and Iowa, participates in the Illinois Articulation Initiative (IAI) (supporting transferable general education), established a new Dual Admission program that allows students to take classes at Western and the local community college at the same time beginning the freshman year, and provides a one-year cost reduction for new associate's degree recipients who immediately transfer to the University.

**(4C4) The University supports creation and use of scholarship by students in keeping with its mission.**

Undergraduate student research has become a more visible activity at Western over the past ten years. For instance, in the College of Arts and Sciences, the number of student researchers increased from 222 to 626 between Fiscal Years 2005 and 2009. In 2004, the College of Arts and Science initiated the undergraduate research grant competition, making funds available each semester to support students' research/scholarly activities as well as to help defray travel costs for students presenting research. If the product of that research is accepted for presentation, a second grant application for travel funds may also be submitted. Each student must have a faculty mentor helping that student with the application process as well as providing guidance during the research process itself. The number of students being awarded grants increased from 48 to 84 between 2005 and 2009, and the amount of funds awarded has increased from \$16,500 to \$25,000.

On the Macomb campus, the most visible support of undergraduate student research takes place during Undergraduate Research Day, a project of the Centennial Honors College. URD was initiated in 2003, when approximately 60 students presented their research through posters or podium presentations. In 2009, 260 students participated in URD, preparing 143 posters and 35 podium presentations. Students' projects emerge from University classwork, in-course honors projects, undergraduate theses, and independent research with faculty. Eighty-nine faculty members mentored student research for URD in 2009.



Centennial Honors College Undergraduate Research Day

Graduate student work is recognized in various ways. The School of Graduate Studies strongly values professional development and research as important components of graduate study and supports the Graduate Student Research and Professional Development Fund, which is designed to support student research projects and presentations, scholarly activities, and professional development opportunities. At the College level, in 2009, the College of Education and Human Service held its first Graduate Research Symposia, with 25 students presenting poster sessions. Further, numerous departments host presentations of graduate research and assist with funding student presentations at student and professional conferences.

The University supports students' creative work as well as student research. In the College of Fine Arts and Communication, students majoring in Vocal or Instrumental Music or Jazz Studies perform a half recital their junior year and a full recital their senior year. Studio Art majors develop an exhibition of their artwork as part of their program requirements for display in the University Art Gallery. Broadcasting students are involved with the creation of news broadcasts, children's shows, sports programming, and live event coverage. Students majoring in the fine arts are eligible for talent grants and tuition waivers, which are awarded to students based on demonstrated talent in music, art, theatre, dance, and skills such as leadership or academic achievement. The Department of Art has consistently awarded over 30 grants to undergraduate students, and the Department of Theatre and Dance provides approximately 60 grants each year.

Western is proud to support students who are able to showcase their research skills and creativity, but the University also recognizes that students may have trouble reaching their full academic potential at times during their college career. As such, the University Advising and Academic Support Center (UAASC) offers many tutoring and learning resources for students who are struggling or need extra assistance in their academic pursuits. Additionally, for student athletes, Intercollegiate Athletic Academic Services (IAAS) promote academic success by offering programs and mentoring for student-athletes.

***(4C5) Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.***

Almost all departments and schools allow students the opportunity to complete an experiential learning experience as part of their major program of study. For some programs, such as those involved in teacher education, this is a required component to graduate. Several programs, such as LEJA, Social Work, and Recreation, Park and Tourism Administration (RPTA), require students to complete an internship or practicum to complete the degree program. Those departments not requiring experiential learning do give students the option of completing an internship for college credit as an elective within their program.

***(4C6) The University provides curricular and cocurricular opportunities that promote social responsibility.***

As demonstrated in Core Component 4B4, Western Illinois University provides many curricular and cocurricular opportunities that promote the institutional value of social responsibility. This includes, but is not limited to, opportunities associated with the FYE, Learning to Lead, the American Democracy Project, Volunteer Services, special initiatives on the Quad Cities campus, the Environmental Summit, week-long landscaping events (We Care), and the Dealing with Difference annual summer institute. Furthermore, all of these, and many more, activities are done with high standards of excellence. As shown in Core Component 5C3, Western was selected to the prestigious President's National Honor Roll for its outstanding community service engagement in 2009 and 2010.

**Core Component 4D: The University Provides Support to Ensure that Faculty, Students, and Staff Acquire, Discover, and Apply Knowledge Responsibly.**

***(4D1) Academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.***

The University's core value of academic excellence commits Western to meeting the needs of the individual learner. As the following examples show, Western's academic and support programs achieve their educational goals.

The FYE program, discussed in Core Component 4B4, is a comprehensive approach to ensure first-year students make a successful transition to college. The program begins with Summer Orientation and Registration (SOAR). An optional off-campus, two-day, more in-depth orientation requested by students called "Camp Leatherneck" is also available. The program continues as freshmen enroll in one FYE class during each of their first two semesters at the University. These special course sections are limited to freshmen only and offer a small class size of approximately 20 students. The University supports FYE residence halls, and sessions offered in the residence halls that allow first-year students to meet, live, and transition into college life together. These sessions take place Mondays and Tuesdays at 7:00 PM.

Since implementation of the FYE in fall 2005, first-year retention rates increased from 72.6 to 73.6%, and second-year retention rates increased from 62.2 to 63.9%. Additionally, data from the NSSE showed increases in all five areas as reported by second-semester freshmen.

As additional academic support, the UAASC serves General Orientation students who enter the University without a major, students changing majors in the Transitional Advising Program (TAP), and entering freshmen from all majors who do not meet regular admission standards.

Both UAASC and Western Illinois University–Quad Cities advisors are full-time academic support professionals committed to student success. They view themselves as mentors and resource people who recognize that some students will experience difficulties adjusting to college life. In addition to assisting with course selection, advisors help students explore major and career options and facilitate their transition to Western Illinois University.

Staff from the Office of Academic and Student Services on the Quad Cities campus provide students with practical, educational, and leadership opportunities that complement the academic experience and foster a sense of belonging. This is accomplished by offering support, knowledge, and resources to both individual students and student organizations in the planning, implementation, and evaluation of cultural, social, educational, and service programs. As demonstrated in the organization database, Student Activities provides personal growth and development opportunities while ensuring that a spectrum of programs are provided to the Quad Cities campus and host communities and region.

Staff from Beu Health Center assist students in the modification or removal of health-related barriers to learning by providing appropriate medical services and collaborative programming. In addition to providing routine healthcare services, staff run the Alcohol and Other Drug Resource Center that provides substance abuse counseling, treatment, Driving Under the Influence (DUI) evaluations, DUI risk education programs, DUI early intervention, and prevention programs.

The AOD Resource Center has been in operation since 2002 and has the distinction of being one of the few Illinois licensed facilities for Level 1 treatment owned and operated on a college campus. Late night bus routes have been very successful in risk reduction from driving under the influence and associated risky behaviors. Late night programming alternatives to alcohol have been very successful in terms of attendance.

Beu's Health and Wellness area provides outreach programs as well as individual consultations regarding specific health issues. They provide a wide variety of workshops, presentations, and services to promote individual and community health.

Staff from Student Judicial Programs (SJP) fairly and reasonably develop, disseminate, interpret, and enforce regulations. At the same time, staff are charged with protecting student rights, addressing student behavioral problems, reinforcing standards of academic excellence and social responsibility, promoting educational opportunity and personal growth, and encouraging activities that prevent violations of the *Code of Student Conduct*. Staff from SJP are also working with the Director of Academic and Student Services on the Quad Cities campus to develop a *Student Handbook* and judicial process for that campus.

The LEAD (Leadership Education and Development) Workshop Series provides students with comprehensive training and development to help them cultivate their leadership potential. Workshops are open to all students and address a wide range of topics, including academic and intellectual competence, career development, civic engagement and service, cultural awareness and knowledge, healthy lifestyles, interpersonal relationships, leadership development, organizational development, and personal development/life skills.

As the examples show, student support for responsible use of knowledge begins prior to the start of the first semester at Western and continues through the student's academic career. A culminating example is upper-division (junior and senior) level research. Many schools do not have their Institutional Review Boards (IRB) review student research projects, but at Western, we feel that it is important to educate our students about research involving human subjects and we require that they complete online training and have approval from the IRB prior to conducting any research project for class or extracurricular activity. The University Compliance Specialist (who oversees research involving human subjects) delivers guest lectures in both undergraduate and graduate classrooms for which research projects are part of the curriculum.

***(4D2) The University follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.***

The OSP oversees ethical conduct of research as required by the federal government as a recipient of federal funds. The OSP's compliance area administers and oversees policies on Scholarly Misconduct, Human Subjects in Research, Animal Subjects, Biosafety, and Conflict of Interest. It subscribes to the CITI Training Program on Human Subjects and Responsible Conduct of Research. The University requires that all investigators (i.e., faculty, staff, and students) complete the online training prior to conducting research involving human subjects. In addition to the training modules for research involving human subjects, the University has purchased and made available CITI Training Program modules for animal care and use and responsible conduct of research.

The Council on Admission, Graduation and Academic Standards (CAGAS) is a Faculty Senate council responsible for recommending and evaluating policies concerning admission, retention, graduation, and academic standards and for establishing some of the procedures to carry out such policies for undergraduate students. It also serves as an appellate body regarding such policies and procedures. CAGAS has ten faculty members and one student member and meets weekly during fall and spring semesters, as well as several times during the summer.

CAGAS has the charge of overseeing academic standards and graduation requirements. Most of the council's activities involve handling individual cases (appeals) and approving policy and procedures. Often, subcommittees are formed to provide recommendations for the full council's consideration. CAGAS is the primary council for ensuring ethics and standards for the instructional activities of the University for undergraduate students. The Graduate Council performs many of these functions for graduate students.

***(4D3) The organization encourages curricular and cocurricular activities that relate responsible use of knowledge to practicing social responsibility.***

Social responsibility is a core value of Western Illinois University. Through the continued successful implementation of *Higher Values in Higher Education*, we are committed to equity, social justice, diversity, and the highest standards of integrity in our work with others. With specific priorities and actions, Western



serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond it.

Programs and services highlighted in Core Components 4B4 and 4D2 and the “Measuring and Demonstrating Our Values Special Emphasis” section exemplified many of the University’s curricular and cocurricular initiatives promoting social responsibility. In addition to those, the following initiatives are in process:

- The University Women’s Center’s promotes gender equity through education, support, and advocacy and responds to issues affecting the status of female students, faculty, and staff at the University as well as women in the community and in society. The Women’s Center hosts many projects for students, faculty, and staff that promote awareness and focus on social responsibility such as the WC Red Cross Blood Drive, The Clothesline Project, Paint the Town Pink, and Take Back the Night.
- The University’s administration is committed to ensuring that all faculty and staff are aware of the ethical issues related to making the workplace welcome to all people. They require all employees to complete Sexual Harassment Training. The State of Illinois also requires all employees to complete the State of Illinois Ethics Training annually.
- The IIRA supports the Local Foods Initiative through their Illinois Value Added Sustainable Development Center. IIRA supports Community Supported Agriculture (CSA) as a way for the food-buying public to create a relationship with a farm and to receive a weekly basket of produce. By making a financial commitment to a farm, people become “members” (also known as “shareholders” or “subscribers”) of the CSA.
- Social responsibility through environmental sustainability is demonstrated by offering 132 courses related to sustainability (see [wiu.edu/sustainability/classes.php](http://wiu.edu/sustainability/classes.php) for a complete listing), in addition to academic options including interdisciplinary undergraduate degree programs in renewable energy and biofuels technology; wind technology; and energy policy, planning, and management. A new doctoral program in environmental science is also being designed.

***(4D4) The University provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.***

The OSP, which reports to the Associate Provost for Budget and Planning, is responsible for grant administration. The OSP makes the necessary contacts and/or negotiations with the grantor/sponsor on behalf of the University, and it ensures that documentation, other than financial reports, submitted to the sponsor is correct, timely, and in compliance with the sponsor’s guidelines. The Grant and Contract Administration (GCA) Office is responsible for ensuring this for financial reports.

The OSP oversees many policies and procedures related to the integrity of research practice. In 2005, as the federal government’s research integrity guidelines became more expansive and many schools were beginning to see problems from the lack of attention to this issue. Western approved a new position to oversee many of the regulations and policies. The OSP now employs a full-time (10-month) Compliance Specialist to help with managing the IRB, the *Scholarly Misconduct Policy*, the *Conflict of Interest Policy*, the Institutional Animal Care and Use Committee, and the Biosafety Committee. The Compliance Specialist conducts trainings for faculty, staff, and students and



is responsible for ensuring that anyone who undertakes research involving human subjects has completed the necessary training. OSP subscribes to the CITI Training Program on Human Subjects and Responsible Conduct of Research, which is a nationally recognized program for training in the responsible conduct of research. And, as stated in Core Component 4D1, student research is reviewed just as faculty projects are reviewed.

***(4D5) The University creates, disseminates, and enforces clear policies on practices involving intellectual property rights.***

The Board of Trustees of Western Illinois University adopted an updated *Intellectual Property Policy* (Section II.A.17) in 2003 which was most recently revised in June of 2009 to provide more clarity and to make adjustments reflective of some administrative reorganization. This policy is incorporated into the *Faculty Handbook*.

The basic premise of the Intellectual Property Policy is that all potential *patentable* inventions conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) in the course of their University responsibilities or with more than incidental use of University resources, shall be assigned to the University. The University shares royalties from inventions assigned to the University with the inventor. Any decision to reassign ownership rests with the Intellectual Property Oversight Committee.

The *Intellectual Property Policy* is intended to foster the traditional freedoms of faculty, staff, and students with regard to the creation and publication of copyrightable works. At the same time, this policy is intended to provide a fair and reasonable balance of the interests in such works among authors, sponsors, the Board, and the University. To encourage this type of scholarly pursuit the policy states the following:

- Traditional academic copyrightable works created using University resources usually and customarily provided (including internally funded grants) are owned by the creators.
- Traditional academic copyrightable works created with use of University resources over and above those usually and customarily provided shall be owned by the creators but licensed to the University. The minimum terms of such license shall grant the University the right to use the original work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. When the circumstances of development lead the University to claim more than minimum license rights, the rights of the creator and the University shall be outlined in a written agreement prior to development. Questions or conflicts shall be resolved by the Intellectual Property Oversight Committee.

## Summary

Criterion 4 focuses on research and creative activities and evaluates the extent to which Western Illinois University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways that are consistent with its mission. The data in this criterion demonstrate that the University fulfills all of the core components for accreditation.

Research and creative activities are central to the mission of the University. Academic excellence is not possible unless all members of the University community are engaged in a life of learning. The University's core values speak specifically to our commitment to a life of learning and support inquiry, creativity, and social responsibility. The University supports research and creative activities among its faculty and students, provides professional

development opportunities to administrators and staff, and maintains high standards for the application of social responsibility in each of these endeavors. The past ten years have witnessed a concerted effort by the University to grow in the area of research and creative activities across all sectors of the University through an increased allocation of resources and clearly articulated expectations; the results of these efforts are readily apparent.

The strengths of the University in this criterion include the following:

- *Student Engagement* – The University Theme Committee ensures a University-wide involvement and promotes the University’s mission through theme-related events and readings. Students are provided a wide array of activities through Academic Affairs and Student Services. The Office of Student Activities in Macomb and the Office of Academic and Student Services in the Quad Cities provide many programs and activities promoting student involvement. Likewise, the FYE program realizes the importance of engaging the students in their first year at the University, and the FYE class sizes are kept small to encourage more student/faculty interaction. With increased emphasis on student engagement, there has been a steady increase in the number of projects showcased at the University Centennial Honors College’s Undergraduate Research Day.
- *Employee Development* – The CITR and Human Resources offer a variety of high-quality programming for professional development.
- *Scholarship and Creative Activities* – The faculty and various centers (e.g., IIRA, CBPECE, GIS Center, WSRC, and the IES) engage in mission-driven scholarship and, as demonstrated in Criterion 5, engage in many outreach activities.
- *Scholarship Support* – Considerable oversight is provided by the OSP Compliance Officer. The University has institutionalized policies on research involving human subjects, animal subjects, bio-safety, and misconduct. While federal regulations only require these policies if the research is federally funded, Western applies these high standards to all research, regardless of the source of funding.
- *General Education* – The goals of the General Education curriculum as well as course offerings within the program and its very structure reflect the goals of *Higher Values in Higher Education*.
- *Academic Planning* – Western is now using external reviewers as part of the program review process. This has been a useful addition to the process. Faculty at the department, College, and University levels govern curriculum, in both creation and revision of programs. The development of additional curricula in the Quad Cities is a real opportunity as the facilities for the Quad Cities campus grow. The new Foreign Language/Global Issues requirement emerged initially from students in the College of Arts and Sciences Student Council. Development of new programs, such as Nursing, Engineering, and Museum Studies reflect responsiveness to regional need.

With these strengths, there are also challenges and opportunities for improvement in the future:

- *Employee Development* – Attendance at some of the CITR sessions is low. There are both challenges and opportunities to increase participation at these events. There is also opportunity to increase the number of applications received for the Provost's Travel Fund. In Academic Year 2008-2009, the first year of implementation, there were 86 applications received.
- *Scholarship and Creative Activities* – The purpose of the URC Grants is to provide seed funds so that faculty are more competitive when seeking external funding. However, less than half of the URC recipients ever go on to apply for outside funds as a result of their URC funding. The University should consider whether there are disincentives for pursuing grant funds or producing additional scholarship. Additionally, there are opportunities to increase awareness of scholarly interests. Currently, there is no central database/repository of faculty scholarship/expertise; creating and maintaining such an information source has the potential to increase collaboration within and between our two campuses. Additionally, Western looks forward to receiving consultation from the on-site review team regarding effective strategies and best practices for supporting mission-critical basic and applied research activities.
- *Scholarship Support* – While faculty do have an interest and appreciation for intellectual property rights, educating the University community about certain technology transfer issues is difficult since we do not have local expertise or staffing about protecting potential patentable discoveries and licensing agreements.
- *Academic Planning Issues* – The specific role to be played by General Education in students' education is not articulated in the University's Strategic Plan. The institutional review process for graduate programs should allow the institution to hone its certificate offerings to those that meet student needs and fit departmental resources. Departments could make better use of alumni and employers in the revision of curricula. Western has little centralized information regarding the types of internships or experiential learning in which students are engaged. A central "clearinghouse" for these types of activities would give us better information as an institution and would create institutional memory that is less dependent on individuals.
- *First Year Experience* – The FYE program has experienced some difficulty in selecting faculty to teach courses who support the program's goals and are committed to its consistent delivery across the University. The Peer Mentor program in FYE is not fully articulated, but it gives Western an opportunity to showcase and reward excellent students, providing positive examples for freshman students. There is not a lot of structure for what faculty should be doing for cocurriculars in FYE courses. FYE is a young program and still in the process of gaining faculty ownership.
- *Technological Literacy* – While departments may provide training in technology specific to their programs, the University has a real opportunity to help students achieve broader technological literacy through basic skills courses and newer initiatives such as the Mobile Computing Task Force (MCTF). uTech is working with the Deans to adapt a national survey on technological literacy to help inform academic discussions on this matter.



## Criterion 5: Engagement and Service

### Core Component 5A: The Organization Learns from the Constituencies It Serves and Analyzes Its Capacity to Serve Their Needs and Expectations.

#### ***(5A1) The organization's commitments are shaped by its mission and its capacity to support those commitments.***

Western Illinois University's *Mission* focuses on instruction, research/creativity, and public service. Criterion 3 addresses the University's commitments to instruction and the assessment of student learning; Criterion 4 addresses the University's commitment to scholarship, creativity, and lifelong learning; and this criterion specifically focuses on community engagement and public service.

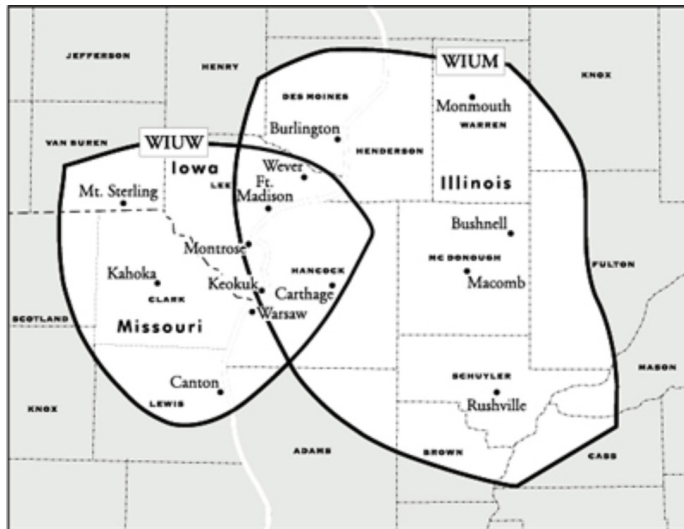
Shown in Core Component 1A3, Western Illinois University increased public service expenditures by 12.3%, from \$13.0 million in Fiscal Year 2005 to \$14.6 million in Fiscal Year 2009. Community service is promoted through partnerships and collaboration of individuals, departments, and centers:

- President Goldfarb served as co-chair for the Illinois Campus Compact; was President for the Illinois Alliance for Arts Education; and along with institutional officials from Southern Illinois University and the University of Illinois, represents Illinois higher education in Serve Illinois—a 25-member board appointed by the Governor and charged with enhancing traditional volunteer activities and supporting national service programs through community-based volunteer opportunities and the administration of Illinois's AmeriCorps program.
- Quad City administrators serve on the Illinois Quad City Chamber of Commerce, Big Brothers/Big Sisters, Quad Cities Sports Authority, Quad Cities Women's Connection, the Moline Rotary, and the Rock Island Arsenal Development Group.
- The African American Studies department established an education program for inmates at the Galesburg Correctional Center (approximately 45 miles from the Quad Cities and 60 miles from Macomb).
- The Counselor Education department received a \$375,000 grant from AT&T to establish the Pacers Program, an intensive mentoring, academic, and volunteer-based program that serves at-risk students in Rock Island High School. The program represents one of the most comprehensive action-research projects launched by Western Illinois University–Quad Cities.
- Geographic Information Systems (GIS) Center conducted 911 mapping for McDonough and Warren Counties, GPS data acquisition for the U.S. Army Core of Engineers, mapping related to the economic impact of Mississippi River floods, and land use mapping for the McDonough County and the City of Macomb. Chris Merrett, Director of the Illinois Institute for Rural Affairs, serves on the board of the Governor's Rural Affairs Council and serves on the board of directors for the Western Illinois Regional Council, the Western Illinois Corridor Council, the Illinois Agriculture Workforce Development Task Force, and the Illinois Finance Authority (IFA)–Energy Portfolio Development Team.

The University's commitments to community service are also sustainable and demonstrate responsiveness to community need:

- Western Illinois University's Tri States Public Radio, WIUM and WIUW, first operating as WWKS in 1956, now serves 20 counties in western Illinois, southeast Iowa, and northwest Missouri as an outreach service of the College of Fine Arts and Communication. The station's service area is defined in Figure 6.1. The station provides information and entertainment of the highest possible calibre to enrich and engage the public, enhance quality of life, and meet the diverse needs of people in our region.

**Figure 6.1. Tri States Public Radio Service Area**



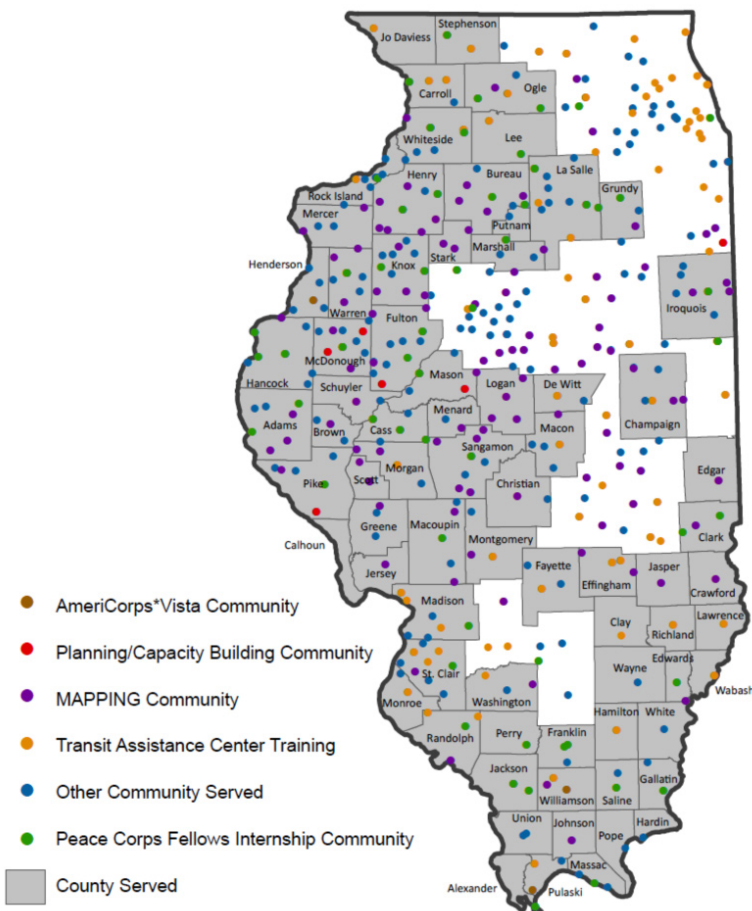
In 2005, Tri States Public Radio became the first University-licensed public radio service in Illinois to begin broadcasting with high definition (HD) radio technology. Tri States is the region's voice for award-winning National Public Radio news and locally produced programming. Listeners enjoy classical music as well as the uniquely American sounds of jazz and folk music. Beginning in 2007, through a cooperative agreement with Knox College, Tri States extended broadcast of NPR's *Morning Edition* to Knox County on WVKC, 90.7 FM.

- In 2010, Western Illinois University began operating WQPT-Quad Cities Public Television for western Illinois and eastern Iowa. Additional details about the station are provided in Core Component 5A4.
- Created in 1992, Western's Illinois Law Enforcement Training and Standards Board Executive Institute (ILETSBEI), in partnership with the law enforcement community, promotes the highest standards of professionalism in providing law enforcement. In Fiscal Year 2009, staff provided 30 planning workshops on homeland security, supported strategic leadership planning workshops attended by 90 law enforcement managers and chief executive officers, and facilitated an agreement between the DuPage County Sheriff's Office and the Illinois Terrorism Task Force for a training facility to be used by the Special Response and State Weapons of Mass Destruction Teams.



- The Illinois Institute for Rural Affairs (IIRA) was established in 1989 and has a mission defined by a *State Executive Order* to serve as the state's academic clearinghouse for rural development data and initiatives. Western invests \$1.5 million of its appropriated funds each year in the IIRA. The IIRA uses those funds to raise an additional \$3.1 million to support its mission. With an extensive client base defined in Figure 6.2, the IIRA has 40 full-time employees focusing on community planning, renewable energy, community health and housing, transportation planning, small business development, faculty applied research, and internship programs.

**Figure 6.2. Counties Served by the Illinois Institute for Rural Affairs**



More specific examples of the services provided by the IIRA include Volunteers in Service to America (VISTA), which is funded by AmeriCorps/Corporation for National Service. President Obama more than doubled funding for AmeriCorps programs, and Western operates two AmeriCorps-funded programs: the Peace Corps Fellows and VISTA. The Peace Corps Fellows program is in its 15th year, and Western has placed over 75 Peace Corps Fellows in Illinois to serve 11-month internships. The MAPPING the Future of Your Community program is a strategic visioning and planning process whereby local residents of rural communities create a long-range vision for the economic development of their community and a plan of action for achieving it. The Rural Transit Assistance Center (RTAC) was created in 1990 and operates under an interagency agreement

with the Illinois Department of Transportation. The RTAC promotes the safe and effective delivery of public transportation in rural areas and the more efficient use of public and private resources.

**(5A2) The University practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.**

Core Components 2A4, 2C2, 2C3, 2C4, and 2D7 document how the University uses environmental scanning in creating, implementing, monitoring, and updating *Higher Values in Higher Education*, this *Self-Study*, and other University plans. Likewise, Core Component 1E5 discusses the importance of the Community-University Partnership Program (CUPP) to advance community relations and educational programming in Macomb.

At the academic level, all new program proposals are based on feasibility and needs analyses. The University has a history of establishing, disestablishing and suspending academic programs based on need and demand (see Table 2.1). Moreover, the academic program review process ensures that all academic programs maintain high levels of quality, feasibility, and viability. Core Components 1A1, 2A6, 2C3, 2C4, and 3D1 demonstrate that Western continually evaluates our learning resources and that changes are made to benefit student learning and teaching.

A review of faculty and staff vitae and information from University Relations' (UR) newly developing Experts Database shows that Western has membership on numerous community boards, organizations, schools, and businesses. The benefits of these relationships include increased insight into the needs, demands, and expectations of graduates and community members.

Being responsive to community and regional need also ensures that the University is providing data to support community decisionmaking needs. Since 1999, staff from the IIRA administer the *Illinois Rural Life Panel / Poll* to explore how key issues such as higher education, job creation, access to health care, and other issues are being addressed by local, state, and federal agencies. Likewise, staff from the Western Survey Research Center (WSRC) published results from the *Quad Cities Poll* in fall 2009. The poll asked individuals about their views of the most important issues in the development of the Quad Cities as a region and a series of questions about how the national economic downturn has affected residents.

**(5A3) The organization demonstrates attention to the diversity of the constituencies it serves.**

As demonstrated in Core Components 1B1, 1B2, 1B4, 1B5, and 3C3, Western Illinois University provides a supportive environment to meet the needs of a diverse population through curriculum, services, committees and councils, student organizations, diversity centers, programs, and events. The University's constituencies are diverse in many ways, including in personal, cultural, social, geographic, and cohort characteristics. Strategic Plan goals illustrate the University's attention to diversity:

- The *Master Plan* identified placing the new Multicultural Center in the center of the Macomb campus to demonstrate and celebrate the institutional commitment to diversity.
- Goal 1 of *Higher Values in Higher Education 2008-2018* discusses the importance of diversity among students, faculty, and staff.
- Goal 5 of *Higher Values in Higher Education 2008-2018* encourages diversity of perspectives and activities that support social responsibility, personal development, and leadership.

Outcomes of these goals are summarized in the Academic Year 2008-2009 *Strategic Plan Update* that was presented to the Western Illinois University Board of Trustees in October 2009. Western also provides many multicultural resources and organizations as we celebrate and support diversity:

- The Black Student Association (BSA) promotes a better scholastic, cultural, political, and social life for black students at the University. The BSA supports the general welfare of all culturally diverse populations, maintains high scholastic standards, and nurtures unity and pride among black students.
- The Casa Latina Cultural Center provides support services for Latino and international students and promotes informed understanding of Latino people to the campus, surrounding areas, and the state.
- Disability Support Services (DSS) provides and coordinates services for students with disabilities. Staff work with University representatives to modify campus facilities and programs to meet the students' individual needs. Staff also serve as liaisons between students and our host communities.
- The Gwendolyn Brooks Cultural Center provides ongoing cultural experiences, academic enhancement opportunities, and social programs designed to aid in the adjustment of African American students to the University. The center also serves as an important resource in providing cultural enrichment opportunities for the University and the region.
- The International Friendship Club represents a body of approximately 400 international students, faculty, staff, and alumni from 49 different countries and cultural backgrounds. The club promotes cultural awareness, respect, and understanding among all students through various cultural, educational, and social activities.
- The Unity student organization supports the educational, social, and political goals of the bisexual, gay, lesbian, and transgendered population and their heterosexual allies.
- The Western Organization for Women (WOW) was established in 1971 to provide for continuing interaction among members in order to consider and act on common interests and issues relating to women. Through the years, WOW has promoted the Women's Studies program (now an academic department as of fall 2006) and the Women's Center.
- The Women's Center promotes gender equity through education, support, and advocacy and responds to issues affecting female students, faculty, and staff at the University, in the community, and in society.

Core Component 1B3 highlighted four additional University committees: (1) the University Diversity Council, (2) the Web Accessibility Committee (WAC), (3) the Americans with Disability Act Advisory Committee, and (4) the University Committee on Sexual Orientation. Each of these groups encourages the plurality of thought and perspective in University programs, services, and events.

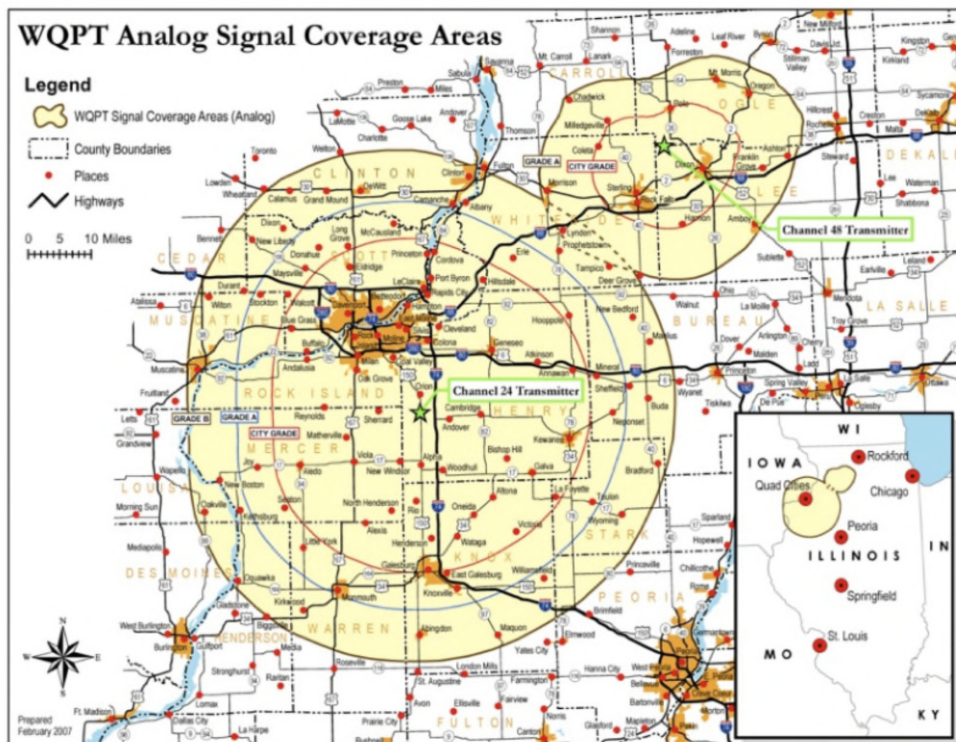
**(5A4) The organization's outreach programs respond to identified community needs.**

University outreach programs analyze and respond to specific community needs and serve as resources for local, regional, and statewide entities:

- Western's All Volunteer Effort (WAVE) provides students with opportunities for community service and volunteerism. WAVE meets weekly to review, discuss, and plan volunteer opportunities.
- The Veteran's Club brought to the administrators' attention the need to centralize services for veterans. Beginning in fall 2009, a single site, the Wright Residence, has been established to provide space for Veterans Services.
- In Academic Year 2008-2009, student-athletes engaged in 2,515 community service hours and generated \$24,144 for special projects in Macomb. These values are up from 1,301 community service hours and \$12,006 in revenue in Academic Year 2003-2004.
- Big Pink Volleyball is Western's annual breast cancer fundraiser sponsored by Thompson Hall and Campus Recreation. Fall 2009 featured a record number of teams (191) and participants (nearly 1,300).
- Western annually hosts Relay For Life. Each year, more than 400 people from the University community participate, walking the track over the 12-hour period to raise money for cancer research. Cancer survivors and those who have passed away from the disease are honored and remembered.
- The Western and Macomb communities came together in November 2009 in an attempt to shatter the Guinness World Record for the most food collected by a non-charity organization (Sodexo) in a 24-hour period and came in second place in the nation. Fifty student organizations and 400 volunteers assembled to collect 14,402 pounds of food on the Macomb campus in an attempt to collect 25,000 pounds of food for the annual Helping Hands Across America Stuff the Bus event. The University of Findlay (Ohio) came in first with donations of slightly more than 17,000 pounds. Sodexo donated the collected food to the University's BSA for their annual Thanksgiving Basket Project, in which 160 baskets were donated to area families in need, and to Western's Resident Assistants Council for the annual Salvation Army Thanksgiving Dinner. All remaining food was given to Loaves and Fishes of Macomb. In 2008, Western collected 15,176 pounds of food.
- Since 2003, students and faculty from Western Illinois University–Quad Cities' RPTA program have hosted an annual Volunteer Expo. The expo features Quad Cities-area volunteer agencies and nonprofit organizations that are in need of volunteers, and it gives participants opportunities to learn about participation in community activities, internships, and other projects.
- Western Illinois University–Quad Cities responded to a request from the Rock Island Arsenal, the largest employer in the Quad Cities area, to establish a college advanced credit placement and advisement center on base in 2008. The University is currently investigating additional academic (undergraduate, graduate, and non-credit) partnerships with the Arsenal.

- The Institute for Environmental Studies (IES) has been responsive to both the U.S. Corps of Engineers and the U.S. Fish and Wildlife Services. It has signed collaborative agreements supporting sustainability initiatives and future curricular partnerships.
- In October 2009, the Western Illinois University and Black Hawk College (BHC) Boards of Trustees approved a license transfer for the operations of WQPT-Quad Cities Public Television from BHC to Western. In 2008, BHC ceased direct cash support to the station (WQPT) in response to “State of Illinois budget constraints impacting community colleges,” and made the decision to either sell or transfer the station’s operating license. As a completely self-funded station with no state-appropriated dollars to support administration of the station, the 25-year-old station, now part of Western Illinois University–Quad Cities, will continue to provide public television to 17 counties throughout western Illinois and eastern Iowa. In fall 2009, viewership, displayed in Figure 6.3, was expanded to include Macomb residence halls and apartments. WQPT can now reach over 605,000 potential viewers and an even larger audience through its website.

**Figure 6.3. WQPT-Quad Cities Viewing Radius**



***(5A5) In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.***

Western Illinois University is dedicated to mission-driven public service and outreach:

- Through the School of Distance Learning and Outreach (formerly the School of Extended Studies), Non-Credit Programs offers courses, conferences, and youth programs to meet the continuing education needs of adults, organizations, and children. These activities help meet the requirements for professional



development or licensure renewal for a wide range of professions. Summer youth programs provide academic enrichment for children through hands-on learning in a variety of topics.

- Conferences and workshops serving the professional development needs of teachers, school administrators, social workers, counselors, school psychologists, speech language pathologists, and other professionals are offered by Non-Credit Programs.
- Non-Credit Programs and Western's School of Law Enforcement and Justice Administration (LEJA) provide Juvenile Justice Certification Training Programs for police officers throughout the state.
- Non-Credit Programs offers credit-bearing graduate courses to teachers and other professionals whose participation is sponsored by their school district or other agencies.
- The College of Education and Human Services (COEHS) offers outreach programs as described in Core Components 5C1 and 5D6.

Examples of continued successful customized training programs include the following:

- The IIRA has served over 400 communities in Illinois since 1989. In addition to communities served, the IIRA can document over 87,000 conference attendees served since the institute was established. In Fiscal Year 2009 alone, the IIRA's Small Business Development Center can directly account for 10 new business startups, 90 new jobs created, and business plan development that helped secure 38 loans in excess of \$3.0 million.
- The Center for the Application of Information Technologies (CAIT) provides practical solutions to online information technology needs in the design, development, deployment, and support of custom instructional online learning systems for educational entities, businesses, public agencies, and not-for-profit organizations. Clients include state agencies and educational institutions from Illinois; Maryland; North Carolina; Pennsylvania; Washington; Washington, DC; and Wisconsin, in addition to corporate clients. For example, CAIT staff coordinate McDonald's Global Marketing e-learning Orientation and the Golden Arches Code website that provides online training for marketing, advertising, legal, brand icon, and trademark policies. McDonald's has employees in 122 countries, and CAIT training has been taken by over 14,000 end users.
- For nearly four decades, the College of Business and Technology has offered executive and professional development programs from the Macomb campus. In 2005, the Western Illinois University–Quad Cities Executive Studies Center was created to meet the needs of the greater Quad Cities area and beyond. In Fiscal Year 2009, the center generated \$45,000 in revenue, and excess College funds have been used to support the long-term sustainability of the center.

Western Illinois University was the first college or university in Illinois to offer extension (off-campus) instruction. Today, and with Commission approval, Western offers Distance Education programs in the Master of Business Administration (MBA), the Master of Science in Instructional Design and Technology (IDT), and the Bachelor of General Studies (BGS) (formerly the Board of Trustees/Bachelor of Arts [BOT/



BA)) degree program online. The University has approved degree sites in one Iowa and six Illinois cities as well as nine approved course locations in Illinois to offer select courses in LEJA and teacher recertification.

### **Core Component 5B: The Organization Has the Capacity and the Commitment To Engage with Its Identified Constituencies and Communities.**

#### ***(5B1) Structures and processes enable effective connections with its communities.***

Western Illinois University has designated offices to coordinate with members of external communities. For example, the Student Assistance and Parent Service Center was established as a central point of reference for their constituent base; the Alumni Association serves alumni in the same regard, as does UR and the Director of Marketing and Public Relations on the Quad Cities campus for the media.

The mission-driven public service and outreach activities of individuals, centers, and institutes discussed in Core Component 5A5 (e.g., CAIT, IIRA, School of Distance Learning and Outreach, ILETSBEL, IES, Office of Student Activities, Quad Cities Executive Studies Center, Tri States Public Radio, WSRC, Intercollegiate Athletics, and WQPT-Quad Cities Public Television) connect the University with its host communities and region.

Effective connections with our host communities, region, and beyond are made by successful media, marketing, and external relations. In addition to the services of WQPT-Quad Cities and Tri States Public Radio, described in Core Components 5A4 and 5A1, Western supports the *Western Courier*, a student-run newspaper; University Television, which produces local programming in Macomb; WIU-S, the student radio station housed in the Broadcasting department; and *Western News*, a complimentary Alumni Association publication published quarterly and mailed to 92,000 alumni and friends of the University.

UR produced/distributed 11 supplemental campaign publication booklets for the University's comprehensive fundraising campaign that will enter the public phase in fall 2010. UR also continually produces documents for the University. For example, from July 2008 to March 2009, the Publications staff designed 73 publications, posters, billboards, and other projects in support of University initiatives.

The work of UR extends new and emerging technologies. Staff have created and maintain Western's Facebook, MySpace, Twitter, Flickr, and YouTube accounts and launched the *Web 2.0* resource site in fall 2008. As of March 2009, the University's Facebook account has 3,323 registered fans; MySpace has 1,345 registered friends; the social bookmarking site, Delicious, has 94 bookmarks; Western's YouTube Channel has 52 subscribers; and 147 individuals are following Western through Twitter.

University Marketing promotes Western billboard, radio announcements, and other forms of advertising in Chicago, downstate Illinois (Bloomington/Normal, Moline, Peoria, Quincy, and Rock Island), and Iowa (Bettendorf, Davenport, and Keokuk).

The Alumni Association also hosts approximately 60 alumni and friends events annually. In 2005, this included President Goldfarb's trip to Asia. In addition, the Alumni Association also supports the *RockeNews*, an alumni e-newsletter sent to over 20,000 readers each month, and the RockeNetwork, similar to Facebook but only alumni can access it.

Individual departments and Colleges also maintain communication with alumni. For example, the College of Arts and Sciences publishes *Focus* magazine; the College of Fine Arts and Communication maintains a Dean's blog to promote and celebrate the accomplishments of College faculty, staff, and students as well as inform our members/readers of pertinent news and information related to the College. The COEHS is on MySpace, Twitter, and has a Dean's blog; and the College of Business and Technology maintains a news archive of College news. Likewise, the Division of Student Services and its departments host numerous students, parents, and alumni.

To assist in the development and enhancement of alumni relations and connections, the Alumni Council is comprised of 25 alumni appointed to three-year terms and the president of the Student Alumni Association. The council meets quarterly; members serve as liaisons to 25 University areas, assist in the recruitment of students, select Alumni Award and scholarship recipients, and were instrumental in establishing the Student Alumni Association.

***(5B2) Cocurricular activities engage students, staff, administrators, and faculty with external communities.***

Western Illinois University's cocurricular activities engage members of the University community with our host communities. Using the start of Academic Year 2009-2010 as an example, the following activities took place:

- University Housing and Dining Services (UHDS), Student Development and Orientation (SDO), Campus Recreation, Student Government Association, Inter-Hall Council, and other groups hosted the 3rd Annual First Night Fun. The event attracted over 2,000 students to the intramural fields for a carnival, live music, and fun giveaways.
- A similarly themed Block Party is also held on the Quad Cities campus, and this year the event was opened to area alumni and local colleges and universities (e.g., BHC and Augustana College).
- An annual Mud Volleyball tournament kicks off every new school year for UHDS, and is just one of many ways students can get involved. This year, the event raised \$3,200.



**First Night Fun Carnival, Western Illinois University**

Continuing throughout the academic year are many cocurricular activities linking members of the University and external communities. In Academic Year 2008-2009 alone, Western's Volunteer Services sponsored numerous activities, including flood relief assistance in Cedar Rapids, Iowa; participation in the Illinois Campus Compact "Rally For Tomorrow" in Chicago; hosting Make a Difference Day activities; playing Big Pink Volleyball, a breast cancer research fundraiser; and hosting the annual Angel Tree program. The following are just a few more examples:

- Western is a National Collegiate Athletic Association (NCAA) Division I institution with 10 men's sports and 10 women's sports. Home athletic events are open to the public. Beginning in spring 2009, the Western baseball team plays a game in the Quad Cities, and the sports hockey club moved its home ice from Peoria to Moline, Illinois.
- Each year Campus Recreation works with other groups on campus to cosponsor philanthropic events to benefit specific charity organizations. Campus Recreation works with the residents of Thompson Hall to hold the biggest Big Pink Volleyball Tournament in the state to educate Western students about breast cancer, and it sends proceeds to the Susan G. Komen for the Cure Foundation and the McDonough District Hospital Mammogram Assistance Program; the Dodgeball for Diabetes tournament is held in conjunction with National Residence Hall Honorary, and all proceeds are given to the Juvenile Diabetes Research Foundation; and the Student Therapeutic Recreation Society and Campus Recreation work together to hold a Wheelchair Basketball Tournament to benefit the McDonough County Special Recreation Program. Trot for Tots is an outdoor walk/run held in December for Toys for Tots.
- Starting in 2005, the University Libraries began sponsoring film festivals, open to the public, on a variety of topics (e.g., politics, international, Holocaust, and sci-fi). In 2007, the University Libraries introduced Wii game nights that now average over 50 members of the Macomb campus and the surrounding communities in attendance. The videotaping of one of these events, "Rocky [the school mascot] Goes to Game Nite," garnered 1,020 views on YouTube and 203 plays on MySpaceTV.
- Western Bigs is a student organization that provides positive role models to local youth in a one-to-one mentoring relationship to promote self-confidence, awareness, competence, and performance for the betterment of the children, their families, and our community.
- The Western Greek community consists of 20 national fraternities and nine national sororities with over 1,000 student members engaged in community service and philanthropy throughout Macomb and our region.
- Blue Key is an honorary fraternity for juniors, seniors, and graduate students who have combined academic achievement and cocurricular involvement. The fraternity honors upper-division students who have shown outstanding qualities of scholarship, service, and leadership.
- The Western Illinois University–Quad Cities Counseling Association participates in Adopting Families for Christmas, which gathers and distributes food, clothes, and gifts annually. Members of the Quad Cities campus also participate in community events, including volunteering for Habitat for Humanity, the WQPT fundraising drive, the Red Cross's airport disaster simulation, hosting the Tunnel of Oppression (which emphasizes differences), and other activities associated with the 19 registered student organizations and professional societies.
- WAVE, coordinated through the Office of Student Activities, engages students with many civic opportunities with the Salvation Army, Heartland Health Center, Tri-States Audio Information Services, Beu Health Center, Macomb Area Convention and Visitors Bureau, Macomb Park District, and Alternatives for the Older Adult to name just a few.

**(5B3) Educational programs connect students with external communities.**

As demonstrated in Core Components 3B5 and 4B4, multiple learning enhancement opportunities are available to Western Illinois University's students. Students interact with community members through First Year Experience (FYE) events, internships, service learning, student teaching, and study abroad.

The "Global Challenges and Personal Responsibilities" University-wide theme was established to bring the University and area communities together for numerous activities and programs. These events have resulted in discussions both in and outside of our classrooms and have provided a platform for all voices to be heard on these significant issues. Annual themes have focused on civic engagement, social justice, cultural diversity, environmental sustainability, health and wellness, personal finance, and teaching and learning for Academic Years 2004-2005 through 2010-2011, respectively.

To give perspective on the types of activities supported by the theme, and as part of the annual University Theme Speakers Series, such outstanding individuals as Barbara Ehrenreich, the author of the FYE common reading *Nickel and Dimed*; director, producer, writer, and financial advisor James Scurlock; and Vandana Shiva, physicist, environmental activist, eco feminist, and author of several books presented in Macomb and the Quad Cities to University and external communities during Academic Year 2009-2010.

Moreover, theme activities are used to help students become socially responsible and engaged ("connected") members of the global community. For example, the 2007-2008 theme included a mock presidential election: "The Road to the White House Starts at Western Illinois University."

The mock election was patterned after a successful simulation Dr. Rick Hardy, Chair of the Department of Political Science and project director, and Dr. John Hemingway, associate professor of RPTA and associate project director, organized at the University of Iowa in 1976 and another simulation Dr. Hardy conducted at the University of Missouri-Columbia in 1988. In this five-day event, Illinois Senator Mike Jacobs (D-Moline) and Senator Kirk Dillard (R-Westmont) presented the keynote speeches for their parties; Western students, faculty, staff, and alumni simulated convention delegates, campaign workers, political strategists, news editors, print journalists, broadcast journalists, and members of the Electoral College for the hands-on experience—and understanding—of America's presidential election process.

Senior Political Science major and Honors Pre-Law minor Julia Remes was the student coordinator for the simulation. She was in charge of contacting and organizing the student campaign leaders. Remes arranged for some 300 upper-division students—many from Western's Centennial Honors College, Student Government Association, and recognized student political organizations—to serve as campaign leaders. Over 70 Western faculty and staff were also engaged in the process. Approximately 50 Journalism students provided print and online news coverage, with the assistance of four Journalism faculty members. Western's Broadcasting department and WIUTV-3 provided television coverage of each night's events, which aired live on Channel 3 in Macomb.

Logo backdrops, state and territory signs, and banners were prominently displayed. Western's Reserve Officers' Training Corps (ROTC) Bulldog Battalion Color Guard presented the Colors; Paul Kreider, Dean of the College of Fine Arts and Communication, sang the National Anthem; WIU's improv troupe, The Surgin' Generals, performed; Uncle Sam was portrayed by Ken Mietus, Sociology professor; patriotic music played

each session; and when the simulation was gaveled closed November 5, the WIU Marching Leathernecks Band played “Stars and Stripes Forever” as thousands of balloons were dropped from the rafters in Western Hall.

Educational opportunities connect Western students with members of the external community in many regards. A public service and one internship illustration are good examples. The Quad Cities Society of Accountancy provided tax preparation services to low-income individuals and families. In regard to internships, in 2008, six Western students who participated in the John Deere information technology co-op/summer internship program presented their summer projects to John Deere and Western administrators. Western’s students were among 41 participants from 15 colleges and universities in Illinois, Indiana, Iowa, North Carolina, Ohio, and Wisconsin selected for the summer program. They made their presentations at the John Deere World Headquarters in Moline. Another example is the Western Illinois University–Quad Cities library hosting the Jeff Leibovitz Special Collection of Holocaust Education Materials. Primary users of the collection were local educators and student teachers enrolled at the University.

The examples above are three of many. With indexed values over 100, data from the *National Survey of Student Engagement* (NSSE) show that Western freshmen are more likely to participate in service learning and Western seniors are more likely to participate in community service/volunteer work than peers at other master-granting universities. However, in considering the data presented in Table 6.1, a challenge for Western and a *Higher Values in Higher Education* priority is to increase, where appropriate to the discipline, internship and other forms of student experiential educational participation.

**Table 6.1. National Survey of Student Engagement Results by Indexed Values for Western Illinois University\***

	2005	2006	2007	2008
Participated in a community-based project as part of a regular course				
Freshmen	91	112	111	100
Seniors	98	98	100	93
Practicum, internship, field experience, or clinical assignment				
Freshmen	37	86	86	75
Seniors	80	69	77	73
Community service or volunteer work				
Freshmen	74	77	94	81
Seniors	100	102	104	93

\* Values over 100 exceed the mean for master’s granting public universities

Career Services prepares students to market themselves to prospective employers for internship and full-time career pursuits. This includes assisting students with mock interviews, résumé preparation, creating applications and cover letters, and employer research. Career Services also offers online registration services, virtual career fairs, and a website with over 200 links to internship and job postings. Pre-employment preparation classes are taught each semester and provide students with a comprehensive process of learning to market themselves to prospective employers.

Using Academic Year 2008-2009 as an example for measures of student engagement, 426 students engaged in interviews coordinated through Career Services, 1,800 students participated in career/internship fairs in Macomb, 1,500 students participated in a similar program co-hosted by BHC and the Quad Cities campus,



8,856 Western users viewed 57,487 positions in virtual career fairs, and Career Services provided 14 Pre-Employment Preparation classes to 305 students.

The Center for the Preparation of Education Professionals (CPEP) supports teacher education and graduate education programs; links field and clinical experiences; and serves the needs of students, graduates, and the professional community. CPEP is the contact office for undergraduate teacher education advisement, field and clinical (student teaching) experiences, and certification. Staff work with students, alumni, and others seeking initial or subsequent certification or who have questions about certification; endorsements; or other teacher, school service personnel, or administrative matters.

The University's Teacher Education Program (TEP) is committed to increasing experiential opportunities, locally and globally. Plans of study for Associate of Arts in Teaching (AAT) candidates in Special Education, Early Childhood, Math, and Science have been completed. All four plans of study will be disseminated to community college partners and posted on CPEP's website. Teacher education leadership continues to work with community colleges in developing approved AAT programs in each of the four content areas. In fall 2009, Western signed an AAT articulation agreement with BHC in the area of Early Childhood Education.

In collaboration with the Center for International Studies (CIS), CPEP developed and began marketing international student teaching opportunities. Work has begun to define sequences of courses to support a study abroad semester for teacher education candidates in elementary education, special education, and early childhood programs. This work complements the Department of Educational and Interdisciplinary Studies' required study abroad component for its bilingual/bicultural students—a requirement intended to strengthen students' second language capabilities in this high-need certification area.

***(5B4) Physical, financial, and human resource support effective programs of engagement and service.***

The University's programs of engagement and service follow the highest levels of quality. In 2009, and again in 2010, Western was named to the President's Higher Education Community Service Honor Roll for its exemplary service efforts. This is the highest federal recognition a school can achieve for its commitment to service learning and civic engagement. Honorees for the award were chosen based on a series of selection factors, including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service learning courses.

The excellence of the University's service and engagement extends across curricular and cocurricular opportunities. For example, Western's Beta Alpha Psi accounting honorary chapter received its 21st consecutive Superior Chapter Award in 2009 at a national conference in New York City; and the Student Chapter Institute of Management Accountants won the Clark Johnson Achievement Award, the Outstanding Student Chapter award for the fourth time, and the sixth consecutive Gold Award of Excellence. Also in 2009, the *Western Courier* earned five awards at the Illinois College Press Association convention. The University's Military Science department also exemplifies the University's long-standing tradition of excellence, having been named the recipient of the General Douglas MacArthur Award for the best ROTC battalion in the Midwest in 1994, 2001, and 2002. The Leatherneck Battalion has also been honored as the Best ROTC Battalion in the Brigade in 2003, 2004, 2005, and 2006.



Western's programs of engagement also include the University's Peace Corps Fellows Program, managed by the IIRA, which is celebrating its 15th year. Peace Corps Fellows enroll in one of six master's programs (Economics, Geography, Political Sciences, Health Sciences, RPTA, and Health Sciences). After completing their coursework, the Peace Corps Fellows serve an 11-month internship in a rural Illinois community (see Core Component 5A1) to help residents implement community economic development projects.

Of the more than 50 schools that participate in the Peace Corps Fellows/USA graduate program, Western ranked ninth in the nation on this year's list of top colleges and universities partnering with the Peace Corps. According to Casey Lowman of the Peace Corps Chicago Regional Office, Western has become one of the most robust graduate programs in the country, with 12 returning Peace Corps volunteers currently enrolled in the program. Western's program was also the first to move into the field of community development, and out of the 50-plus programs now in operation, more than 20 of them are in the field of community development.

The long-standing programs discussed throughout this criterion demonstrate the University's fiscal and human resource commitments to high-quality service and engagement. Students also support these commitments. The students entirely funded construction of the new Multicultural Center that houses the Women's Center, Casa Latina, and the Gwendolyn Brooks Cultural Center, and they supported the development of a local transit system.

In 1998, students voted overwhelmingly (78%) to assess a fee on themselves for the purpose of providing a bus system. Today, as a provider in the McDonough County Public Transportation system, Go West Transit provides quality fixed-route public transportation services. The system transports citizens to areas of high public demand in Macomb, and it serves senior citizens; public housing; families with unmet transportation needs; and primary, secondary, Spoon River College, and Western Illinois University students. A Paratransit Service is also provided for individuals with disabilities.

The Go West system exemplifies Western's commitment to high-quality and demand services. In 2008, Go West received a Federal Transit Administration Award for Success in Enhancing Ridership. Go West was just one of 10 transit systems in the United States—and the only rural fixed-route system—to win the award. Go West serves over 55,000 per week in a town of 20,000, and it carries more riders than all other rural transit system providers in Illinois combined.

A second commitment to access to the resources of the University is demonstrated on the University Web pages. The WAC (Web Accessibility Committee) was created to coordinate institutional compliance with state and federal legislation. Western's expertise in Web accessibility was recognized in 2007 when the Director of CAIT and the Executive Director of University Technology, Mr. Richard Chamberlain, was the only public university representative appointed to a statewide panel for developing Web Accessibility guidelines by the Illinois Board of Higher Education (IBHE).

***(5B5) Planning processes project ongoing engagement and service.***

*Higher Values in Higher Education* commits the University to ongoing engagement and service activities. *Annual Strategic Plan Updates* presented to the Western Illinois University Board of Trustees and University community are the accountability reporting mechanism to ensure progress in these areas. *The Academic Year 2008-2019 Strategic Plan Update*, for example, shows that the University has made progress in the following outreach

priorities: conduct needs analyses to inform professional development opportunities and programming for faculty and staff; provide opportunities for student development and learning outside the classroom through involvement, leadership, and cocurricular experiences in environments that are supportive, challenging, and inclusive; and support service learning, internships, student teaching, and other forms of experiential learning.

### **Core Component 5C: The Organization Demonstrates Its Responsiveness to Those Constituencies that Depend on It for Service.**

#### ***(5C1) Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).***

##### *P-12 Partnerships*

Successful preparation of educational professionals requires collaboration of many partners. In Academic Year 2008-2009, 319 Western student teachers had clinical experiences located in 342 schools, and 440 students completed diversity field experiences in 40 visits to 20 different public schools.

In response to targeted IBHE priorities and with support from an Illinois State Board of Education *Quality for All* planning grant, the Department of Curriculum and Instruction collaborated with the Quad Cities Early Childhood Coalition to recruit and prepare a cohort of 12 individuals to work in early childhood education—an area characterized by a serious statewide shortage. Additionally, the Special Education department's *Grow Your Own* program continues to provide a cohort of nontraditional, place-bound, diverse individuals in the Quad Cities with the support, education, and practical experience required to become special education teachers. The GYO grant provides tuition, transportation, books, a laptop computer, and child care for cohort members who teach in their communities.

COEHS faculty and staff are engaged in many outreach/professional development activities. The Maurice G. Kellogg Science Education Center continued to sponsor the Regional Science Olympiad competition with 265 students from 12 high schools and 10 middle/junior high schools participating in 46 events in 2008. One hundred seventy-six individuals attended the 2008 PreK-8 Science Update Conference, which is also hosted by Western annually, and Educational Leadership brings school administrators from across the state to its annual School Law Conference. The College's Summer Experience provides cutting-edge workshops in technology integration for educators from western Illinois and Chicago.

Faculty from the Educational Leadership department helped school and community leaders conceptualize the Rock Island Math and Science Academy and assisted district decisionmakers in securing funding. Members of this department also partnered with the Mississippi Bend Area Education Agency in Bettendorf, Iowa, on a multi-year Balanced Leadership project involving 103 principals in the region. Faculty will analyze data to determine the impact of this training on long-term educational practice.

Faculty and staff from COEHS and CAIT are engaged in increasing basic educational attainment. More than 1.8 million of Illinois' 10 million adults have less than 12 years of formal education. Included in this number are nearly 731,000 people with less than a 9th grade education—a number that has increased by 7% since 2004. Moreover, approximately 2.3 million Illinois residents speak a language other than English

as the primary language in their home at a time when English language skills are expected by employers. The College's Illinois Community College Board (ICCB)-funded Adult Education Service Center is one of four service centers in Illinois that are tasked with teaching the teachers of these adults. During Fiscal Year 2009, 102 staff development opportunities were delivered to more than 700 educators in central Illinois. These events were provided at little or no cost and many were available online. Topics included Adult Basic Literacy, GED Preparation, Effective Reading Instruction, and English as a Second Language.

CAIT coordinates GED-i Illinois/GED-i National, which serves adult education students in Illinois, Maryland, Minnesota, North Carolina, and Washington. Since its beginning in 2000, the GED-i project has served approximately 25,000 GED preparation students. CAIT received a recognition award in August 2008 from the ICCB for its exceptional work in this project. CAIT also coordinates the Data and Information System Illinois, which is a data tracking system on adult education students throughout the state. The system is currently tracking the activity of over 100,000 adult education students. CAIT received a second recognition award from the ICCB for its exceptional work on this project.

COEHS staff worked with Western student-teacher supervisors, mentor teachers in the Rock Island Regional Office of Education school districts, and Department of Educational and Interdisciplinary Studies faculty in developing five new comprehensive online modules designed to support student teachers and first-year teachers in improving the education of English language learners. With the number of distinct languages spoken in Illinois schools nearing 150 and feedback from new teachers identifying this need as critical, the modules have been well-received and embedded into Western's teacher education programs.

### *Higher Education Partnerships*

Successful community college partnerships are essential for student success and the vitality of Western Illinois University. Transfer students represent 44.8% of the new undergraduate student enrollment on the Macomb campus and virtually all of the new student enrollment on the Quad Cities campus.

Core Component 5C2 discusses that Western has transfer-friendly policies and procedures that create an environment supportive of the mobility of learners. This begins with dual admission articulation agreements with 28 community colleges in Illinois and Iowa, complemented by 51 articulation agreements with community colleges in Illinois and Iowa for students in the BGS degree program, and Western's innovative Go4 Dual Admission transfer program described in Core Component 2A2. Within the State of Illinois, only Parkland College and the University of Illinois have a similar dual enrollment program.

Western also successfully partners with four-year institutions to increase educational opportunities. The University offers eight pre-professional programs (in Agricultural Engineering, Architecture, Chemical Engineering, Engineering, Forestry, Law, Pharmacy, and Veterinary Medicine) designed to prepare students for professional study at other universities. The most recent articulation agreements signed were with the University of Illinois–Rockford (Pharmacy) and the University of Iowa (Engineering).

With international partnerships, Western students can complement and enhance their classroom instruction by experiencing the culture and language of a host country. Through the University's Study Abroad Program, students can participate in a wide variety of educational programs located in Argentina, Australia, Canada,

Costa Rica, England, France, Germany, Japan, Mexico, Spain, and many other locations worldwide. Students can choose to participate in the Study Abroad Program for one semester or for a full year. There are also many programs that are shorter in length and take place over semester breaks or in the summer.

Western's partnerships are also leading to new collaborations. Most recently, Northern Illinois University and Western Illinois University formed a consortium of eight Illinois public universities to share expertise and coursework related to homeland security. Faculty from LEJA and the Health Sciences faculty developed seven online courses for the consortium.

Additionally, in 2008, Western hosted the 34th annual African Literature Association Conference, "African and African Diaspora Women Writers, Global Challenges and Cultural Identity." More than 400 participants attended the conference cosponsored by Western, Monmouth College, Spoon River College, the University of Illinois at Urbana-Champaign, Northwestern University, and the Macomb Area Convention and Visitors Bureau.

***(5C2) Transfer policies and practices create an environment supportive of the mobility of learners.***

Western Illinois University has a strong history of transfer-friendly policies that support the mobility of learners. The University has participated in the Illinois Articulation Initiative (IAI) since its inception in 1998. IAI is a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions.

Western's transfer-friendliness is demonstrated by new dual admission and articulation agreements with community colleges, which have been a high institutional priority since the last accreditation site visit. For example, President Goldfarb and Eastern Iowa Community College District (EICCD) Chancellor Blong announced the establishment of a Dual Admission program in 2002 to provide EICCD students a seamless transition from associate degree programs into bachelor's degree programs at Western. The latest agreement is for students earning an Associate of Arts degree in Teaching from BHC prior to enrolling in Early Childhood Education at the Quad Cities campus.

Western's transfer-friendliness is also demonstrated by the 2010 institutional designation as a "Military Friendly School" by *G.I. Jobs* magazine. According to *G.I. Jobs*, this honor ranks Western in the top 15% of all colleges, universities, and trade schools nationwide that are doing the most to assist America's veterans as students. Universities and colleges on the list provide benefits to student veterans such as on-campus veterans programs, credit for service, distance learning opportunities, military spouse programs, and more. The list was compiled through research in which *G.I. Jobs* polled more than 7,000 schools nationwide. According to Richard Carter, Director of Non-Traditional Programs, a few of the many reasons behind Western's selection as a military friendly



Current display used in billboards and at the Quad Cities International Airport

school include the University's strong on-campus resources for veterans and the flexibility of academic program offerings, including online courses and the unique BGS degree program. More recent military-friendly actions include recent establishment of the Veterans Resource Center (VRC) on the Macomb campus (see introductory chapter) and the Western Illinois University–Quad Cities Testing Center on the Rock Island Arsenal (see Core Component 5A4).

The strength and growth of Western's articulation agreements is based on the strong ties that the University maintains with students enrolled in its Dual Admission programs (articulation agreements). The Dual Admission transfer program was developed to help bridge the transfer process between community colleges and the University. In the program, Western encourages the student to obtain his or her associate's degree before transferring. At the end of each semester, the community college forwards an official transcript to Western for Western's Audit of Requirements for Degree (WARD) Report. The WARD Report will then be mailed directly to the student and his or her academic advisor at the community college. This degree audit updates the student as to how his or her community college courses will transfer to Western.

The Dual Admission program provides many benefits to students, including continuing their education in the region, taking advantage of affordable tuition at both institutions, earning two degrees from two quality institutions, and receiving academic advisement each semester. The program also offers many benefits to the participating institutions, including the ability to enjoy joint recruitment and supporting associate's degree obtainment (students with associate's degrees have higher baccalaureate degrees than community college transfer students who do not have a baccalaureate degree). Additionally for Western, students become familiar with staff and feel more comfortable with the transfer process; and students come to the University prepared for upper-division courses, which avoids costly remedial courses.

Since 1972, the BOT/BA degree (now the BGS degree) has provided adult students with an opportunity to earn a regionally accredited undergraduate degree in a manner compatible with their educational needs and lifestyles. This highly individualized and flexible distance degree program recognizes that adults may have attended a variety of educational institutions and accepts transfer of passing coursework taken at other regionally accredited colleges and universities. The program also awards academic credit for relevant prior life experiences, and it sets the maximum number of transfer credit hours at 80 to add even more program flexibility. Student testimonials indicate the program provides educational opportunities and is helping students achieve their academic goals:

- *The flexibility of the BOT degree is what allowed me to even consider getting my bachelor's degree. I used every option that the BOT offered—independent studies, Web-based courses, on-campus classes, a prior learning portfolio, and proficiency exams.*
- *For someone who spent his adult life in the military, moving every 3 years, the BOT/BA was and is a great program.*
- *Great, flexible program. As a graduate and now community college faculty member, I recommend this program to my own adult students.*

Western continues to build on issues of student friendliness and affordability. In 2008, the University introduced a new Transfer Cost Guarantee and, in 2009, the Board of Trustees extended Illinois in-state tuition to all residents of Iowa, Missouri, and Wisconsin (see Core Component 2A6), and, in 2010, it was extended to all residents of Indiana.



Communication and collaboration with community college partners is also essential in maintaining the University's transfer-friendliness. The Admissions Office in Macomb and the Quad Cities annually host Articulation Conferences for high school and community college advisors to discuss and update on changes at the University. Additionally, in 2008, an Assistant Vice President for Academic Affairs was hired to serve as the academic representative for transfer coordination, IAI, and 2+2 agreements; that same year, the Vice President for the Quad Cities, Planning and Technology began meeting with the presidents and chancellors of the Quad Cities community colleges and universities on a quarterly basis to discuss the issues mentioned above.

***(5C3) Community leaders testify to the usefulness of the organization's programs of engagement.***

Community leaders support the continued growth and expansion of Western Illinois University. In donating 20 acres of land and one 60,000 square foot building to help establish the Western Illinois University–Quad Cities Riverfront Campus, John Deere & Company Chairman and Chief Executive Officer Robert W. Lane said in 2003, “In the Quad Cities, there are some fine examples of excellent higher education programs. However, there are improvement opportunities and this donation helps Western Illinois University fill one of the gaps—the need for expanded public higher education services, including the opportunity for local residents to complete a four-year college degree at a public university without leaving the area.”

In the 2006 release of state planning funding for Building 1 on the Riverfront Campus, President Goldfarb highlighted the many community leaders who continue to support the construction of the Quad Cities campus. Dr. Goldfarb said, “We'd like to thank all those individuals in the Quad Cities communities who helped us with this project. Without the initial donation of land from Deere & Company, this day would not be possible. We need to express our gratitude to our local legislators, Senator Mike Jacobs and Representatives Pat Verschoore and Mike Boland. Their support has been unwavering. I want to thank Director Jack Lavin and Regional Director Nancy Mulcahey of the Department of Commerce and Economic Opportunity, and I also want express our appreciation to the mayors, the Illinois Quad City Chamber of Commerce, and Renew Moline for all of their support. We will continue to be partners in the ongoing economic development of the Quad Cities, and we look forward to participating in the redevelopment of the riverfront in Moline.”

In July 2009, Illinois Governor Pat Quinn and the General Assembly supported the construction of the first two buildings on the Riverfront Campus as part of the first state capital construction bill passed in ten years. The program allocates \$57.8 million to the first two phases of the Riverfront Campus. In citing the importance of the capital funding for Western, Moline Mayor Don Welvaert said, “We have one chance to make a critical ‘century decision’ that can result in a great economic impact and a lasting legacy for the Quad City region.”

The capital bill also supported \$67.8 million to construct the Performing Arts Center on the Macomb campus. Community leaders have long stood behind this project. For example, in announcing the release of state planning funding, Illinois Senate President Emil Jones said, “Senator Sullivan and I understand what a tremendous educational institution Western Illinois University is, and the important impact it has on its students and the entire state. The investment we are making in the Performing Arts Center will create a critical cultural attraction that people throughout the region so richly deserve.”

Statewide and regional leaders support the University's academic excellence and educational opportunities. In discussing Western's BGS partnership with all 48 Illinois community colleges, Elaine Johnson, ICCB



vice president, stated, “The partnership between Western and community colleges in Illinois fosters the statewide initiative of degree completion and access to education for all. The Illinois Community College Board is happy to support this unique partnership, which benefits the community college students in the state of Illinois.” Illinois Central College (ICC) President John Erwin added that Western’s BOT/BA degree program has been “a wonderful option for the students of ICC. ICC is unique in that our community college district has no public university within its borders. The WIU BOT/BA option allows our graduates to complete their degree online, add more hours before transferring to WIU, or to transfer to Western with the applied science degree. All of these are great incentives and conveniences for our students.”

Likewise, in discussing the new Dual Admission program with Western Illinois University–Quad Cities, BHC President Gene Gardner stated, “Articulation agreements maximize the use of public dollars and provide higher education opportunities close to home. It is essential that four-year universities and community colleges work cooperatively to ensure a seamless transition for students. The WIU and Black Hawk agreements signed today (March 12, 2009) will enhance options for students and will provide a financial savings to them as well.”

Elected officials also support the mission-driven public service and outreach of the University. In providing over \$400,000 in federal support to the Small Business Development Center, a unit of the IIRA at Western, U.S. Senator Dick Durbin (D-IL) said, “Small businesses are crucial to the economic success of their communities and to the overall financial well-being of the state. Expanding the programming and training available to our entrepreneurs through small business development centers will provide an increase in jobs and in economic stability. The Small Business Development Center at WIU will now be able to enhance their efforts to improve the quality of life for the residents of rural Illinois.”

Senator Durbin has also helped the University and Macomb secure operating funds for the Go West Transit System. In celebrating the tenth anniversary of Go West, Macomb Mayor Mick Wisslead stated, “We’re proud that we’ve been able to offer a fixed route to students and citizens for the last ten years. We’re also proud that our system ranks high, if not highest, in the state in terms of efficiency and ridership. I salute the people who really make it happen.”

***(5C4) Programs of engagement give evidence of building effective bridges among diverse communities.***

As stated in Core Components 1B1, 1B2, 1B4, 1B5, 3C3, and 5A3, Western Illinois University provides a supportive environment to meet the needs of a diverse population through curriculum, services, committees and councils, student organizations, diversity centers, programs, and events. Core Component 5A3 also highlighted the work of the BSA, Casa Latina, DSS, Gwendolyn Brooks Cultural Association, International Friendship Club, Unity, Western Organization Women, and the Women’s Center in building effective bridges among diverse communities.

Core Components 5A1 and 5A2 discuss how CAIT, the IIRA, the School of Distance Learning and Outreach, ILETSBEL, IES, Office of Student Activities, Quad Cities Executive Studies Center, Tri States Public Radio, University Television, the WSRC, and WQPT-Quad Cities Public Television connect the University with its host communities and region.

Core Components 5B2 and 5B3 demonstrate how diverse cocurricular initiatives and academic programs engage members of the University campus with our host communities. Core Component 5C1 shows that

the University effectively serves the diversity of learners at all levels of the educational pipeline, and Core Component 5C3 provides evidence for the effectiveness of these programs.

As the data suggests, Western builds bridges among diverse communities through its partnerships. The following are a few more examples from both campuses:

- On the Macomb campus, the IIRA conducts strategic planning initiatives in over 200 communities; Alternative Spring Break 2009 involved students traveling to Kansas City to work with youth during Operation Breakthrough; and the University supports WAVE and the Alpha Phi Omega and Circle K chapters as the students engage in mission-driven service activities.
- On the Quad Cities campus, staff participate in Viva, an annual Hispanic Festival that raises scholarship funds for college-bound high school students in partnership with Scott and Black Hawk Community Colleges, Augustana College, St. Ambrose, Trinity School of Nursing, and local businesses. Counselor Education faculty conduct workshops on sexual orientation; diversity awareness; gay and lesbian dual career partners; multiple heritage children, adolescents, and adults; and diversity among elders who are immigrants; and each semester students participate in Red Cross blood drives.

***(5C5) Partnership focuses on shared educational, economic, and social goals.***

The University worked closely with the Performing Arts Society, the City of Macomb, and elected officials to pursue funding for the construction of the Performing Arts Center on the Macomb campus. Western Hall, a multipurpose facility with a capacity of approximately 5,100 and the largest venue in a 70-mile radius, is currently used to house athletic events, musical and theatre performances, and other community/University events. Poor acoustics, limited support capabilities, and a gymnasium environment detract from performances. It also limits the University's ability to attract and provide additional mission-driven public service and outreach activities. This includes conferences, special events, University ceremonies, and other performances throughout the calendar year. Through successful partnerships, University funding for the construction of the Performing Arts Center is included in the 2009 state capital bill.

The University also worked closely with the City of Moline, Renew Moline, the Illinois Quad Cities Chamber of Commerce, business, industry, and elected officials to pursue funding for the Western Illinois University–Quad Cities Riverfront Campus. The existing Western Illinois University–Quad Cities campus (60th Street facility) with 18 classrooms, branch library, computer laboratories, conference room, John Deere Decision Sciences Room, and offices for 75 faculty and staff exceeds physical capacity. Facilities growth is a necessary component to achieve an on-campus enrollment of 3,000 in the short term. Phase I development will begin to establish the infrastructure to ultimately support over 5,000 students.

Increased educational access and success through a new facility are essential to the personal, professional, and economic development goals of the Quad Cities region. Rock Island County exceeds the statewide average in the percentage of 25 to 64 year olds with an associate's degree (8.2% vs. 7.0%), but it is significantly below the statewide average in the percentage of 25 to 64 year olds with a bachelor's degree (19.0% vs. 29.0%). The *Census 2000 Supplementary Survey Profile* demonstrates that the percentage of residents with a bachelor's degree or higher is significantly lower in the Quad Cities than in other proximal metropolitan statistical areas (20.8% in the Quad Cities compared to 27.7% in Cedar Rapids, 36.2% in Bloomington/Normal, and 47.6%

in Iowa City). Given lower levels of educational attainment, the median family income in the Quad Cities (\$37,371) is only 81.8% of the State of Illinois median family income (\$45,708), according to the *Census 2000 Supplementary Survey Profile*. Through successful partnerships, University funding for the construction of the first two buildings is included in the 2009 state capital bill.

Partnerships with external agencies also help to advance educational goals. For example, CAIT has been at the forefront of distance education for over 20 years and partners with programs throughout the United States. The Office of Teacher Education Partnerships provides onsite professional development to meet the needs of practicing teachers to enhance student learning. STAR-Online offers preservice, new, and veteran teachers the training and support necessary for success in the classroom through online professional development. Signed agreements between Western and the U.S. Army Corps of Engineers' Rock Island District (2007) and the U.S. Fish and Wildlife Service (2009) support academic opportunities, volunteerism, and sustainability of our natural resources.

A number of collaborative projects address social goals and quality of life in our host communities:

- In partnership with Tri States Public Radio, Radio Information Services held its 11th annual Think Holiday Auction in fall 2009. The auction's proceeds help to provide printed materials for individuals who are visually impaired or physically disabled
- In 2009, the third annual West Central Illinois Volunteerism Conference (WCIVC) was hosted in Macomb. The conference focused on capacity-building in the public, private, and nonprofit sectors. University departments and/or programs serving as WCIVC steering-committee partners include IIRA, Volunteer Services, and the Department of Sociology and Anthropology.
- In 2009, the Western Illinois University Women's Center hosted the 20th annual Take Back the Night march and rally to increase awareness of domestic violence, sexual assault, and other forms of sexual violence. The event is held in collaboration with the Western Illinois Regional Council–Community Action Agency Victim Services Program as well as with a number of University and community organizations as part of Domestic Violence Awareness Month.
- The Eighth Annual Al Sears Jazz Festival featured the University's faculty jazz ensemble and student jazz orchestra, with additional performers from around the Midwest completing the program.
- Tanner Hall annually sponsors a St. Baldrick's head-shaving fundraising event for cancer research. A video that provides some highlights of some of the WIU student "shavees" can be viewed on Western's Facebook and MySpace pages, and on Western's YouTube channel.
- The Quad Cities campus continues to sponsor an annual Volunteer Expo to support Quad Cities agencies and nonprofit organizations that are in need of volunteers.

***(5C6) Partnerships and contractual arrangements uphold the organization's integrity.***

The Western Illinois University Board of Trustees policies govern partnerships and contractual arrangements between the University and external entities. The Office of Student Activities governs any relationships between registered student organizations and their communities. Policies are found in the *Student Organization and Advisor Handbook* and in organizational constitutions.

The Western Illinois University Board of Trustees exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty (Core Component 1E1). Western understands

and abides by local, state, and federal laws and regulations applicable to it (Core Component 1E2). The University's structures and processes allow it to ensure the integrity of its cocurricular and auxiliary activities (Core Component 1E3), and the University deals fairly and with integrity with its external constituencies (Core Component 1E5).

### **Core Component 5D: Internal and External Constituencies Value the Services the Organization Provides.**

#### ***(5D1) The organization's evaluation of services involves the constituencies served.***

The University must assure that programs and services are timely, relevant, and provided to the highest levels of quality. Using academic outreach as an example, curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained (Core Component 4C3). Contact with alumni, employers, advisory boards, and licensing/certification board standards help departments maintain relevance and currency in their programs and outreach activities.

Using survey results improves service provision. In 2006, for example, results of a University-wide survey led to opening University Libraries before 8:00 AM, expanding options associated with interlibrary loan, creating the Digital Commons to provide additional technology and support, opening the Malpass Mocha Café, reallocating space to allow for more group and individual study areas, installing a faculty lounge with improved technology, starting a liaison program to improve communication with academic departments, and repurposing study-carrel space for students and visiting scholars.

Attendance, repeat business, and donations to support activities are indicators of their value to participants. All of these mission-driven service and outreach activities, centers, and institutes discussed in this criteria are sustained; these traditions would not continue to exist unless the provision of services were of high quality and high value to members of the University and external communities.

#### ***(5D2) Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.***

As stated above, the University believes that the continued support and sustainability of its volunteer activities are well-received by our campuses and host communities.

To provide more specific program information, Western supports a University Surveys website. This is a valuable tool in providing information to facilitate decisionmaking in conjunction with Western's commitment to continuous improvement. This website helps make the University and external communities aware of Western's survey efforts and provides easy access to survey results and trends. In the area of mission-driven service and outreach, recent surveys include Dad's Weekend, YMCA Disability Inclusiveness Survey, Go West Satisfaction Survey, WIU-TV3 Satisfaction Survey, and Macomb Chamber of Commerce/ Downtown Development Corporation Survey. The on-site review team is encouraged to discuss with the contact people how results have been used to support enhancement(s).

Each volunteer activity also has the propensity to truly help those in need. To give three brief examples:

1. The Resident Assistant Council prepares dinner every November for 60 to 120 individuals from the Macomb community at the Salvation Army.
2. The Quad Cities Income Tax Assistance program allows students to provide income tax preparation assistance to low-income, international, and elderly people. In 2009, 370 people were assisted. This number nearly doubled what had been done annually in the past.
3. On June 16, 2008, Leathernecks football defensive coordinator Thomas Casey took three players along with Jason Kaufman, Assistant Athletics Director for Media Services and Broadcasting, to Niota, Illinois, to help with sandbagging associated with the historic flooding of the Mississippi River. The Civil Service Employees Council (CSEC) also organized a “Paw Pails” drive, in which five-gallon buckets—named in honor of Western’s Rocky mascot—were filled with necessary cleaning supplies and other items to help flood victims. The pails were delivered to the American Red Cross for distribution to individuals living along regional rivers who had been displaced by flood waters. According to Greg Phelps, CSEC representative and organizer of the event, more than \$1,750 was raised by the drive to fill 45 buckets. In addition, \$250 cash was donated to the Red Cross. Most of the buckets were given to people in Hancock County and other areas within west-central Illinois.

***(5D3) Economic and workforce development activities are sought after and valued by civic and business leaders.***

Western Illinois University is a resource for and stimulus to economic development and growth in its host communities and regions. The Macomb campus annually produces a \$320 million economic impact in its nine-county service region. Western is the largest employer in McDonough County with approximately 2,000 employees, followed by the NTN Bower Corporation (manufacturer of roller bearings), McDonough District Hospital, Whalen Manufacturing (a contract manufacturer), and the Pella Corporation (a manufacturer of windows).

Since 2001, Western, local officials, and community agencies have successfully partnered to obtain a second daily scheduled Amtrak service to Chicago and funding for four-lane, east-west highway access from Quincy to Peoria, Illinois. These partnerships were also successful in bringing the Pella Corporation’s newest production facility to Macomb. Pella, identified in *Fortune Magazine’s 100 Best Companies to Work For*, currently manufactures wooden windows and patio doors in five Iowa communities. The Macomb facility opened in 2005 and was expected to produce up to 500 new jobs for the community and create multiple avenues for partnerships (e.g., research, training, development, and internships).

Together, these partnerships have also led to successful funding for a new Performing Arts Center on the Macomb campus, which will be the largest venue of its type in a 70-mile radius and the first new state building to open in Macomb since 1978.

The Quad Cities campus is located in Illinois’s second largest metropolitan area and currently has an economic impact of over \$10 million annually. It is projected to increase to \$50 million annually with the completion of the newly developing Quad Cities Riverfront Campus. Beginning with its Fiscal Year 2011 request to the state, Western is seeking funding for the third building on the Riverfront Campus.



Building 3 will complete the construction of the new campus that serves a regional population of 400,000 residents. The state's investment for Building 3 planning—and ultimate construction—will complete the Riverfront Campus and leverage a total of \$175 million in private investment and foundation support for education, entrepreneurship, technology, new jobs, and economic opportunity.

State funding supporting Building 3 creates jobs and economic development for the Quad Cities region. Successful redevelopment of adjacent property to the campus known as “RiverTech” will create a \$100 million taxable base, and will attract 2,000 new and existing jobs with a one-time construction impact in excess of \$150 million.

Current projects that the newly developing Quad Cities campus helped to cultivate by virtue of the new campus location include a \$50 million commitment by KONE Corporation to house their North American Operation Center on the Mississippi Riverfront that completes a three-phase, \$71 million mixed-use development known as Bass Street Landing; a \$57 million Transit Oriented Development/Amtrak Station that will include an intermodal pedestrian transport center and a new high rise office structure and support retail and food court; a \$5 million new facility for research and development by the public and private sectors; a \$10 million, 90-unit work-live urban lofts, with retail and businesses located on the lower floors; and a \$3 million new Healthcare Center for those underserved in the Hispanic community.

However, the majority of these projects won't be finished without the completion of the three-building Riverfront Campus. The Mississippi River Technology Corridor is a bold economic development initiative that fosters educational degree attainment and workforce development/retention. Western is the “cornerstone” of the corridor and will be a conservative steward of state resources. Building 3 will exclusively focus on the academic mission of the University. All ancillary services such as bookstores, retail, food service, and child care will be privately developed to support the local economy and new job creation.

University faculty and staff are engaged with civic and community leaders in economic and workforce development initiatives. For example, the Executive Studies Center offers an ongoing program providing a series of ten courses in key business topics to the employees of KJWW Engineering at their site in Rock Island and electronically to five remote offices the company operates. The center also offers an annual, four-day Boot Camp for area supervisors, managers, and leaders to learn the latest case studies, planning exercises, self-assessments, and simulations to develop strategies for exceptional supervision skills.

In 2009, Western received \$500,000 each from the Moline Foundation and the John Deere Foundation to support the new Engineering program in the Quad Cities. The program was designed to fill critical educational and workforce



**Western Illinois University–Quad Cities students unveiling the amount of a Moline Foundation and John Deere Foundation gift to WIU-QC at a February 25, 2009, press conference**



needs. There are no undergraduate engineering programs in the Quad Cities area. According to U.S., Illinois, Iowa, and Missouri labor agencies, there is a strong labor market demand for engineering graduates in western Illinois and eastern Iowa with an 11% increase in employment demand between 2004 and 2014. Locally, there are approximately 10,500 engineering positions in the Quad Cities area, with 20% expected to become vacant due to retirements and attrition in the next two years.

In making the gift announcement, Jon Tunberg, The Moline Foundation chair, said, “This project encompasses many of the goals we have set for The Moline Foundation such as education, charitable partnerships, effective use of our riverfront, business growth and workforce development.” Amy Nimmer, president of the John Deere Foundation, added, “The John Deere Foundation makes this contribution as an investment in the long-term future of the Quad Cities area. This initiative has been in the works for several years. . . . [W]e believe it is especially important to bring an engineering curriculum offered by a public university to the area.”

The Illinois Small Business Development Center, a unit of Western’s IIRA, is one of over 40 Illinois SBDC and more than 1,100 SBDCs nationwide. The SBDC offers business counseling, innovations and technology transfer, and management and workforce training. The Illinois SBDC at Western serves Adams, Brown, Fulton, Hancock, Henderson, Knox, Mason, McDonough, Pike, Schuyler, Scott, and Warren Counties. It is part of the Illinois Entrepreneurship Network, which works to strengthen and expand the Illinois economy.

***(5D4) External constituents participate in the organization’s activities and cocurricular programs open to the public.***

To welcome the start of each new school year, and to bring Western Illinois University and Macomb residents together, CUPP sponsors an annual Block Party on the Sherman Hall front lawn. The tradition was started in 2004. The event is open and free to the public, with entertainment and food provided throughout the party.

Whether Intercollegiate Athletic events; the Homecoming parade; game nites at Malpass Library; University Theme speakers; programs sponsored by registered student organizations on the Macomb and Quad Cities campuses; or special events held at University Farms, the Alice Kibbe Life Sciences Station, Horn Field Campus, Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, the Ira and Reatha T. Post Wildlife Sanctuary, Niabi Zoo, the Rock Island Arsenal, the Figge Art Museum in Davenport, Iowa, or the Shedd Aquarium

in Chicago, Western makes academic resources and cocurricular events and services open to the public. This includes Commencement ceremonies held in Western Hall in Macomb and at the iWireless Center in Moline.

Western enjoys high levels of community engagement in its activities and programs. Using the fine and performing arts and data from Academic Year 2008-2009 as an example, the Art Gallery hosted six professional

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***“The John Deere Foundation makes this contribution [toward new Engineering program in the Quad Cities] as an investment in the long-term future of the Quad Cities area. [W]e believe it is especially important to bring an engineering curriculum offered by a public university to the area.”***

***–Amy Nimmer  
President of the John Deere Foundation***

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exhibitions, the Department of Theatre and Dance sponsored 15 Summer Music Theater performances for 2,200 attendees; the School of Music hosted eight Summer Music Camps with 300 attendees; the Bureau of Cultural Affairs supported 13 faculty music ensemble performances with 6,700 attendees; and the Performing Arts Society's Youth Performing Arts Series held ten performances with 6,000 attendees.

Not only do members of the Macomb and Quad Cities communities participate in University events, many community members are on the committees, such as the Alumni Association, CUPP, the Parents and Family Association, Performing Arts Society, Quad Cities Leadership Team, and Leatherneck Club, that plan and host University events.

***(5D5) The organization's facilities are available to and used by the community.***

The facilities of Western Illinois University are open and available to members of the public. With several of the largest venues in a 70-mile radius, many of the University facilities have a high utilization rate. In 2009, the University Union provided space and service for over 5,211 events for an average of 12 events per day. Over 18% of the total events involved catered food service. A total of 231,784 people attended events scheduled in the Union. The number of overnight guests in the Union Hotel was 1,770, and there were 542 activities with a total attendance of 6,853 at the Olson Conference Center.

Facilities also equate to technologies. The University's website is also available to the public. The most frequently accessed University website is the University Libraries' website. Last year it was accessed over 2.3 million times for an average of 2,044 visitors each day.

With the value of personal growth supporting diversity, Western, through its WAC and Americans with Disabilities Advisory Committee, is committed to providing accessible environments for the students, faculty, staff, alumni, and guests of the University. This is an important commitment as Western's facilities are available and used by the community in many regards such as in the following examples:

- Approximately 5,000 students live in University residence halls and apartments. These facilities are also used as part of Summer Orientation and Registration (SOAR) and for summer non-credit programs that include the annual youth academic enrichment programs, "Adventures in Filmmaking," "Girls Plus Math," and "Art for Gifted and Talented Students," which attract statewide enrollments and are all instructed by Western faculty. Western also hosts residential conferences, including the 41st International Horn Symposium.
- Residential and athletic facilities were used to host the St. Louis Rams between 1995 and 2003; and the Harry Mussatto Golf Course and driving range is open to the public with special rates for senior citizens and youth. For example, participants between the ages of 7 to 17 are provided with quality instruction from golf professionals in a six-week program that focuses on the development of honesty, integrity, respect for tradition, etiquette, sportsmanship, self-esteem, self-discipline, confidence, and solid work ethic.
- Macomb campus facilities serve as Emergency Shelters/Warming Areas during declared emergencies (i.e., ice storms, tornados, and major fires) in Macomb and McDonough County.

- Horn Field Campus and the Department of Recreation, Park and Tourism Administration (RPTA) host many public events each year, including the corn maze, climbing wall, and summer camps.
- Department of Biological Sciences' outreach programs at Kibbe Life Sciences Field Station include K-12 students and boys' and girls' scouting events.
- Room 102 on the Quad Cities campus is used to host large-scale University events, including the President's annual State of the University Address, Distinguished Faculty Lectures, University Theme speakers, media events, and conferences.

***(5D6) The organization provides programs to meet the continuing education needs of licensed professionals in its community.***

Continuing education needs and professional development opportunities for licensed and certified professionals are provided through a number of departments and Colleges:

- In Academic Year 2008-2009, the Office for Partnerships, Professional Development, and Technology supported the issuance of over 3,500 Continuing Professional Development Units (CPDUs) for K-12 teachers. Staff worked directly with over 350 inservice teachers in outreach workshops held at school locations and on the Macomb campus. That same year, the Center for Best Practices in Early Childhood Education (CBPECE) provided 142 presentations and workshops to parents, teachers, and healthcare providers; processed 4,560 early childhood credentials; issued 4,539 CEU (Continuing Education Units)/CPDUs; and responded to 15,456 requests for technical assistance.
- The Department of Counselor Education provides graduate classes and professional development for licensure renewal and upgrading.
- The Department of History's annual History Conference provides high school history teachers two Saturday teacher workshops supported by a U.S. Department of Education grant. A second partnership "Exploring America: Teachers Bringing Traditional American History to Students" has been secured.
- The Department of Accountancy offers a certified public accountant review course Friday evenings and Saturday mornings/afternoons on the Macomb and Quad Cities campuses.
- The IIRA hosts a weeklong continuing education workshop in Moline called the Midwest Community Development Institute. Elected officials, economic development professionals, and others interested in community economic development participate to become certified Professional Community Economic Developers.

**Summary and Future Directions**

Criterion 5 emphasizes mission-driven public service and outreach, and evaluates the extent to which the University serves its constituents. The data in this criterion demonstrate that the University fulfills all of the core components for accreditation. We serve the needs and expectations of our constituencies, have the capacity to sustain these commitments, demonstrate responsiveness in our commitments, and are valued by those who we serve.

The strengths of the university in this criterion include the following:

- There is diversity, quality, and quantity of engagement programs, policies, and events.
- There are multiple scales of engagement. Our programs interact with individuals, local nonprofit organizations, businesses, large corporations, and governmental agencies.
- There are multiple sectors of engagement. Faculty and staff work with our host communities, primary and secondary educators, educational institutions, the private sector, and foundations to promote articulation agreements, regional economic development, and workforce enhancement.
- There are both internal collaborations and external partnerships to advance our engagement.
- As a public institution, we work hard to be as inclusive as possible and to identify new partnerships that can advance our value of social responsibility.

With these strengths, there are also challenges and opportunities for improvement in the future:

- There is need to better coordinate engagement programs. This might take the form of a dedicated webpage that lists the community engagement centers and programs. A “Community Engagement” or “Community Economic Development” link would direct members of the University campus and external communities to important services provided by the University.
- There is a need to expand awareness of engagement programs. UR is developing a “skills” database of faculty and staff to help them direct outside callers who are asking specific questions about particular topics. The University should also create a community engagement database to more easily inform internal and external stakeholders about the programs and services Western can provide.
- There is need to promote synergies and understanding between programs. The University should organize an annual community engagement summit for the University campus and its constituencies.
- There is a need to develop a list of benchmark institutions for engagement programs. Participation in the Carnegie Foundation Community Engagement program can achieve these ends.

## Federal Compliance

This section of the *Self-Study* addresses compliance associated with receipt of federal financial assistance. This is an important component of the *Self-Study* as approximately three-fourths of Western students receive some form(s) of financial aid. In the sections that follow, it will be demonstrated that Western Illinois University is fully compliant with all policies and aspects of the Commission-defined federal compliance program.

### **Credits, Program Length, and Tuition**

*This policy requires that an institution be able to demonstrate that it has credit hour assignments, typically in quarter or semester credit or other appropriate unit, for each class it offers, and overall credit hour requirements for each degree program and that its credit hour allocations and requirements are within the range of good practice currently in higher education in the United States. In addition, the policy anticipates that an institution set its tuition consistently across its programs, avoiding program-specific charges unless such charges are justified.*

### **Credits and Program Length**

Western offers courses on a 16-week fall and spring semester, and the University offers a summer session. For each class offered, academic credit is expressed in semester hours. As described in both the *Undergraduate* and *Graduate Studies Catalogs*, honors points are assigned to the student's grades and used to determine the academic standing and grade point average (GPA) of the student.

As described in Section C of the University's Curriculum Approval Forms, all new academic programs require internal approval, support from the Board of Trustees, and authorization from the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission where defined by Commission policy. Program length is determined by IBHE credit-hour requirements stated in the *Academic Program Inventory* that is based on federal Integrated Post Secondary Data Systems standards.

The IBHE defines bachelor's degree credit-hour requirements as, "An award requiring completion of an organized program of study of at least four, but not more than five, years of full-time academic study, with at least 120, but less than 150, semester credit hours." All baccalaureate degrees at Western (53 in Macomb and 12 in the Quad Cities) are consistent with good practice in higher education and conform to the IBHE requirements. All undergraduate programs require a minimum of 120 semester hours, which include at least 43 semester hours of General Education coursework, and no program exceeds 150 semester hours.

In Academic Year 2006-2007, the Council on Curricular Programs and Instruction (CCPI), the Faculty Senate, and President Goldfarb approved a standardized set of definitions for undergraduate curricula. Action was taken to ensure that all new undergraduate programs continue to follow institutional and IBHE credit-hour requirements.

Western also follows IBHE guidelines for graduate program length. In Academic Year 2009-2010, the University offered the following:

- Post-Baccalaureate Certificates (16 in Macomb and five in the Quad Cities), which require completion of an organized program of study requiring 18 semester hours beyond the bachelor's and is designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of "master." Western has ten post-baccalaureate certificates in Macomb below the required 18 semester-hour threshold, and these are not reported in the University's official *Program Inventory* per IBHE guidelines.
- Master's degrees (36 in Macomb and 16 in the Quad Cities), which require completion of an organized program of study of at least one, but not more than two, full-time academic years of work beyond the bachelor's degree, and consisting of at least 30, but less than 60, semester hours. Master's degrees at Western require a minimum of 30 semester hours, and most range from 33 to 36 semester hours. Some specialized master's degrees require more hours, such as the Master of Science in Communication Sciences and Disorders at 44 to 46 semester hours, and the Master of Science degree in College Student Personnel at 48 semester hours.
- Post-Master's Certificates (two in Macomb and one in the Quad Cities), which require completion of an organized program of academic study of 24 semester hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level. The Educational Specialist degree in School Psychology requires 66 semester hours of graduate coursework. The Educational Specialist degree in Educational Leadership requires 35 semester hours of graduate coursework beyond a completed master's degree.
- Doctoral degrees (one program offered to students in Macomb and the Quad Cities), the highest award a student can earn for graduate study, includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy in any field. Western's Doctorate in Education (Ed.D.) degree in Educational Leadership requires a minimum of 43 semester hours, and students are required to hold both a master's degree and an Educational Specialist degree in Educational Leadership (or their equivalents) from a regionally accredited institution. Additionally, all students are school district administrators and must have, or be eligible for, superintendent certification.

### ***Tuition and Fees***

Business Services publishes the University's tuition and fee rates that are approved by the Board of Trustees. Western does not have differential (program-specific) tuition within or across undergraduate and graduate programs. The University offers "guaranteed" tuition, fees, room, and board with no cost increases for each new class of entering freshman, transfer, and graduate students. The guaranteed rates remain in effect for four years provided the student maintains continuous fall/spring enrollment.

While the University does not have differential tuition, fees are assessed at the rate of the campus attended, and students do not pay for fees for services not provided. Therefore, Quad Cities students do not pay the athletic, bond revenue, health center, and publication fees, and distance learning students only pay a \$30 per credit hour charge.



### **Organizational Records of Student Complaints**

*This policy requires that an institution explain its process for addressing student complaints as well as summarize the number, type, and resolution of complaints it has received in the three years prior to the comprehensive evaluation.*

Western Illinois University honors the dignity and worth of the individuals who we serve, and the University provides timely response to complaints and grievances. Core Component 1B3 addresses the University's policies and procedures regarding Equal Opportunity/Affirmative Action (EO/AA) complaints, and Core Component 1E7 discusses the University's policies and procedures regarding all other student complaints. Adherence to established protocol helps to ensure that the University receives, addresses, and systematically processes student complaints in a timely manner.

To ensure accountability and timely response to formal, written student complaints and grievances, the Associate Provost/Associate Vice President for Academic Affairs and the Assistant to the Vice President for Student Services/Director of Community Relations maintain student complaint logs on the Macomb campus, which indicate the date of student complaint, actions taken, and resolution. The Vice President for the Quad Cities, Planning & Technology maintains student complaint logs for the Quad Cities campus.

The on-site review team will receive three years of student complaint data (Academic Years 2007-2008 through 2009-2010) for both the Macomb and Quad Cities campuses. The data are not provided in this *Self-Study* with respect and obligation to student confidentiality. However, the University is confident that the on-site review team will find that careful adherence to University policies and procedures results in successful resolution of student complaints in a timely manner.

### **Transfer of Credit**

*The policy requires that an institution demonstrate that it discloses its transfer policies to students and to the public and that its policies contain information about the criteria it uses to make transfer decisions.*

Western Illinois University supports transparency and informed decisionmaking by prospective students and their families. Pages 22 to 27 of the *2009-2010 Undergraduate Catalog* discuss the University's transfer policies, procedures, and criteria that are used to make transfer admission decisions. Included are specific information on general requirements of all transfer students, Illinois statewide articulated baccalaureate-orientated associate's degrees, General Education transfer credit from the Illinois Articulation Initiative (IAI), evaluation of transferable (non-IAI) General Education credit, evaluation of baccalaureate-major transfer credit, and the University's Dual Admission and Dual Admission transfer programs. There is also information for veterans, international students, and students seeking admission into the Bachelor of General Studies (BGS) degree program (formerly the Board of Trustees/Bachelor of Arts [BOT/BA] degree program).

With designated webpages on the Macomb and Quad Cities campuses providing transfer information, each campus also provides *View Books* to prospective students and their families to promote informed decisionmaking. Both campuses also host annual Open Houses to discuss and update high school guidance counselors and community college staff on additions, changes, and deletions of programs and services effecting new and prospective students.

### **Verification of Student Identity in Distance or Correspondence Education**

*This policy requires that institutions verify the identity of students who participate in courses or programs provided to the student through distance or correspondence education.*

Registration for distance learning classes occurs through the STARS registration system that requires individual authentication via Western Illinois University student identification numbers and passwords. The University utilizes a student/faculty access system called Western Online. Beginning in spring 2010, all Distance Education courses are offered exclusively through Western Online.

Students are required to have an electronic commerce “ECom” account to engage in Western Online. All students in Western Online are required to log in using their University ECom username and password. ECom is a collection of services offered to Western students, faculty, and staff, including a unique e-mail address on the University’s Collaboration Suite (which includes e-mail, calendaring, document sharing, etc.) with 1 gigabit storage space, 300 megabits of space on the ECom servers that can be used for web pages and/or personal file storage, and access to Western Online.

ECom accounts are automatically generated for Western students at the time of acceptance. However, students only have access to the Western Online course(s) for the semester of course enrollment(s). Furthermore, faculty can require exam proctoring on any distance course. The University provides testing centers in Macomb and the Quad Cities, and for those at a greater distance, a secure website provides the student with the nearest proctor location in their area. Using the Respondus Lockdown browser, a student is required to physically show identification before taking and submitting an examination.

ECom accounts are only guaranteed to be available for one semester after a student graduates or otherwise leaves the University. When ECom accounts are purged, files saved on the University network drives, personal web pages, and Zimbra e-mail accounts are deleted. An e-mail notification is sent one month prior to ECom termination.

To ensure that the student registering for the distance course is the student submitting materials for the course, Western adheres to a no tolerance policy. A student not submitting his or her original work is subject to discipline and sanction according to the University’s *Student Academic Integrity Policy* and, in the case of distance learning, would also be in direct violation of the University’s *Password Policy*. Additionally, the following safeguards are in place:

- Western requires separate login procedures and passwords for registration and course activities; sharing of password information would constitute violation of University policy.
- The University eliminated the use of correspondence in distance learning, thus eliminating the opportunity for someone else to complete and surface mail the student’s assignment. Electronic submission of course materials requires authentication.
- Access to distance learning courses is limited to the semester during which the student is taking the class, thus preventing former or future students from gaining access to the current assignments.
- The University supports the ability for any distance course to require proctored examinations.
- The Center for Innovation in Teaching and Research (CITR) offers awareness of software that can inspect for plagiarism.

Through the “Strengthening Distance Learning Special Emphasis,” Western seeks Commission consultation for additional approaches to verify student identity in distance education. In these fiscally challenging times, the University seeks additional solutions that are both cost-effective and minimally evasive.

### **Title IV Program and Related Responsibilities**

*This policy expects that institutions will provide information about these components to the Commission and that the team will review that information. This requirement has several components institutions and team must address.*

#### **General Program Responsibilities**

Approximately 75% of students at Western Illinois University receive some form of financial aid. Western is in full compliance with state and federal financial aid regulations as evidenced by the latest audit. The University abides by federal regulations governing Title IV financial aid and Illinois regulations as defined by the Illinois Student Assistance Commission (ISAC) in the distribution of financial aid to students. Revenue from sources listed above is underwritten by the State of Illinois or the federal government. The University’s Title IV programs have not been the subject of a federal program review, and no limitations, restrictions, or termination measures have been taken against any Title IV program. Western also received a positive report without any monetary citations in the most recent ISAC audit. Likewise, Title IV funding has not required an audit by the Inspector General of the U.S. Department of Education. Results of these materials will be available to the on-site review team in the Reference Room.

#### **Financial Responsibility Requirements**

Western Illinois University annually submits federally required, year-end Title IV information to the U.S. Department of Education. Information is available to the on-site review team from Business Services. A review of this information will show that there have been no fiscal liability in audit findings nor has the Department raised concern about the A-133 portion of these audits or the University’s fulfillment of its responsibilities in this area.

Core Component 2B1 presents the University’s financial ratios as reported to the Commission annually for the period of this *Self-Study*. The Commission’s annual analysis of the University’s financial ratios has not resulted in expressed concern regarding Western’s financial health. The primary reserve, net operating, viability, and return on net assets ratios all demonstrate the University’s financial strength.

#### **Student Loan Default Rates**

Through *Higher Values in Higher Education*, the University is committed to lowering student debt load and avoiding excessive default rates. Financial responsibility is consistent with the University’s core value of social responsibility. Shown in Table 7.1, student default rates for the Federal Stafford Loans are typically lower for Western students than the national average. In addition to federal requirements, Financial Aid staff emphasize in entrance and subsequent counseling that this is a loan and not a grant, and that students should only borrow what they need. Staff also provide electronic and in-person exit counseling so students can make informed financial planning for their loan repayment. Additional information on managing student loans and debt, including a self-help course on money management for college students, is available on Financial Aid’s website.

**Table 7.1. Stafford Loan Default Rates**

Year	Western	Nation
2005	3.3%	4.6%
2006	3.1%	5.2%
2007	5.4%	6.7%

Western has taken several measures beyond federal requirements to keep Perkins Loan default rates low (see Table 7.2). This includes requiring students to have a “C” or higher grade point average (GPA) before utilizing the program. This prevents debt of first-time freshmen who were not prepared for college, and it reduces the correlation between poor academic performance, student attrition, and increased debt loads. The University also requires students to successfully pass a credit check before receiving a loan. The recent economic recession caused more Western students to default on Perkins Loans, and the University continues to address this concern, evidenced by a default rate decline between Fiscal Years 2008 and 2009.

**Table 7.2. Perkins Loan Default Rates**

Year	Western	Nation
2006	8.5%	NA
2007	7.3%	7.8%
2008	11.2%	5.2%
2009	10.0%	NA

Even with these measures, and with over three-quarters of students receiving financial aid, price sensitivity and loan repayment is an issue that requires constant organizational attention. Western prides itself on being one of the 13 best institutions for the retention and graduation of low-income, minority, and first-generation students, as identified by the Pell Institute for the Study of Opportunity in Higher Education, and the University has implemented several additional strategies to combat the default rates for students in this program:

- Western requires an online exit interview when a student is a senior with 90 semester hours or more. The University sends an e-mail encouraging students to conduct the interview. Beginning in spring 2009, an administrative hold preventing the student from registering or receiving a transcript/diploma is placed until the interview is completed.
- Western begins calling students when their account becomes 15 days past due. In May 2009, an additional staff position was reallocated to assist in the Perkins Loan area. Staffing needs and the effectiveness of strategies to reduce student loan default rates are continuously evaluated.
- Western sends the 60-day past-due notification via registered mail with return receipt requested. This is the notice prior to the account being accelerated.

**Campus Crime Information and Related Disclosure of Consumer Information**

*This policy requires institutions to provide the Commission with information, including some selected samples, regarding disclosures institutions must make to students and the public. In addition, institutions should discuss any findings the Department may have made in regard to such consumer disclosures.*

A campus security and safety link from the University homepage provides access to information on campus crime. Summary reports are posted every few days, and a history of reports is maintained on the website for the calendar year. The activities listed in the summaries reflect incidents for which a police report is filed with the Office of Public Safety. Charts containing the total number of crimes, separated by type, are listed annually.

Information on retention and graduation rates for all students is available from the Admissions homepage, and the University also publicly posts graduation rates of student-athletes compared to all other students. Additional information about the *Student Right-to-Know and Campus Security Act* and the *Drug-Free School and Communities Act* is available in the *University Policy Manual*.

Western participates in College Student Portrait to give current and prospective students comparative information about the University. Examples of other related reports available on the Western website include information about financial aid, public safety, and Disability Support Services (DSS). The U.S. Department of Education has not had negative findings on the information presented by the University.

### ***Satisfactory Academic Progress and Attendance Policies***

Western's *Satisfactory Academic Progress* policy is on the Financial Aid website, the *Financial Aid Student Handbook* (which can be downloaded from the Financial Aid website), and in the *Student Handbook*.

Western's *Course Syllabus Policy* suggests that all University syllabi include course attendance requirements and penalties, if any. Course syllabi are distributed prior to the end of the full refund/credit period. It is the student's responsibility to obtain the syllabus after this time.

According to the *Student Absence Policy*, and discussed in the *Student Handbook*, students are expected to attend all classes in which they are enrolled except in cases of illness or other serious emergency. Each faculty member determines his or her own policy dealing with class attendance. Therefore, if a student misses class, it is his or her responsibility to discuss the matter with the instructor, and it is up to the discretion of the instructor whether to allow a student to make up any missed assignments, exams, or projects. The Student Development Office in Macomb and the Office of Academic and Student Services in the Quad Cities will assist with instructor contact in the case of emergency. However, these contacts do not constitute an excused absence, and the student is responsible for making up all coursework missed for any reason if allowed by the instructor. Due to the pandemic threat in fall 2009, the University introduced an *Absence Policy in the Event of a Significant H1N1 Outbreak* to minimize risk exposure.

### ***Contractual Relationships***

Western Illinois University does not contract with third-party entities for the provision of its academic content. The section is not applicable to the University.

### ***Institutional Disclosures and Advertising/Recruitment Materials***

*This policy requires that an institution demonstrate it is providing accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as its programs, locations, and policies.*

### ***Institutional Disclosures***

Western Illinois University's institutional disclosure is in the following statement: *Western Illinois University is accredited by The Higher Learning Commission and is a member of the North Central Association. Information about the Commission may be obtained by contacting the Commission offices and staff at www.ncahigherlearningcommission.org or (312) 263-0456.* This appears in print and on web copy such as the *Macomb Campus Undergraduate View* book (back cover), *Quad Cities Campus View* book (back cover), *Macomb Campus Graduate View* book (back cover), *Undergraduate Catalog* (title page), and the *Graduate Studies Catalog* (title page).

Western is also accredited by 12 discipline-specific organizations and agencies. An accreditation website contains the date of the last and next accreditation visits, contact information, and, where applicable, dates of the next interim report(s).

### ***Advertising and Recruitment Materials***

Institutional advertising and recruitment materials are produced as a joint effort between the offices of University Relations (UR), University Marketing, Quad Cities Marketing and Public Relations, Document and Publication Services, and Admissions (Macomb and Quad Cities). Program-specific information is provided by the School of Graduate Studies, College Marketers, Deans, and/or chairs.

To ensure fairness and accuracy, Western only prints information on programs, policies, and procedures that have been approved by the Board of Trustees, the President, and the Vice Presidents. The institution uses photographs of its own campuses, students, faculty, and staff to promote the University.

The University's website is housed under University Technology (uTech). The Executive Director of University Technology works with Web Support Services, the Internet Technology Advisory Committee (iTAC), and the Web Accessibility Committee (WAC) to ensure that institutional web design is current, functional, and accessible. Website content is the responsibility of the University's academic departments and administrative units.

### **Relationship with Other Accrediting Agencies and with State Regulatory Bodies**

*These policies require that an institution appropriately disclose to the Commission its relationship with any other specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

As reported in Western Illinois University's *Organizational Profile*, the University is based in Macomb, Illinois. The University has a second in-state campus in Moline (Western Illinois University–Quad Cities), and has IBHE and Commission approved in-state sites in Abingdon, Moline, Naperville, Pekin, Sherrard, and Springfield.

With approval of the State of Iowa and the Commission, Western Illinois University has a site in Davenport, Iowa. This site, the Figge Art Museum, houses the graduate program in Museum Studies. Iowa's four-year approval, per state statute, is from 2009-2013 and can be renewed at the end of this period.



Western Illinois University's academic programs are accredited by 12 discipline-based agencies and organizations. The University's academic programs have not experienced sanction or adverse action (i.e., withdrawal, suspension, denial, or termination) from their accrediting agencies, the States of Illinois or Iowa, or the Commission.

### **Public Notification of Comprehensive Evaluation Visit and Third-Party Comment**

Constituencies notified of the University's on-site visit and the request for third-party comment included the following: students (current, former, prospective, and their families), alumni, donors, members of our host communities, the Illinois Community College Board (ICCB) and IBHE (the state's coordinating boards that serve taxpayers and represent institutions that Western has articulation agreements with), and local institutions proximal to Western Illinois University.

Tables 7.3 and 7.4 display the press release and advertisement used to provide public notification for the on-site visit and to request third-party comment. Table 7.5 summarizes the Western Illinois University constituent base and method(s) of communication (e.g., press release and/or advertisement) used to notify and request public comment.

With regard to the distribution of these materials, Western published advertisements in its fall/winter publications (i.e., *Western News* alumni newsletter and *Developments* donor newsletter). All other materials were sent to the identified agencies in October 2010 to satisfy the Commission's expectation that materials are sent two to four months in advance of the on-site visit. Copies of all third-party materials were also sent to the Commission in December 2010.

After review of the data in Table 7.5, the University believes that it has taken broad steps to inform its constituencies (publics). Many communication vehicles were used to reach multiple constituencies, and the institution gave the maximal period for public comment.

**Table 7.3. Western Illinois University Press Release for Public Notification and Solicitation of Third-Party Comment**

Western Illinois University will undergo a comprehensive evaluation visit February 14-16, 2011, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Western has been accredited by the Commission since 1913. Its accreditation is through the Doctoral degree level and includes degree sites at various other locations within the state and in Davenport, Iowa.

The Higher Learning Commission is one of six accrediting agencies in the United States that provide institutional accreditation on a regional basis. Institutional accreditation evaluates an entire institution and accredits it as a whole. Other agencies provide accreditation for specific programs. Accreditation is voluntary. The Commission accredits approximately 1,100 institutions of higher education in a nineteen-state region. The Commission is recognized by the United States Department of Education.

For the last four years, Western has been engaged in a process of self-study, addressing the Commission's requirements, criteria for accreditation, and special study on distance learning, growing our two campuses, and measuring and demonstrating our values. The evaluation team will visit both Western campuses to gather evidence that the *Self-Study* is thorough and accurate. The team will recommend to the Commission a continuing status for the University; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the University:

Public Comment on Western Illinois University  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Written, signed comments must be received by January 14, 2011. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. Comments will not be treated as confidential.

*Note:* Individuals with a specific dispute or grievance with an institution should request the separate Policy on Complaints document from the Commission office. The Higher Learning Commission cannot settle disputes between institutions and individuals. Complaints will not be considered third-party comment.

**Table 7.4. Western Illinois University Press Release for Public Notification and Solicitation of Third-Party Comment**

Western Illinois University seeks comments from the public about the University in preparation for its periodic evaluation by its regional accrediting agency. Western will undergo a comprehensive evaluation visit February 14-16, 2011, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Western has been accredited by the Commission since 1913. The team will review the University's ongoing ability to address Commission's requirements, criteria for accreditation, and special study on distance learning, growing our two campuses, and measuring and demonstrating our values.

The public is invited to submit comments regarding the University:

Public Comment on Western Illinois University  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

**All comments must be received by January 14, 2011.**

**Table 7.5. Western Illinois University Constituent Base and Methods of Notification for the On-Site Visit and Solicitation of Third-Party Comment**

<b>Constituents</b>	<b>Press Release Locations</b>	<b>Advertisement Locations</b>
Students	Western Illinois University–Macomb and Quad Cities web and Facebook pages; student newspaper	
Alumni		Alumni newsletter, Alumni Association webpage
Donors		<i>Developments</i> newsletter, Western Illinois University Foundation and Development website
Members of Host Communities		
City of Macomb, Illinois	Regional ABC, NBC, CBS, Fox, and Public Television stations, University Television, Tri States Public Radio, local radio stations (WJEQ, WKAI, WLRB), <i>McDonough County Voice</i> (newspaper)	All press release locations
Illinois and Iowa Quad Cities	Local ABC, NBC, CBS, Fox, and Public Television stations, local radio stations (KCQQ, KWOC, KXMG, WLLR), <i>Moline Dispatch</i> , <i>Rock Island Argus</i> , <i>Quad City Times</i> (newspapers and websites)	All press release locations, Quad Cities First (Illinois and Iowa Quad Cities Chambers of Commerce)
Illinois Community College Board		Website
Illinois Board of Higher Education		Website
Partner Institutions (Spoon River College, Carl Sandburg College, Eastern Iowa Community College District, Black Hawk College, Saint Ambrose University, Augustana College)		Websites and campus newspapers

## Strengthening Distance Learning Special Emphasis

Western Illinois University was the first Illinois public university to establish an extension program. It was founded in 1913 to advance the institutional mission of teacher education. Today, the University's extension program has two components: (1) synchronous (in-person) instruction and (2) asynchronous distance education. Faculty from the Colleges of Business and Technology, Education and Human Services, and Fine Arts and Communication provide on-site instruction at Commission-approved sites in Abingdon, Chicago, Moline, Naperville, Pekin, Sherrard, and Springfield, Illinois; Davenport, Iowa; and sponsored credit (contracted) courses offered by academic departments and schools. The University has no other off-campus sites at which it offers 50% or more of the courses leading to one of its degree programs and at which it enrolls 100 or more students (unduplicated headcount) in an academic year.

The Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011*, consistent with *Commission Policy 3.12*, defines its distance education as "Distance teaching and learning where the faculty member and the students are not in the same classroom or location." Instructional delivery devices used by Western include online (Internet) classes and two-way, audio-video (CODEC) conferencing. The University does not use one-way audio conferencing, videocassettes, DVDs, and CD-ROMs as vehicles for distance education (although these materials may be used to supplement instruction) and, effective spring 2010, the University no longer offers correspondence courses. The University offers no courses by which course materials and examinations are provided to the student by mail or electronic transmission; interaction between the instructor and the student now must be regular and substantive; and the course length is typically self-paced within the window of the semester.

With clear understanding of *Commission Policy 3.12* that "correspondence education is not distance education," the University's Distance Education program includes courses offered through the Bachelor of General Studies (BGS) degree program (formerly the Board of Trustees/Bachelor of Arts [BOT/BA] degree program), a master's degree in Instructional Design and Technology (IDT), and other courses placed online by academic departments/schools. This includes a limited number of classes not offered in person on the Quad Cities campus. In 2006, at a summer retreat, the Deans and Provost reaffirmed that in-person instruction will continue to be the primary mode of instruction on the Quad Cities campus. Two-way audio-video and online education are only to be used to complement rather than supplement instruction. The University has no other degree programs offered through distance learning methods (although Western has Commission approval to offer the MBA online).

In conducting a special emphasis, the University intentionally focused on the Distance Education component of its Extension program, with emphasis placed on degree programs. Issues related to distance education delivery in the Quad Cities are discussed in the "Growing Our Two Campuses Special Emphasis" section. The quality and viability of programs at off-campus sites (Bachelor of Science in Engineering, master's degrees in Educational Leadership and Museum Studies, and the Educational Specialist degree in Educational Leadership) are continually evaluated as part of the academic program review process and reporting; and the sustainability of sponsored credit courses is based on employer demand, satisfaction, and the availability of University resources.

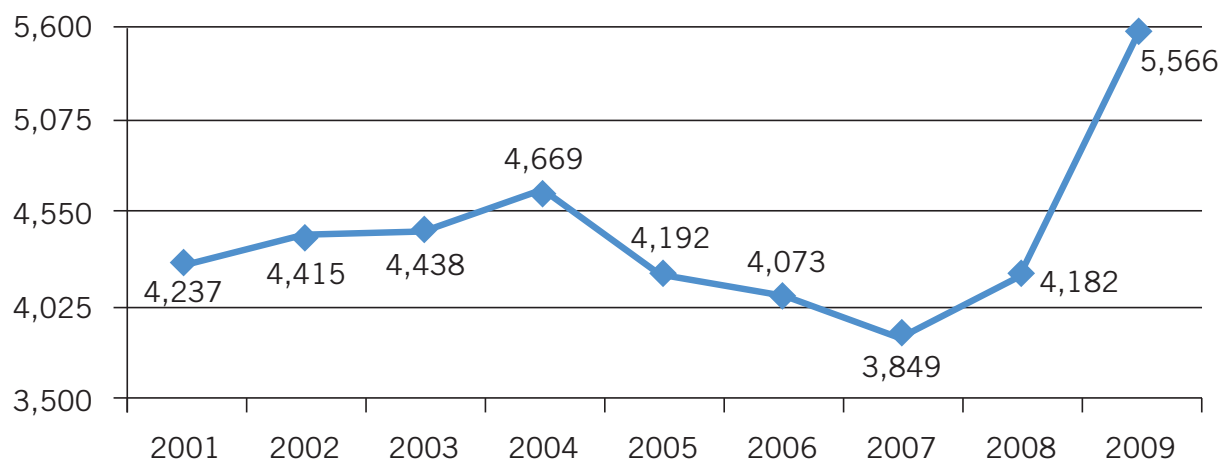
Therefore, the intended outcomes of this special emphasis study are to assess the history of Western's Distance Education program since the last on-site visit in 2001; analyze the current state of distance education; benchmark best distance education practices identified in accrediting guidelines and implemented at peer institutions; and, based on the results of this *Self-Study*, formulate a plan for the future of distance education at the University.

### The History of Distance Learning Since 2001

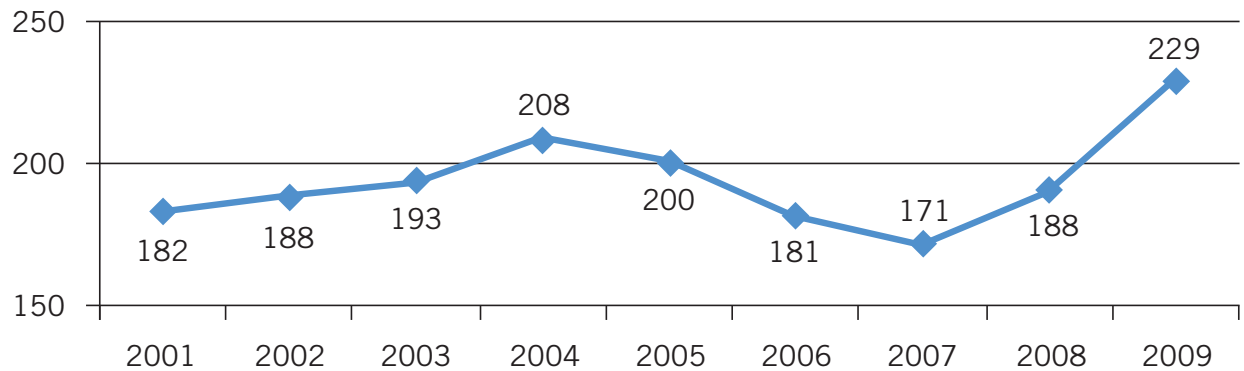
As demonstrated in the introductory chapter of this *Self-Study*, the first and highest distance education priority in 2001 was to successfully address the on-site review team's concerns. Namely, broadcasting the Master of Business Administration (MBA) from Macomb to the Quad Cities without Commission approval; being unaware of NCA *Guidelines and Best Practices for Distance Education*; viewing employees from the Center for Application of Information Technology (CAIT) as independent from the University; and not following Commission expectations for distance learning approval. Each of these concerns has been successfully addressed. The MBA is no longer broadcast from Macomb to the Quad Cities; Commission *Guidelines and Best Practices for Distance Education* shape distance education; employees from CAIT are an integral part of the Distance Education program; and the University follows Commission expectations for distance learning approval.

With these concerns successfully addressed, Distance Education course enrollments experienced three distinct trends during the period of this *Self-Study*. Figure 8.1 shows course enrollments experienced a period of growth (2001 to 2004), a period of decline (2005 to 2007), and another period of growth (2007 to the present). Not surprisingly, course enrollments increased as the number of course sections increased (see Figure 8.2). The correlation between the number of course sections offered and the number of course enrollments is  $r = 0.93$ . The corresponding number of courses added or eliminated explains approximately 87% of the variance in course enrollments. Only 13% of course enrollment changes are explained by other factors.

**Figure 8.1. Enrollment in Distance Education Courses, Fall 2001 Through Fall 2009**





**Figure 8.2. Number of Distance Courses Offered, Fall 2001 Through Fall 2009**

Between 2001 and 2004, Distance Education courses increased by 26 (14.3%), and course enrollments (duplicated headcount) increased by 432 (10.2%). During this time, the Distance Education program was funded and managed centrally within the School of Extended Studies (SES). (In summer 2010, the School's name was changed to the School of Distance Learning and Outreach to reflect the institutional commitment to these important forms of learning.) New online course developments, distance course instruction, and distance course scheduling were all administered by the SES. Additionally, Distance Education courses were changing as print-based courses were being converted into online course offerings, and many lower-division General Education courses were developed to be offered online.

Between 2004 and 2007, Distance Education courses decreased by 37 (17.8%), and course enrollments decreased by 820 (17.6%). In 2005, the Distance Education program was reorganized. Central funding was removed from the SES, and coordination of Distance Education was decentralized. To integrate distance education efforts across the University, a Strategic Plan and a *Vision for Distance Education* were developed in 2005 and 2006. A positive move that was made during this period was the selection of a single online course management system. The conversion of all online courses to this single course management system continued into the following academic year. At this point, all online courses began to have a consistent appearance and style.

From 2007 through 2009, Distance Education courses increased by 58 (33.9%), and course enrollments increased by 1,717 (44.6%). During this time, the following occurred:

- The University implemented a \$30 (now \$35) per semester hour instructional enhancement charge on all distance courses beginning in fall 2007. These funds supported new online course development and distance initiatives (described below).
- The new WIU/UIP *Agreement 2007-2011* provided faculty with incentives for engaging in distance learning.
- A new online course development plan was created that included the technological assistance of CAIT staff, and a six-week *Best Practices in Teaching Online* course was offered through the Center for Innovation in Teaching and Research (CITR).
- A single administrator over distance initiatives was appointed.
- Distance education was identified as a priority in *Higher Values in Higher Education 2008-2018*.

## The Current Status of Distance Learning

Following the University's established curricular development procedures, faculty are responsible for the content and delivery of distance learning. Department chairs and school directors allocate faculty time to distance education.

The Western Illinois University Board of Trustees/Bachelor of Arts (BOT/BA) degree program was developed in 1972 to serve mature adults who were unable to complete an undergraduate degree by traditional means. This degree program offers students the options of applying for academic credit by preparing a prior learning portfolio, successfully completing proficiency exams, and combining prior college credit with individually selected courses to create a personalized program of study. The program's admission requirements include 60 semester hours earned at a community college or five years since last educational attendance. As of fall 2010, the BOT/BA degree program was renamed the Bachelor of General Studies (BGS) degree program to better reflect the nature of the program.

Options within the BGS degree program include certifications in Fire Administration/Management and Fire Prevention Technology. Western is one of seven institutions selected within the Degrees at a Distance Program (DDP), a higher education project of the National Fire Academy (NFA). The program provides access to

higher education for fire administration personnel in Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, and Texas). The program allows students to earn a bachelor's degree, meet inservice requirements, or satisfy other professional development obligations without losing time on the job. Western delivers the courses consistent with *Commission Policy 3.2 d (1)*. The University does not contract with non-accredited entities to provide instruction.

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***“The Illinois Community College Board is happy to support this unique partnership [between Western and community colleges in Illinois], which benefits the community college students in the State of Illinois.”***

***–Dr. Elaine Johnson  
ICCB Vice President***

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The BGS Advisory Board schedules monthly meetings to consider business affecting the BGS degree, and it is kept up-to-date on the program policies, assessment, and delivery of courses. The board also considers

between approximately three and seven appeals per month for admission to or graduation from the program. The board has a tradition of supporting strong partnerships that have received statewide and national recognition.

In 2008, Western extended a partnership agreement opportunity to Illinois' 48 community colleges that will allow community college students maximum transferability from all associate degree programs to the BGS degree program. As part of the partnership, students can transfer up to 80 semester hours of credit from their community college to the BGS degree program and can complete BGS degree requirements through online, on-campus, and extension site courses.

With multiple modalities and sites for instruction, Western's BGS degree program provides place-bound students with an opportunity to complete a baccalaureate degree from a quality public institution. According to Dr. Elaine Johnson, Illinois Community College Board (ICCB) vice president, the partnership between Western

and community colleges in Illinois fosters the statewide initiative of degree completion and access to education for all. “The Illinois Community College Board is happy to support this unique partnership, which benefits the community college students in the State of Illinois.” A few of the many reasons behind Western’s selection as a military friendly school by *G.I. Jobs* magazine (see Core Component 5C1) include the University’s strong on-campus resources for veterans and the flexibility of academic program offerings, including online courses and the unique BGS degree program.

The Master of Science in IDT prepares technology specialists, graphic designers, educational technologists, trainers in industry and business, and classroom teachers to develop, produce, and evaluate instructional and training materials. The Master of Science program offers two emphases:

- The General IDT emphasis provides students with knowledge and skills in distance education applications in training and education, multimedia applications in training and education, coursework and training program development, systematic instructional design and evaluation of instruction and training, and instructional software development and utilization.
- The Technology Specialist emphasis is a Type 10 (K-12) Technology Specialist program for certified teachers and is aligned with the Illinois State Board of Education technology specialist certification standards. This emphasis prepares candidates to provide building-level leadership to the comprehensive integration of technology in K-12 schools.

The current Master of Science degree has been offered since 1996. Courses are offered online, in traditional weekday or evening format, and in weekend format. Over 700 students have graduated from the program and now hold positions throughout the United States and 11 other countries. The majority of courses are offered online. One innovative component of the IDT master’s program is a collaborative area for online advising. IDT also offers certificate programs in six areas: (1) Distance Learning, (2) Educational Technology Specialist, (3) Graphics Applications, (4) Multimedia, (5) Technology Integration in Education, and (6) Training Development. All certificates are 15 semester hours except the Educational Technology Specialist certificate, which is 24 semester hours. Programs aim to facilitate professional growth in technology and related abilities in problem-solving and systematic planning. Courses taken while working on these certificates can be counted as elective hours toward a Master of Science degree in IDT.

Figures 8.1 and 8.2 show that the previous and current growth in Distance Education course enrollments is associated with more course sections supported by centralized funding and administrative support. With additional funding invested, more distance courses are being developed, and more undergraduate students are enrolling. Table 8.1 shows that in the last five years, the number of BOT/BA majors increased by 138 students or 32.9% with approximately one-half of the growth (68 students) occurring between fall 2008 and fall 2009. Graduate enrollment in IDT has fluctuated during this time.

However, Distance Education course enrollments are not at the levels experienced during the first half of the University’s accreditation cycle (fall 2001 through fall 2004). Therefore, Western is using this *Self-Study* and on-site review team consultation to determine if it has the appropriate capacity and infrastructure to support enrollment growth.

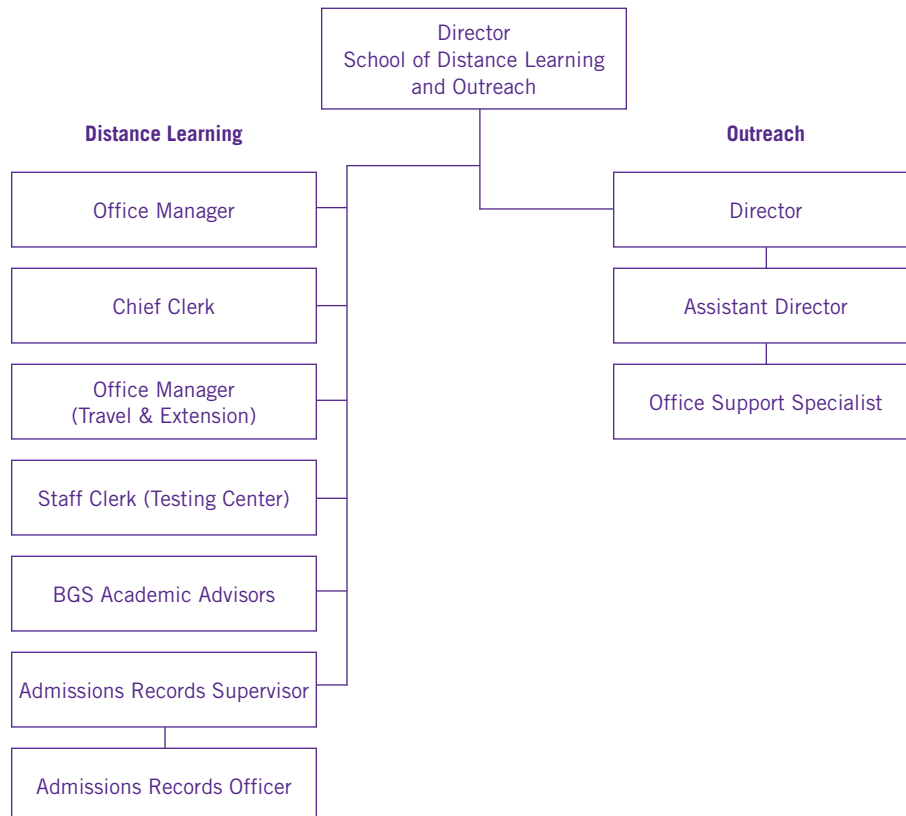
**Table 8.1. Number of Majors in Distance Programs, Fall 2001 Through Fall 2009**

	Fall								
	2001	2002	2003	2004	2005	2006	2007	2008	2009
BOT/BA	768	725	640	615	419	452	453	488	557
IDT	90	104	73	84	74	85	90	83	79

Academic departments and the School of Distance Learning and Outreach (formerly the SES) staff who specialize in the different branches of outreach for the University will continue to support the daily operations for the Distance Education program. The School of Distance Learning and Outreach is an essential part of Western’s fabric. Reporting directly to the Associate Provost, the School of Distance Learning and Outreach works with academic departments, schools, and Colleges to coordinate Western’s Distance Education program through the following methods:

- Maintaining an inventory of online courses and enrollment
- Coordinating processes for faculty to develop new online courses
- Providing faculty referrals to CAIT and the CITR during online course development and implementation
- Referring Distance Education students to appropriate support services
- Working with staff from the Office of Academic and Student Services on the Quad Cities campus to offer on-site proctoring and off-site recommendations
- Assisting departments with travel related to Distance Education
- Developing/implementing plans for Distance Education

**Figure 8.3. Organizational Structure of the School of Extended Studies**



In further support of the Distance Education program, University Libraries follows the Association of College and Research Libraries' (ACRL) *Standards for Distance Education Library Services* and ensures access to library services and resources regardless of location:

- Library service provides links of interest to Distance Education students. Reference service is available via a toll-free telephone number, e-mail, and live chat.
- Extensive online databases (over 100 databases representing 55,000 journals) and off-campus access is available through a proxy server.
- Western's participation in the Consortium of Academic and Research Libraries in Illinois provides access to holdings and services shared by 75 Illinois institutions of higher education.
- Special interlibrary loan services provide electronic posting of requested articles and mailing of materials when needed.

University Technology (uTech) and Electronic Student Services (ESS) provides end-user support and maintains the University's technological infrastructure. The WIU Bookstore provides textbooks and other merchandise, ordered online or via phone. Disability Support Services (DSS) coordinates accommodations and additional services (such as alternative formats or assistance obtaining lecture notes) for qualified students with disabilities. Admissions, Financial Aid, the Scholarship Office, the Student Assistance and Parent Service Center, and the Office of the Registrar all provide services to Distance Education students that are customarily offered to on-campus students via the Web, e-mail, surface mail, and telephone.

The CITR provides training and instruction for instructional technologies used in distance courses, and staff connect faculty with campus resources supporting distance education. CAIT assists faculty in online course development and can provide additional assistance to faculty on a cost-recovery basis.

### **Best Distance Education Practices at Peer Institutions**

Western benchmarked its Distance Education program against 24 peer institutions on five areas below. Institutions selected were Western Illinois University–Macomb and Quad Cities benchmark institutions as program faculty on both campuses provide distance education. Additionally, information about the Texas A&M University System (TAMUS) was included because the information was readily available, and it allows a comparison to a much larger institution with multiple campuses. The following were the five specific questions asked of peer institutions:

1. What is the number of students enrolled in Distance Education (Actual and Full-Time Equivalent [FTE])? How many credit hours are generated by your students each semester/year?
2. What are the best practices in distance education embraced by your institution?
3. How do you ensure quality control?
4. What are your policies and procedures for (1) course offerings, (2) course development, and (3) course delivery?
5. How do you handle support for (1) faculty (including training and support), (2) development team, and (3) other university support (including software, help desk, hardware, and technical staff)?

### ***Student Enrollments and Credit Hours in Distance Education***

The material gathered below was difficult to compare as methods of reporting, organizational structures, and support mechanisms are unique to each institution. Each institution appears to have different methods of instruction included under the header of Distance Education. Some institutions include fully online courses, campus courses that have Web pages, paper-based correspondence courses, courses that are taught at different locations, and combinations of all these instructional methods. Several examples are provided here:

- Southern Illinois University–Carbondale (SIUC) reported that they do not track the number of students who enroll in courses, but they do track the number of course enrollments. During fall 2008, SIUC had 1,199 enrollments generating 3,644 credit hours.
- Central Washington University reported the quarterly average as 1,032 for synchronous student enrollment and 481 for online student enrollment. Their quarterly average credit hours were 5,856 for synchronous and 2,233 for online.
- The University of Northern Iowa reported an increase in enrollments from 2007 to 2008 from 1,071 to 1,282, which included both semester-based and independent study courses.
- Iowa State University reported 481 students registered for online courses and 1,032 registered for synchronous courses.
- Enrollments of the nine TAMUS institutions are tracked by the TAMUS Chancellor’s Office by numbers of students enrolled in Distance Education courses and reported each semester to the Texas Higher Education Coordinating Board (THECB).

Benchmarking produced two enrollment reporting changes for Western Illinois University. First, the University moved from a model that classifies students as Macomb, Quad Cities, or Extension based on majority of hours to a model that first divides students into Macomb or Quad Cities and then divides the enrollment into on- and off-campus (extension activity). Such reporting is consistent with federal Integrated Post Secondary Education Data Systems requirements and practice at institutions with one or more Commission-approved campus sites. Second, there was institutional clarification that Distance Education course enrollment reporting is a subset of Extension, which also includes sponsored credit and off-campus instruction.

### ***Institutional Best Practices***

Institutionally identified best practices for distance education focus on standards and expectations for distance learning:

- All public colleges and universities in Texas must receive approval from the THECB for distance education delivery and new academic programs. THECB has adopted a set of *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*. These contain basic assumptions, principles for curriculum and instruction, institutional context and commitments, and essentials for faculty support, along with evaluation and assessment components.



These *Principles* also contain a control for course development and delivery. The instructor, the Director of Distance Education, the department chairperson, and the Dean review all courses offered through the Office of Distance Education. Their basic premise is to ensure that Distance Education courses mirror on-campus course sections. As a companion to these *Principles*, THECB also developed a *Guide for Incorporating the Principles of Good Practice into Electronically Based Courses* that provides a checklist to ensure quality and rigor in course delivery.

- SIUC reported that their courses are reviewed on an annual basis to determine whether the materials being used (i.e., textbook, lecture notes, online resources, etc.) are current. Another best practice utilized at this institution required students to engage in proctored exams at the end of all courses. All courses offered through the Office of Distance Education were evaluated by students on an ongoing basis. Student evaluations are shared with the instructor and with the department.
- Eastern Illinois University responded that they follow the *10 Commandments of Effective Online Teaching* by Lawrence C. Ragan, which includes communication expectations and other key components of best practice in Distance Education.

In conjunction with best practices at peer institutions and this *Self-Study*, Western developed a new *Online Course Development Process* in 2008. Through coordination with the School of Distance Learning and Outreach, faculty submit proposals for online course development. Selected faculty are required to participate in the CITR's *Best Practices for Teaching Online*. This six-week course allows faculty to experience students' perspectives while learning selected best practices for teaching online. In addition, faculty are provided with online course development support from CAIT. The finished course must meet and support the standards for Western and its accrediting policies and standards. Once the online course is complete and the department chair/school director has approved the final product, the faculty member is paid \$5,000 for the online course development.

### **Quality Control**

Quality control for distance education focused on systems used to correct technological difficulties, courses taught by campus-based faculty, deployment of online course evaluation systems, and the overall goal to keep asynchronous and distance education as closely related as possible. Some examples follow:

- *Central Washington University* – Hardware and operator quality control are managed using an incident report system. User departments are responsible for evaluating online courses.
- *University of Northern Iowa* – To keep the quality of Distance Education courses and programs the same as on-campus courses, most Distance Education courses are taught by regular, campus-based faculty.
- *University of Iowa* – They revised their Distance Education program to include such topics as logistics of taking off-campus course(s), interaction with the instructor(s), and relevance of the evaluation process. Students who do not complete the course are surveyed to learn how persistence rates can be improved.
- *Iowa State University* – In the College of Liberal Arts, data from just-in-time evaluation systems are integrated into the instructional process and are used to create pedagogical and service delivery improvements.

- SIUC – The instructor, the Acting Assistant Director of Distance Education, the department chairperson, and the Dean review all courses offered through the Office of Distance Education. SIUC strives to ensure that Distance Education courses mirror as closely as possible on-campus sections.

In conjunction with a 2008 *Help Desk Task Force Report*, a team from uTech is currently studying alternatives to the current help desk system. The goal is to provide an updated service request system with enhanced functionality, including a status query that allows end users to view the status of their service requests. In spring 2010, uTech also launched a new, online knowledge-based help system (Right Answers) for members of the University community. This software, known as Western's *Knowledgebase*, is available from the uTech website.

High-quality instruction has always been a major University priority. Assignment of distance education duties, training, support, and ownership is defined in Article 16.2 of the Western Illinois University/University Professionals of Illinois (WIU/UPI) *Agreement 2007-2011*.

To support high-quality instruction, an online course evaluation tool is currently being created. Upon completion, all online courses will feature this tool. Currently, online courses are evaluated by the same tool used on campus; however, this process requires mailing and often incurs delayed returns. The online course evaluation tool will use all the same materials, provide an instant return, and is expected to increase return rates.

The content for Western's courses is the same in all modalities of instruction. The value and commitments to educational opportunities and personal growth are equally as strong. Increases in electronic student services (such as enhanced library services, online advisement, development of a new campus portal [intranet], and virtual career fairs) have accompanied the growth in distance education. At the time of writing this report, the School of Distance Learning and Outreach is developing a web portlet called Online Learning. This will link directly off Western's homepage and provide immediate access to online resources.

### ***Policies and Procedures***

At Western and all other peer institutions, course development and scheduling are departmental responsibilities and require appropriate College, University, state, and Commission approvals. Content and instruction are the responsibilities of faculty.

Some peer institutions are engaged in hybrid instruction. For example, Central Washington University encourages all faculty to consider hybridizing courses with Blackboard (Bb). Approximately 1,000 courses out of 2,600 per quarter are enabled in Bb. At the University of Northern Iowa, the Distance Education office continues to monitor demand for distance education in academic areas and also evaluates the delivery methods used by the university.

*Higher Values in Higher Education 2008-2018* includes priorities to consider alternatives to the traditional 16-week semester. Hybrid instruction is one potential alternative. However, the use of hybrid instruction is a contractual issue that would require agreement between Western Illinois University and the University Professionals of Illinois (UPI).

Western and all other peer institutions address faculty support as a high priority. The Southern Association of Colleges and Schools' *Best Practices for Electronically Offered Degree and Certificate Programs* discuss several key elements institutions should implement in policies and procedures:

*Faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.*

*3a. In the development of an electronically offered program, the institution and its participating faculty have considered issues of workload, compensation, ownership of intellectual property resulting from the program, and the implications of program participation for the faculty member's professional evaluation processes. This mutual understanding is based on policies and agreements adopted by the parties.*

Western's *Online Course Development Process* engages both faculty and support personnel. The *WIU/UPI Agreement 2007-2011* governs issues of workload and compensation. Faculty can negotiate with their department chair to have the opportunity to receive either a stipend (\$5,000) or course release for developing an online course. Work generated in the creation of a course is considered work for hire and is covered by Western's *Intellectual Property Policy*:

*3b. The institution provides an ongoing program of appropriate technical, design, and production support for participating faculty members. What support services are available to those responsible for preparing courses or programs to be offered electronically? What support services are available to those faculty members responsible for working directly with students?*

Staff from CAIT provide technical, design, and production assistance in the development and revision of online courses. Such actions are consistent with CAIT's mission to provide practical solutions to online information technology needs in the design, development, deployment, and support of custom instructional online learning systems. The University's online course development process supports well-rounded and academically sound courses.

There are many services available to faculty working directly with students. For example, the CITR offers a variety of programming dealing with pedagogical and technical aspects of teaching in an online environment. The CITR also works directly with faculty to resolve issues that may arise during the instruction of a course. Additional examples of faculty support discussed earlier in this report include the programs and services of University Libraries and the School of Distance Learning and Outreach, as well as the functions of academic advisement, DSS, Financial Aid, and Career Counseling to name just a few.

*3c. The institution provides to those responsible for program development the orientation and training to help them become proficient in the uses of the program's technologies, including potential changes in course design and management. What orientation and training programs are available? Are there opportunities for ongoing professional development? Is adequate attention paid to pedagogical changes made possible and desirable when information technologies are employed?*

The *Best Practices in Teaching Online* course offered by the CITR utilizes a number of different distance learning interaction techniques. One goal of the course is to allow faculty to become as familiar with the technology as possible and to allow them to have the same experiences as students. In the process, faculty become more familiar with all aspects of the course management software. In addition to the training provided by the CITR, travel supported by departments; Colleges; and the Provost's Award for Faculty Travel, which was established in Fiscal Year 2009, provides financial assistance to faculty who will be presenting scholarly/professional activities at professional conferences or meetings.

The University also has formal channels by which faculty can express the need for additional development activities. The CITR Advisory Group works closely with the Director of the CITR with suggestions for programming, interviewing prospective staff members, facilitating the annual faculty survey, and providing input on all programming activities from the CITR office. In addition, the committee facilitates and acts in an advisory capacity for setting the criteria for and selection of the recipients of the Provost's Awards of Excellence. The Faculty Senate's Council for Instructional Technology was established in fall 2008 to advance technological and other professional needs in the following ways:

- Facilitating the use of new technologies in the classroom
- Serving as a focal point for faculty to bring forward ideas pertaining to instructional technology
- Communicating the technology needs and desires of the faculty to the administration
- Assisting administrators to communicate new and applicable technology advancements to the faculty
- Facilitating communication with units such as the CITR to ensure that appropriate workshops are offered for new technologies
- Recommending or interpreting University policies, procedures, and requirements regarding instructional technology
- Working with the appropriate administrators to help establish timelines for implementation of technological initiatives and to ensure accountability on these initiatives
- Serving as consultants to the faculty and the Faculty Senate
- Overseeing the Online Course Information Database and recommending improvements when needed to the Faculty Senate
- Performing such other duties as designated by the Faculty Senate

An important guiding principle for faculty support and distance learning is that pedagogy determines technology and not the opposite. A faculty committee led the selection of the University's current distance learning platform. With Web CT Vista (Western Online) approaching the end of its life, the Director of the School of Distance Learning and Outreach is working with a faculty committee to select a new platform. The director is expected to follow University precedent that gives all members of the University community the opportunity to engage in the selection of a new product.

### **The Future of Distance Education**

The future of distance education at Western Illinois University is strong. The number of courses and course enrollments are increasing; courses are centrally funded and supported; and the University has implemented best practices in course standards and expectations, quality control, policies, and procedures.

Implementation of priorities from the *Western Online Education Strategic Plan Summary*, the *Vision for Distance Education*, and the *WIU/UIP Agreement 2007-2011*, and approval of a Memorandum of Understanding for *Funding Board of Trustees Courses* show that University administration and faculty share the desire to continue growth and improvement of distance learning.

For this growth to successfully occur, the future of distance education requires a plan that has stated goals and priorities to guide the allocation of resources, assessment of student-learning outcomes, evaluation of program effectiveness, and University accountability reporting. The *HLC/NCA Best Practices for Electronic Degree and Certification Programs* document offers an organizational framework for such planning. Discussed below is the beginning of an institutional plan for distance education.

It is recognized that a final plan will require broad engagement from the University community and consultation from the on-site review team. Therefore, at this stage of development, this document discusses the status of current initiatives, inserts *Higher Values in Higher Education 2008-2018* priorities, raises policy questions, and seeks consultation from the on-site review team. It is further recognized that the University will be accountable to the on-site review team for an update on subsequent activity since the time of writing this document.

### ***Institutional Context and Commitment***

Through *Higher Values in Higher Education 2008-2018*, Western Illinois University seeks to be the leader in educational quality, opportunity, and affordability among our peers. Electronically offered programs support and extend the roles of educational institutions. A strong Distance Education program with appropriate technological infrastructure and staff support will allow faculty to achieve *Higher Values in Higher Education* goals of outreach and excellence in undergraduate and graduate education. To achieve these ends, the following issues must be discussed:

- There is a need to clarify the goals and priorities of the Distance Education program. *Higher Values in Higher Education* charges Academic Affairs with engaging in a strategic planning process that articulates goals and priorities, funding sources, an assessment plan for student learning outcomes, and adoption of national best practices to the provision of distance education.
- Should there be specific enrollment goals for Distance Education programs or is it sufficient to subsume their off-campus enrollments within the stated goals of 12,500 students for the Macomb campus and 3,000 students for the Quad Cities campus?
- There may be an opportunity to expand the number of courses by expanding the current Memorandum of Understanding regarding funding of Board of Trustees courses to include the summer session within the faculty payment option. This model allows faculty to earn \$40 per credit hour per student if courses are taught outside of regular loads, with class sizes at the same level as on-campus sections.
- There is need for any new online program to receive institutional, Western Illinois University Board of Trustees, the Illinois Board of Higher Education (IBHE), and Commission approval. The University does not have Commission-defined “blanket approval” for distance learning. Only the BGS degree, the master’s in IDT, and the MBA have been approved. The Associate Provost for Graduate and

Undergraduate Studies and the Vice President for the Quad Cities, Planning & Technology are Commission liaisons and will assist in the submission process.

- There may be opportunities for enhanced organizational efficiencies by streamlining existing Distance Education committees. The Distance Education self-study team recommends creation of a standing committee appointed by the Faculty Senate and consisting of a faculty member from each College and the University Libraries; the Director of the School of Distance Learning and Outreach; and representatives from the CITR, uTech, CAIT, and the Student Government Association. The chair of this committee should be the Director of the School of Distance Learning and Outreach. The charge of the committee would be to provide guidance and oversight of Distance Education policies and procedures and to provide coordination across units supporting distance education. The committee should provide an annual review of the Distance Education program to the Faculty Senate.

### ***Curriculum, Instruction, and Faculty Support***

Western's commitment to academic excellence in distance education is demonstrated in the following ways:

- Engaging full-time faculty in distance learning
- Implementing a new centrally funded online course development process
- Providing professional development for faculty teaching distance courses
- Responding to the curricular needs of Distance Education students with a single, consistent course management system

There is a need to continue conversations on distance education guidelines and standards. In Academic Year 2008-2009, the Faculty Senate appointed an *ad hoc* committee whose charge was to recommend guidelines and standards of practice for Distance Education courses, which are unique compared to traditional, face-to-face courses.

Information included in the *ad hoc* committee's report originated from conversations with the CITR Advisory Board, the *ad hoc* committee members, and outside sources. The Faculty Senate accepted the *Document* with minor edits on May 5, 2009. This document outlines a variety of concerns dealing with distance education and two-way, audio-video learning and illustrates the need for further investigation on the part of the Faculty Senate.

There is a need to continue with accountability reporting on the status of University initiatives supporting distance education. From *Higher Values in Higher Education 2008-2018* and the *Institutional Strategic Plan for Technology*, this includes the following:

- *Enhancing Colleges' and University Libraries' outreach and communication through the use of interactive and collaborative technologies in support of our Macomb and Quad Cities campuses and distance education* – As shown in the *Institutional Strategic Plan for Technology Fiscal Years 2009 and 2010 Update*, University Libraries continues to migrate print collections to electronic resources. Western now has access to more than 55,000 online journals and databases; between 2006 and 2008, University Libraries experienced a 186% growth in the Electronic Reserve system. In Academic Year 2008-2009, University Libraries implemented LibGuides to support instructional activities.



- *Enhancing interlibrary loan delivery using high-end copy, transmission, and data management systems such as ILIAD to support Western and our educational partners* – In Academic Year 2007-2008, University Libraries implemented ILIAD, an online interlibrary loan request and tracking system. Response times for processing and receiving interlibrary loans were improved during Academic Year 2008-2009. University Libraries also established a digitization unit to support digital storage and dissemination of resources.
- *Increasing the virtual and physical information experience, including anytime, anyplace delivery of information to the University and surrounding community* – University Libraries continues to work with consortia to expand access and delivery of information.
- *Providing a high-speed network* – Since implementation of the *Institutional Strategic Plan for Technology* in June 2007, uTech has completed infrastructure work associated with network load balancing and redundancy. This includes creating a redundant fiber loop on the Macomb campus, replacing hubs with switches in all academic buildings, upgrading all core switches, and purchasing an emergency generator for the University Data Center.
- *Supporting increased connectivity* – With coordination from uTech, bandwidth on the Quad Cities campus was increased from 14 to 19 megabits, bandwidth on the Macomb campus was increased from 85 to 250 megabits, and the University acquired a second point of egress. Network performance metrics are also being included in the institutional contract for bandwidth, so additional bandwidth can be purchased when needed without having to re-bid a state-approved contract. uTech also identified a fiber pathway between Macomb and the Quad Cities to support increased bandwidth, speed, Internet2, grid and simulated computing, VOIP telecommunications, and other streaming. Ignition is contingent upon funding. uTech is working with officials from Moline, Illinois, on the development of a fiber ring starting at the Western Illinois University–Quad Cities Riverfront Campus and continuing into the adjacent areas of downtown Moline.
- *Continuing implementation of the multiyear faculty and staff computer upgrade program that will ultimately establish and maintain a four-year computer rotation program of new computers for instructional units within Academic Affairs* – Data from Core Component 2A1 shows that approximately one-half of faculty computers are in a four-year rotation cycle. The program continues as funding is available.
- *In writing the Institutional Strategic Plan for Technology, there was expressed need for 24/7 assistance in supporting technology-enhanced instruction* – A knowledge-based management system was launched in spring 2010.

In addition to the accountability issues discussed above, there are policy questions and potential opportunities for distance education as expressed in institutional plans. These include the following:

- Does distance learning offer the opportunity to explore alternatives to the traditional 16-week semester? It is recognized that the use of hybrid classes is a contractual issue and would require agreement from Western Illinois University and the University Professionals of Illinois.
- How will new and emerging technologies influence distance education? The Faculty Senate's Council on Instructional Technology (CIT) was created, in part, to address new technologies. Prior to the

establishment of the CIT, and a serving as a second route, the *Institutional Strategic Plan for Technology* charges faculty and staff, the CITER, uTech, and its advisory group to investigate and implement new, emerging, and innovative technologies to support the academic mission of the University. This includes, but is not limited to, podcasting to wired and wireless devices, video on demand, clicker technology, and multimedia room(s) with global video conferencing capabilities.

- How will the School of Distance Learning and Outreach, the CITER, CAIT, Human Resources, and the University Libraries continue to develop and enhance programs and services specifically designed for the professional development needs of Distance Education faculty?
- Are there opportunities for distance education as the Center for International Studies (CIS), academic departments, and the Office of Global Education implement *Higher Values in Higher Education's* priority to support expansion of international student recruitment and student, faculty, and staff exchange programs with colleges and universities internationally? The University promotes global access through distance education but does not have organized cohorts engaged in distance learning.
- Are there distance education opportunities in fulfilling *Higher Values in Higher Education's* priorities of providing high-quality, value-added management and professional development programs to businesses and industries and in supporting economic and cultural development?

### **Student Support**

Distance Education students are supported by many areas of the University, including Admissions, the Bookstore, DSS, Financial Aid, the Scholarship Office, the Student Assistance and Parent Service Center, the Office of Academic and Student Services on the Quad Cities campus, and the Office of the Registrar. *Consolidated Annual Reports* (discussed in Core Components 1A2, 1C4, and 2C1) should continue to evaluate these services and make programmatic adjustments where appropriate.

The Commission's *Good Practices in E-Learning Consortia* apply equally to institutions, whether a member of a consortium or not. In the case of Western Illinois University, we facilitate student success in distance education by supporting academic and service excellence. As documented in this *Self-Study*, we accomplish these practices in the following ways:

- The University demonstrates a commitment to ongoing support, both financial and technical, to assure continuation of Distance Education programs for a period sufficient to enable students to complete a degree/certificate. The BOT/BA degree program (now the BGS degree program) was established in 1972, and the master's in IDT in 1996. Both programs have been in continuous operation since that time.
- Individual course syllabi and stated program objectives as documented in Criterion 3 place a clear emphasis on student learning outcomes as opposed to seat time.
- University services are easy to access and transparent to the student. Western's Distance Education students have as-needed access to library resources and other support services to help facilitate academic success in courses and programs.

With these successes, there are opportunities to enhance support for prospective and current Distance Education students:

- All current and future online courses/programs should follow precedent from the Distance Education website to allow students to verify technical requirements before enrolling in distance courses/programs. The Western Online Browser Check supports compatibility testing. Making system requirements available before the student enrolls in distance courses helps students make an informed decisions without incurring additional technology costs after being enrolled.
- With the launch of the new campus portal in spring 2010, a need was identified to pilot a group of end users to successfully complete and implement the Distance Education portlet (within the new campus portal) to provide electronic student services and referrals to Distance Education services. The portlet should be placed on the homepages of both the Macomb and Quad Cities campuses. As envisioned in the writing of the *Institutional Strategic Plan for Technology*, the distance learning portal should include information about the University; its programs, courses, costs, and related policies and requirements; pre-registration advising; application for admission; placement testing; enrollment/registration in programs and courses; financial aid information; academic advising; tutoring; career counseling and placement; appropriate library resources; training in information literacy; bookstore services; ongoing technical support, preferably offered during evenings and weekends as well as normal institutional working hours; and access to grievance procedures.
- As questioned in Core Component 3C5, what are best practices in electronic student services and helping Distance Education students feel “connected” or part of the institution—as a student, alumnus, and someone who celebrates the rich history and traditions of the University? The University looks forward to receiving consultation from the on-site review team.

### ***Evaluation and Assessment***

An issue challenging distance education across institutions is verification of student identity and the submission of original work. As demonstrated in the “Federal Compliance” section, Western has initially addressed these concerns by requiring authentication in separate course registration and online systems, restricting access to Western Online, and supporting proctoring services and software that can inspect for plagiarism. To support continuous process improvement, Western seeks Commission consultation for additional approaches to verify student identity in the Distance Education program. In these fiscally challenging times and with respect to students, the University seeks additional solutions that are both cost-effective and minimally invasive.

A second issue challenging distance education is timely course evaluation. The *WIU/UPI Agreement 2007-2011* stipulates that departments develop standardized procedures for student evaluations. Section 20.11.g states, “Online courses and other courses offered through Distance Education are to be evaluated based on guidelines provided in Department Criteria” (see Article 20.16 of the WIU/UPI contract). In the past, there has been no single fully online solution for completing student evaluations for online courses. Concerns regarding privacy, security, timeliness, separation of technology and instruction, and delivery of evaluations have made it difficult to offer a single University-wide solution for student evaluations. However, a streamlined, automated mechanism is currently being developed. The new process will be implemented when completed.

A third issue relates to administrative structures and processes. Is it organizationally efficient to have separate undergraduate admissions functions in the School of Distance Learning and Outreach and the Office of Admissions? While there are separate admissions criteria for BGS students and all other majors, are there duplication of efforts and opportunities to streamline processes? These are the types of questions that will be studied by the University's enrollment consultant (see Criterion 1).

### **Summary, Conclusion, and Next Steps**

This special emphasis was intentionally designed in three sections. The first two sections carefully analyzed the history and current status of distance learning at the University. Since 2001, Western has encountered many changes in the area of distance education. Some of the changes had positive results and others had unintended outcomes (e.g., lower enrollment). As we have expanded on the positive, adapted national best practices, and learned from the unintended, the Distance Education program continues to grow and strengthen.

With strategic planning, administrative support, technical assistance, faculty professional development, and funding structures in place, Western demonstrates an institutional commitment to growing and strengthening the Distance Education program. However, the University is not resting on these accomplishments. We are accountable to the Commission for providing updates of our progress both at the time of the on-site review and in subsequent reporting. Therefore, the third section of this study begins a long-term plan for distance learning as the University reviewed the future of the Distance Education program.

The third section intentionally selected the Commission's *Best Practices for Electronic Degree and Certification Programs* as a framework for the University's evolving plan. We intentionally used the Commission headings of institutional context and commitment; curriculum, instruction, and faculty support; student support; and evaluation and assessment to evaluate the current status of distance learning and to begin long-term planning. By design, this planning represents a work in progress that will be enhanced through continued efforts and consultation from the on-site review team.

To receive the maximal benefit of the on-site review team's consultation, this special emphasis concludes with an analysis of Western's Distance Education program in relation to two additional "best practice" documents. The results, discussed below, will be included in future planning and implementation. The U.S. Department of Education's *Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community* offers an evaluation rubric with six criteria.

### **Mission**

*Evaluators were clear about the importance of ensuring that distance education is appropriate to the mission of the institution under review. The rapid increase in the number of institutions offering Distance Education courses and programs in the last decade, and the pressure to launch distance education initiatives, can lead an institution or program in directions that are not congruent with its mission. True to its history and traditions of educational opportunity and teacher education, Western offers distance programs related to degree completion and technology in education. The University has not established new distance degree programs that are incongruent with its mission.*

**Curriculum and Instruction**

*Reviewers for regional accreditation agencies look for evidence that faculty who are involved in governance have oversight of the curriculum.* Program faculty develop courses, and all new undergraduate courses require Faculty Senate approval and all new graduate courses require Graduate Council approval. All courses are part of the academic program review process that is an academic activity emanating at the faculty (departmental) level. The same is true of the assessment of student learning that also occurs at the faculty (departmental) level.

*The development of a coherent curriculum, rather than a collection of courses, requires a systematic and coordinated approach to planning.* The master's in IDT is based on an established course rotation, and BGS degree program advisors work closely with students, department chairs, and Deans to ensure course need matches availability. Systematic and coordinated planning is also demonstrated by an integrated approach to online course development and support, a common format for distance learning (Western Online), and an institutional *Course Syllabus Policy* to ensure all University syllabi include course descriptions and stated learning objectives.

**Faculty Support**

*Faculty development is a critical component for ensuring quality in distance education.* The CITR is the University unit responsible for faculty professional development. It supports individual professional development and the identified needs of its constituent base through speakers, forums, workshops, etc., and it began surveying faculty concerning programming needs and interests in spring 2004. With regard to distance learning, sessions have focused on new and emerging technologies, software applications, and distance education pedagogy. The Student Learning Assessment Committee (SLAC), Assessment Facilitator, and Associate Provost for Graduate and Undergraduate Studies support faculty and departments in student learning outcomes assessment.

**Student and Academic Services**

*A website that serves prospective Distance Education students would include a thorough description of how the courses will be offered, how students will get textbooks and other materials, the kinds of equipment needed (which may include an online equipment check), any requirements for on-campus work, and a way to contact an advisor.* A course inventory website provides a listing of the undergraduate and graduate level distance learning courses and the modality of instruction. Students are advised that books and other course materials may be purchased from the University Bookstore or by ordering directly online from Efollet. An online equipment check is available from Western Online, and both the IDT and BGS degrees offer online, in-person, and telephonic advisement.

*For electronically delivered courses, evidence that technology support services are sufficient includes specific standards for response time to problem reports and data on actual response times and problem resolution, combined with student survey or interview data showing satisfaction. Ideally, technical support is available 24/7 (24 hours a day, seven days a week). If this is not present, reviewers look for technical support being available during some evening and weekend hours and provision for dealing with an emergency situation. In addition, there should be a means to communicate with students if a technical problem, such as a network outage, will affect them.*

Response time to student, faculty, and staff technology concerns is documented in the Service Center's ticketing system. One drawback to the current system is that it does not allow the end user to conduct

inquiries to the status of their requests. Purchase of a new system allowing such functionality was identified by a faculty and staff committee and is contingent upon the availability of funds. A purchase is anticipated by the end of Fiscal Year 2011. Technical support is not available on a 24/7 basis. However, it is available during the following time periods:

- Sunday-Thursday, 7:30 AM - 11:00 PM
- Friday, 7:30 AM - 4:30 PM
- Saturday, 7:30 AM - 4:00 PM
- During breaks: Monday-Friday, 8:00 AM - 4:30 PM

In spring 2010, uTech implemented an online, knowledge-based help system to provide immediate 24/7 access to software questions. This change was made as a result of a *User Satisfaction Survey*. In fall 2008, the 12,699 students, faculty, and staff of the Macomb campus were asked about their satisfaction with the uTech Support Center/Help Desk as well as the type of services they would like to see provided. A total of 848 individuals responded:

- Sixty-six percent of respondents had contacted the uTech Support Center in the past, 31% had not, and 3% did not know that Western had a Technology Help Desk. Among those who had called the uTech Support Center, 65% rated service as usually to always excellent.
- Seventy percent of respondents felt that the ability to create a help request online rather than calling in was an important to critical must-have need, with 60% viewing the ability to track the progress of their help request online as important to critical must-have and 79% wanting time estimates for issues that could not be resolved over the phone.
- Most users wanted self-help options, with 69% seeing the development of an online searchable database of common solutions as important to critical must-have, and 59% rating online support as important to critical.

Several additional changes in technology support also directly relate the *User Satisfaction Survey* and the continued successful implementation of the *Institutional Strategic Plan for Technology*. The uTech homepage now provides end users with the real-time status on the amount of University bandwidth used, the functionality of Western Online, and technology updates. A guiding principle of uTech, as stated in the *Institutional Strategic Plan for Technology*, is to publish at least five days in advance any nonemergency changes. To help communicate technology issues, uTech is currently forming a list of departmental and College technology liaisons to be published on the uTech website. These liaisons will serve as a communication conduit to and from uTech.

In both current and new technology, Western provides students with electronic resources needed for the delivery of high-quality, timely, and accessible services and information. Through programmatic websites and the University Directory, students are able to consult all University faculty and staff in person or from a distance by phone, fax, e-mail, and/or online. Additionally, University Libraries continues to increase electronic resources and services provided to students. In Fiscal Year 2009, the University Libraries website



was visited over 2.8 million times and represents the most frequently visited Western website. The next top six websites were associated with the web calendaring, e-mail, the University's A to Z index, Undergraduate Admissions, and the School of Graduate Studies, with annual hits ranging from over 800,000 to 1.7 million.

### Planning for Sustainability and Growth

*The Strategic Plan includes specific growth targets with budgets to support the additional marketing, academic, and administrative costs. In addition, the plan includes some justification for the enrollment projections, such as marketing surveys, and contingency plans in the event that the targets are not met.* All existing academic programs are reviewed for quality and viability as part of the University's academic program review process. The next reviews for the BGS and IDT degree programs are scheduled for Academic Years 2012-2013 and 2014-2015, respectively. All new academic programs require a three-year review. At that time, the IBHE and the University mutually agree whether the program is viable and sustainable, requires probation with corrective actions, or if it should be suspended/disestablished.

Through this special emphasis, Western is developing/implementing a five-year technology plan that addresses the institution's goals for distance education related to enrollment, academic and student services, course development, and faculty support. The new plan will bring added specificity to the *Institutional Strategic Plan for Technology* that includes general priorities for distance learning (see Action Items 47-58 of the *Institutional Strategic Plan for Technology*).



*There is a strategy for identifying, hiring, and training faculty needed for new programs and for those that are expected to grow.* All faculty hiring decisions are made at the department/school/College level. Faculty designing new courses receive professional development and technical assistance through CAIT and the CITR. This report has documented that there are both formal support opportunities and individual support opportunities available from these centers.

This report has demonstrated that revenue derived from distance learning is invested to sustain and strengthen the program. Since 2007, the distance learning surcharge has been applied to maintaining Western Online, providing faculty professional opportunities, and supporting technical assistance. Local and state funds support the staffing and operations in all academic programs.

### **Evaluation and Assessment**

Western has a strong, faculty-driven assessment process, is committed to evaluating the effectiveness of these efforts, and uses results for learning and process improvements. Core Component 3A1 shows that the University has faculty-defined learning goals for all undergraduate and graduate programs and Core Component 3A2 shows that faculty assessment of student learning extends to all educational offerings.

Additional detail about these processes is described in Components 3A3 through 3A5. Core Components 3A8 and 3C2 discuss how faculty and administrators evaluate the effectiveness and uses of the University's programs to assess student learning. Core Components 3C1 and 4C1 demonstrate how assessment results have been used to inform improvements in curriculum, pedagogy, instructional resources, and student services.

Last, the Commission's *Principles of Good Practice in Adult Degree Completion Programs* offers an evaluation rubric with three criteria for the on-site review team to provide Western with additional consultation as we continue to advance distance learning.

### **Mission**

*The adult degree completion programs are consistent with and integral to the institution's mission.* As stated above, the provision of the BGS degree program is congruent with Western's history, traditions, and value of educational opportunity.

### **Resources**

*Faculty members share a commitment to serve adult learners, bring appropriate credentials to their work assignments, and participate in determining policies that govern adult degree completion programs.* The commitment to serve adult learners is demonstrated in the voluntary participation of faculty supporting Western's distance learning initiatives. Faculty are not required to teach online. It is an agreement between the faculty member and the department chair/school director. Core Component 3B1 demonstrates that highly qualified faculty determine curricular content and strategies for instruction, and this special emphasis has previously demonstrated that Western faculty are responsible for the development of curriculum and related policies.

*Full-time and part-time faculty members who work in adult degree completion programs participate in professional development activities that focus on the needs of adult learners.* On-campus professional development activities are available through CAIT and the CITR. External travel is supported by departments, schools, Colleges, and the Provost's Travel Award fund. Data from Core Component 3B7 show that Western faculty members actively participate in professional organizations relevant to the disciplines they teach.

*The institution provides an adequate organizational structure, administrative support, and financial resources to ensure the effectiveness of adult degree completion programs. Adequate institutional resources are committed to the adult degree completion programs to ensure quality and appropriate student services.* The current organizational structure, administrative support, and financial resources applied to the BGS (formerly the BOT/BA) degree program have resulted in enrollment increases since implementation in fall 2007.

*The institution provides timely and adequate access to the range of student services—including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services—needed to ensure academic success.* See the "Student and Academic Services" discussion on page 221 of this report. This section on student and academic services also addresses the Commission expectation that the institution ensures access to learning resources and technology to support its adult degree-completion programs.

**Educational Programs and Other Services**

*The adult degree completion programs that the institution offers are in subject areas that are consistent with the institution's mission. See the "Mission" section on page 221 of this special emphasis.*

*The adult degree completion programs have clearly stated requirements and outcomes in the areas of the major and General Education. See section on "Evaluation and Assessment" on page 219 of this report.*

*Adult degree completion programs and courses that are offered in distance delivery modalities are consistent with the Guidelines for Distance Education published by the NCA Commission on Institutions of Higher Education. Through successful implementation of the recommendations in this special emphasis and from the on-site review team, Western's BGS degree program will meet and exceed Commission Guidelines for Distance Education.*



# Growing Our Two Campuses

## Special Emphasis

### The Institutional and Environmental Context for This Special Emphasis

Western Illinois University supports academic excellence, educational opportunity, personal growth, and social responsibility with campuses in Macomb, the Quad Cities, and the state's oldest Distance Education program. Through this special emphasis, as identified in the University's Strategic Plan and agreed by the Commission, Western will develop and implement a comprehensive plan for growing enrollment on the Quad Cities campus from current levels to 3,000 students, while maintaining the resource base for Macomb, distance education, and by implementing strategies that are consistent with the *Higher Values in Higher Education*.<sup>1</sup>

Located in northwestern Illinois, with an urban population of over 350,000, Western Illinois University–Quad Cities is the only public university in the Quad Cities area (Moline and Rock Island, Illinois, and Davenport and Bettendorf, Iowa). Faculty and staff from the Quad Cities campus primarily serve juniors, seniors, and graduate students with the programs displayed in Table 9.1.

**Table 9.1. Academic Degrees and Post-Baccalaureate Certificates Offered at Western Illinois University–Quad Cities**

College	Baccalaureate Degrees <sup>1</sup>	Post-Baccalaureate Certificates	Graduate Degrees <sup>2</sup>
Arts and Sciences	Liberal Arts and Sciences, Nursing	Environmental GIS, Zoo and Aquarium Studies	Biology, English, Liberal Arts and Sciences
Business and Technology	Accountancy, Engineering, Information Systems, Management, Manufacturing Engineering Technology, Marketing	--	Business Administration
Education and Human Services	Early Childhood Education, Elementary Education, Law Enforcement and Justice Administration, Recreation, Park and Tourism Administration	Health Services Administration, Police Executive Administration	Counseling, Educational & Interdisciplinary Studies, Educational Leadership, Elementary Education, Health Education, Law Enforcement and Justice Administration, Reading, Special Education
Fine Arts and Communication	--	--	Museum Studies

<sup>1</sup> The campus also supports the University's Bachelor of General Studies (BGS) (formerly the Board of Trustees/ Bachelor of Arts [BOT/BA]) degree program.

<sup>2</sup> All graduate programs are master's degrees. The Department of Educational Leadership also offers a specialist and a doctoral degree.

<sup>1</sup> *Western Illinois University–Commission Agreement for Special Emphasis #2*

As this special emphasis will show, the Quad Cities higher education community is both collaborative and competitive in the recruitment of students and advancement of academic missions. For example, Western limits freshman and sophomore enrollment on the Quad Cities campus to prevent competition and duplication of programs and services with partner community colleges. At the same time, there are ten public and private colleges and universities within a 60-minute radius of the Quad Cities campus all competing for the same potential student applicant pool. Table 9.2 summarizes total enrollment at regional Quad Cities colleges and universities.

Between fall 2007 and fall 2009, community college enrollment increased for the Eastern Iowa Community College District (EICCD) (with facilities in Bettendorf, Clinton, Davenport, and Muscatine) and decreased for Black Hawk College (BHC) (with one of its two campuses located in Moline). The rural community colleges also saw enrollment decreases. Western was the only university to experience enrollment increases in the Quad Cities. These trends have three implications for the Quad Cities campus.

First, trends in community college enrollment affect Quad Cities enrollment in a two-year delay. In most cases, freshmen in fall 2008, for example, will not be eligible to enroll at the Quad Cities campus until fall 2010.

**Table 9.2. Total Enrollment at Quad Cities Regional Colleges and Universities, Fall 2007 Through Fall 2009**

	2007	2008	2009	Difference	
				Number	Percent
<b>Community Colleges</b>	<b>19,035</b>	<b>18,162</b>	<b>19,913</b>		
Black Hawk College	6,313	6,179	6,267	(46)	(0.7)
Carl Sandburg College	2,693	2,615	2,661	(32)	(1.2)
Eastern Iowa Community College District	7,329	6,975	8,481	1,152	15.7
Sauk Valley College	2,700	2,393	2,504	(196)	(7.3)
<b>Colleges and Universities</b>	<b>38,186</b>	<b>38,371</b>	<b>37,915</b>		
Ashford University	526	686	NA	--	--
Augustana College	2,537	2,546	2,472	(65)	(2.6)
Saint Ambrose University	3,870	3,871	3,729	(141)	(3.6)
University of Iowa	30,409	30,562	30,301	(108)	(0.4)
Western Illinois University–Quad Cities	1,370	1,392	1,413	43	3.1

Second, to sustain enrollment growth, the Quad Cities campus must continue to aggressively support and enhance community college partnerships. Table 9.3 shows that the University has increased its market share enrollment during a period of declining enrollment at regional four-year colleges and universities.



**Table 9.3. Market Share Enrollment at Quad Cities Regional Colleges and Universities, Fall 2007 Through Fall 2009**

<b>Community Colleges</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Black Hawk College	33.2%	34.0%	31.5%
Carl Sandburg College	14.1%	14.4%	13.4%
Eastern Iowa Community College District	38.5%	38.4%	42.6%
Sauk Valley College	14.2%	13.2%	12.6%
<b>Colleges and Universities</b>			
Ashford University	--	--	NA
Augustana College	6.6%	6.6%	6.5%
Saint Ambrose University	10.1%	10.1%	9.8%
University of Iowa	79.6%	79.6%	79.9%
Western Illinois University–Quad Cities	3.6%	3.6%	3.7%

Third, a collaborative and competitive environment exists for graduate students. Located in Rock Island, the Quad-Cities Graduate Study Center is a publicly funded academic consortium of ten Illinois and Iowa colleges and universities offering 100 graduate degree and certification programs.<sup>2</sup> The Graduate Study Center was formed in 1969 at a time when there was no public graduate education in the immediate Quad Cities area. Western Illinois University–Quad Cities was known as the Rock Island Regional Undergraduate Center at that time. While a charter member of the Graduate Study Center, Western did not begin offering graduate degrees and certificate programs on the Quad Cities campus until the mid 1990s. The Quad Cities campus continues to develop, enhance, and sustain partnerships in graduate education.

New agreements are anticipated to help increase enrollment. Beginning in fall 2009, the Quad Cities campus began dually enrolling freshmen with select community colleges. Students from BHC and Carl Sandburg College majoring in Engineering, Liberal Arts and Sciences, and Nursing take classes at the community college and the Quad Cities campus at the same time during each semester of the freshman and sophomore years. The Carl Sandburg agreement is also applied to students in all majors who transfer to the Macomb campus. Western is currently negotiating with the State of Iowa to expand the Quad Cities and Macomb agreements; and in 2010, the University will add two more community colleges, Spoon River College and John Wood Community College, to the Macomb agreement. The University expects that these new agreements will be successful in increasing student aspirations for a four-year degree, likelihood of transfer to Western, and result in bachelor's degree attainment through increased access to financial aid, academic advisement, and interaction with faculty and staff from both the community college and the University.

Moreover, these new agreements build on the University's long history of supporting change to advance academic excellence and educational opportunities. During the period of the last institutional self-study of 1991-2001, the University completed a college restructuring (to promote administrative efficiencies and synergies between the disciplines) that reduced the number of colleges from six to four; and it supported moving and growing the then named Western Illinois University Regional Center from leased space at BHC to the current Western Illinois University–Quad Cities, 60th Street facility in 1997.

<sup>2</sup> Active member institutions of the Quad-Cities Graduate Study Center are Drake University, Illinois State University, Iowa State University, Northern Illinois University, Saint Ambrose University, Saint Xavier University, University of Illinois (Chicago, Springfield, Urbana-Champaign, and Global campuses), University of Iowa, University of Northern Iowa, and Western Illinois University.

External reviews and internal planning also support continued growth on the Quad Cities campus. When the last Commission on-site review team was at Western, the college structure was relatively new, and there was expressed potential for the growth of the Quad Cities campus. The team's *2001 Report* stated, "The University's Regional Center is a valuable asset with great potential for future growth and for building the institution's presence within its primary service region." Likewise, *Blue Print 2010*, an economic and educational forecast prepared by a blue ribbon panel of experts and sponsored by the Illinois Quad City Chamber of Commerce, identified the growth potential of the Quad Cities campus of up to 5,000 students.

Shortly after the last NCA on-site review, the University adopted its new *Higher Values in Higher Education* Strategic Plan that included total student headcount enrollment growth goals for the Macomb campus from 11,200 to 12,500 and for the Quad Cities campus from 1,280 to 3,000. However, the intermediate planned growth of the Quad Cities campus was not as high as projected by *Blue Print 2010*.

Western, similar to other Illinois public universities with multiple campuses (i.e., Southern Illinois University–Carbondale and Edwardsville and the University of Illinois–Chicago, Springfield, and Urbana-Champaign), only receives one state appropriation for its multiple locations. With growth plans for both campuses and distance education (see complementary "Strengthening Distance Learning Special Emphasis" section), public commitments to maintain historically low student-to-faculty ratios on both campuses (currently 16:1 in Macomb and 12:1 in the Quad Cities), and the need for expanded facilities in the Quad Cities, a systematic growth plan is needed to benefit the students, faculty, and staff of the University.

Therefore, the outcome of this special emphasis is to form an implementation plan for growth of the Quad Cities campus over the next one, five, and ten years. This implementation plan is meant to complement the Academic Master Planning process for the Macomb campus and the plan resulting from the "Strengthening Distance Learning Special Emphasis."

## **Background Data**

Data presented in this section has two parts: (1) trend data in enrollment, staffing, academic programs, facilities and technologies, administration and operations; and (2) Quad Cities strengths, opportunities, and challenges. All of the background data will be used in forming a growth plan for the Quad Cities campus.

### ***Trend Data***

#### ***On-Campus Enrollment***

Prior to presenting trend data in Table 9.4, it should be noted that beginning in fall 2009, the University began reporting on- and off-campus enrollment for the Macomb and Quad Cities campuses instead of on-campus data with all off-campus enrollment grouped together in extension. Such reporting is consistent with practices at peer institutions and federal Integrated Postsecondary Education Data Systems guidelines. Therefore, to enable consistent comparison of headcount and full-time enrollment since the last on-site review in 2001, the following sections, unless otherwise noted, use on-campus enrollment as a proxy to total enrollment. On-campus enrollment accounts for 96% of the total fall 2009 Quad Cities enrollment.

Since the last accreditation visit, Quad Cities on-campus headcount enrollment has been characterized by a period of decline between fall 2001 and fall 2005 and a period of growth since that time. In the period of decline, enrollment decreased by 243 students (16.6%) from 1,460 in fall 2001 to 1,217 in fall 2005. However, since fall 2005 enrollment increased by 135 students (11.1%) to 1,352 students in fall 2009. Furthermore, the percentage of Full-Time Equivalent (FTE) students on the Quad Cities campus is now over 50%, which is at record levels for both undergraduate and graduate students. More students are taking more classes. These students are also requesting more services and receiving more support. Since fall 2005, undergraduate and graduate FTE enrollment is up 17.1 and 22.4%, respectively.

**Table 9.4. Western Illinois University–Quad Cities Headcount and Full-Time Equivalent (FTE) Enrollment and FTE Enrollment as a Percentage of Enrollment, Fall 2001 Through Fall 2009**

	Enrollment								
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Undergraduate	711	690	640	614	615	614	655	671	670
Graduate	759	771	670	666	612	717	676	689	682
Total	1,460	1,461	1,310	1,280	1,217	1,331	1,331	1,360	1,352
	FTE								
Undergraduate	378	376	383	371	368	365	382	421	431
Graduate	283	293	261	259	245	288	274	279	300
Total	661	669	644	630	613	653	656	700	731
	FTE as a Percentage of Enrollment								
Undergraduate	53.2	54.5	59.8	60.4	59.8	59.4	58.3	62.7	64.3
Graduate	37.3	38.0	39.0	38.9	40.0	40.2	40.5	40.5	44.0
Total	45.3	45.8	49.2	49.2	50.4	49.1	49.3	51.5	54.1

As this report will show, the Quad Cities campus experienced enrollment increases as it partnered with the Macomb campus to increase the percentage of fully “completable” degrees on the Quad Cities campus (i.e., those degrees that can be completed on-site and do not require attendance in Macomb or another college or university), expand the number of degree programs in the Quad Cities, improve the reliability of two-way audio-video technologies, and introduce an integrated marketing campaign for the University.

### **Staffing**

Western Illinois University began reporting the number of faculty and staff by campus location in fall 2005 as displayed in Table 9.5. By maintaining an 85/15% ratio of new hires on the Macomb and Quad Cities campuses, the University increased the total number of faculty and staff at both locations.

**Table 9.5. Number of Faculty, Staff, and Graduate Assistants by Campus Location, Fall 2005 Through Fall 2009**

Fall	Faculty		Staff		Graduate Assistants		Total	
	Macomb	Quad Cities	Macomb	Quad Cities	Macomb	Quad Cities	Macomb	Quad Cities
2005	690	41	1,261	32	468	0	2,419	73
2006	701	44	1,291	37	482	10	2,474	91
2007	691	59	1,293	34	480	8	2,464	101
2008	696	66	1,301	34	478	17	2,475	117
2009	684	70	1,311	40*	493	19	2,488	129

\* Total excludes 17 part-time employees hired as part of the Pacers grant program received by the Counselor Education department (see Core Component 5A1) to serve at-risk students in the Rock Island School District.

The 50 staff position growth on the Macomb campus is very important to academic support and the economic prosperity of McDonough County and the west-central Illinois region. Western is the largest county and regional employer,<sup>3</sup> and with increased job opportunities, the October 2009 unemployment rate in McDonough County (9.0%) is well below the statewide average (10.4%). Likewise, the growth in the number of Quad Cities faculty helps to support fully completable degree programs.

In addition to advancing instruction, research/creative activities, and service, the faculty and staff play a critical role in the economic and community development of our host communities and regions. At current levels of enrollment and staffing, the Illinois Institute for Rural Affairs (IIRA) reports the estimated economic impact of the Macomb campus to its service region is \$190 million annually, and the same annual figure for the Quad Cities campus is \$10 million, which is projected to grow to \$50 million annually when the three-building Riverfront Campus is open and supporting 3,000 students. The IIRA reports will be available to the on-site review team in reference rooms on both the Macomb and Quad Cities campuses.

### **Academic Programs**

Table 9.6 shows that the total of Western Illinois University courses offered increased by 153 or 5.7% from 2,699 in fall 2005 to 2,852 in fall 2009. On the Quad Cities campus, the number of courses increased by 76 or 38.8%. Additionally, more Quad Cities classes are being taught by faculty housed in the Quad Cities, which was a goal established in the Provost's summer 2005 retreat. Quad Cities faculty now teach 66.5% (approximately two-thirds) of all Quad Cities courses offered, compared to teaching only 40.8% of all Quad Cities classes in fall 2005.

**Table 9.6. WIU Courses by Location and Teaching Faculty by Campus, Fall Semesters 2005-2009**

	Number					Percent				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
<b>Macomb Courses</b>										
Macomb faculty	2,398	2,322	2,492	2,521	2,462	99.2	99.5	98.8	97.6	99.4
QC faculty	16	8	30	17	14	0.8	0.5	1.2	2.4	0.6
Total courses	2,414	2,330	2,509	2,538	2,476	100.0	100.0	100.0	100.0	100.0
<b>Quad Cities Courses</b>										
Macomb faculty	83	71	86	71	91	59.2	46.6	35.8	31.8	33.5
QC faculty	113	103	129	161	181	40.8	53.4	64.2	68.2	66.5
Total courses	196	174	215	232	272	100.0	100.0	100.0	100.0	100.0
<b>Extension Courses</b>										
Macomb faculty	119	88	85	84	96	98.9	100.0	94.3	92.5	92.3
QC faculty	-	1	2	3	8	1.1	0.0	5.7	7.5	7.7
Total courses	119	89	87	87	104	100.0	100.0	100.0	100.0	100.0
<b>Total Courses</b>	<b>2,699</b>	<b>2,591</b>	<b>2,810</b>	<b>2,872</b>	<b>2,852</b>					

In summer 2005, the Deans and Provost also agreed that all programs offered on the Quad Cities campus should be fully “completable” on the Quad Cities campus within two years of entry and without students having to drive to the Macomb campus or another college or university to complete degree requirements, with “face-to-face” being the primary mode of instruction. The agreement was made to address community

<sup>3</sup> The next largest employers are McDonough District Hospital and Bridgeway Rehabilitative Services with 470 and 244 employees, respectively.

and student concerns that Western's degrees were not fully completable on the Quad Cities campus and that students would be required to drive elsewhere to complete degree requirements. The agreement was also made to address the 2001 on-site review team's concern that the University was using distance modalities from Macomb to the Quad Cities as the primary mode of instruction in the Master of Business Administration (MBA) degree program without prior Commission approval.

At the time of the 2005 agreement, as Table 9.7 shows, the Quad Cities on-campus headcount enrollment was 1,217. The full-time/part-time ratio was 51.4 to 48.6% for undergraduate students and 11.9 to 88.1% for graduate students; and 48% of total programs (12 of 25) were fully completable for students entering in fall 2005.

By fall 2009, the Quad Cities on-campus headcount enrollment increased 10.2% to 1,352. The full-time/part-time ratio for undergraduate students remained relatively constant, while the distribution of graduate students changed to 18.0% full-time and 82.0% part-time. Moreover, data from Table 9.8 show that the percentage of fully completable degrees increased to 86.0% of all programs (24 of 28) for students entering in fall 2007.

As discussed above, growth in the Quad Cities enrollment included both full-time and part-time students. Between fall 2005 and fall 2009, undergraduate enrollment increased 11.9% for full-time students and 9.5% for part-time students, while graduate enrollment increased 65.7% for full-time students and 2.0% for part-time students.

**Table 9.7. Full-Time and Part-Time Headcount Enrollment by College and Department, Fall 2005 Compared to Fall 2009 at Western Illinois University–Quad Cities**

College/Department	Undergraduate				Graduate			
	Full-Time		Part-Time		Full-Time		Part-Time	
	2005	2009	2005	2009	2005	2009	2005	2009
<b>ARTS &amp; SCIENCES</b>								
Biological Sciences	0	0	0	0	5	17	5	10
English and Journalism	0	0	0	11	0	1	9	0
Foreign Languages and Literatures	0	0	0	1	0	0	0	0
Geography	0	0	0	0	0	1	0	0
Liberal Arts and Sciences	0	32	0	13	0	5	0	2
Nursing, School of	0	1	0	3	0	0	0	0
Physics	0	2	0	2	0	0	0	0
Political Science	0	0	0	1	0	0	0	0
Psychology	0	0	0	1	0	0	0	0
Sociology and Anthropology	0	0	0	1	0	0	1	0
Total	0	35	0	33	5	24	15	12
Percent	0.0	51.5	0.0	48.5	25.0	66.7	75.0	33.3
<b>BUSINESS &amp; TECHNOLOGY</b>								
Accountancy	34	46	45	39	0	0	4	0
Engineering, School of	0	1	0	2	0	0	0	0
Engineering Technology	6	5	20	11	0	0	0	0
Information Systems and Decision Sciences	14	7	9	9	0	0	0	0
Management	49	61	45	41	10	13	32	41
Marketing and Finance	20	28	11	2	0	0	0	0
Pre-Business Undecided	0	0	0	1	0	0	0	0
Total	123	148	130	105	10	13	36	41
Percent	48.6	58.5	51.4	41.5	21.7	24.1	78.3	75.9
<b>EDUCATION &amp; HUMAN SERVICES</b>								
Counseling	0	0	0	0	32	34	75	64
Curriculum and Instruction	113	91	39	44	3	1	110	100
Educational and Interdisciplinary Studies	0	0	0	0	5	4	23	26
Educational Leadership	0	0	0	0	4	8	107	136
Health Sciences	0	0	0	1	0	4	19	16
Kinesiology	0	0	0	0	0	0	5	0
LEJA, School of	42	38	21	25	2	3	12	11
Recreation, Park and Tourism Administration	8	8	20	14	1	1	1	1
Special Education	0	0	0	16	2	1	38	32
Total	163	137	80	100	49	56	390	386
Percent	67.1	57.8	32.9	42.2	11.2	12.7	88.8	87.3
<b>FINE ARTS &amp; COMMUNICATION</b>								
Art	0	0	1	0	0	0	0	0
Communication	0	0	1	3	0	0	0	0
Museum Studies	0	0	0	0	0	16	0	4
Total	0	0	2	3	0	16	0	4
Percent	0.0	0.0	100.0	100.0	0.0	80.0	0.0	20.0
<b>OTHER</b>								
Advanced Graduate	0	0	0	0	0	0	35	52
BOT/BA	22	27	56	79	0	0	0	0
Unclassified*	3	1	26	2	9	12	63	55
Total	25	28	82	81	9	12	98	107
Percent	23.4	25.7	76.6	74.3	8.4	10.1	91.6	89.9
Total University	311	348	294	322	73	121	539	550
Percent	51.4	51.9	48.6	48.1	11.9	18.0	88.1	82.0

\* Includes unclassified, transitional, and high school students



**Table 9.8. Percentage of Degree Requirements that Can Be Completed in Two Years at Western Illinois University–Quad Cities**

	2005-2007	2006-2008	2007-2009
<b>Undergraduate Degrees</b>			
Accountancy	<b>95</b>	100	100
Early Childhood Education	--	--	100
Engineering (started fall 2009)	--	--	--
Elementary Education	100	100	100
Information Systems	<b>86</b>	<b>95</b>	100
Law Enforcement and Justice Administration	<b>97</b>	<b>97</b>	100
Liberal Arts and Sciences	--	--	100
Management	<b>52</b>	<b>70</b>	100
Manufacturing Engineering Technology (Robotics)	<b>68</b>	<b>73</b>	<b>73</b>
Manufacturing Engineering Technology (Production)	<b>82</b>	<b>95</b>	<b>82</b>
Marketing	100	100	100
Nursing (started fall 2009)	--	--	--
Recreation, Park and Tourism Administration	100	100	100
<b>Graduate Degrees</b>			
Biology – Thesis Option	100	100	100
Biology – Non-Thesis Option	<b>78</b>	100	100
Business Administration (redesign starts fall 2009)	--	--	--
Counseling	100	100	100
Educational Leadership – Master’s	100	100	100
Educational Leadership – Specialist	100	<b>94</b>	<b>94</b>
Educational Leadership – Doctorate (based on three years to complete)	--	--	100
Education and Interdisciplinary Studies – Bilingual	100	100	100
Education and Interdisciplinary Studies – General Studies	100	100	100
Education and Interdisciplinary Studies – Adult Education	100	<b>91</b>	<b>91</b>
Elementary Education	100	100	100
English	<b>80</b>	<b>70</b>	100
Health Education—Community Option	<b>17</b>	<b>83</b>	<b>92</b>
Health Education—School Option	<b>50</b>	100	<b>92</b>
Law Enforcement and Justice Administration	<b>85</b>	100	<b>92</b>
Liberal Arts and Sciences (started fall 2008)	--	--	--
Museum Studies (started fall 2008)	--	--	--
Reading	100	100	100
Special Education	<b>92</b>	100	100
<b>All Degrees</b>			
Number of programs	25	25	28
Number of completable programs	12	16	21
Percent completable at 2.0 years	48	64	75
Percent completable at 2.5 years	--	--	86

**Note:** Programs that require more than two years to complete or that are not fully completable on the Quad Cities campus are indicated in bold text.

The growth in enrollment, the ability to accommodate more full-time students, and increased full-time degree completable are based on successful partnerships between the Quad Cities campus and Academic Affairs. The Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Vice President for Academic Affairs, Deans, and department chairs/school directors continue to work collaboratively to increase the percentage of Quad Cities degree programs that are fully completable in two years. Significant progress has been made in this area, and the University will continue to make progress.

Careful analysis of the data shows that there may be exceptions to the “fully completable” agreement if degree requirements exceed beyond what can be achieved by a full-time student in two years. Compared with the graduate program in elementary education, Health Education at 92% in Table 9.8 requires six additional semester hours, and Law Enforcement and Justice Administration (LEJA) at 92% requires an additional nine semester hours. It is, therefore, important that students are advised that full-time study will require 2.5 years to complete degree requirements. With this understanding, the percentage of degrees that can be fully completed on the Quad Cities campus increases to 86% (24 of 28), and this percentage is expected to increase. The College of Business and Technology has a new chair in Manufacturing Engineering Technology and is working to ensure that the program can be completed in the Quad Cities.

To enhance future planning, the Quad Cities campus, starting in fall 2009, will conduct part-time completability at 150% of normal degree requirements. (The value of 150% was selected as that is the federal standard for reporting time-to-degree). There are graduate programs, such as Curriculum and Instruction, Educational Leadership, Educational and Interdisciplinary Studies, and Special Education, that are specifically designed to serve full-time working professionals, and scheduling is performed in a manner that is responsive to student demand (i.e., a part-time rotation). The full-time and part-time completability analyses, academic program review process, and annual reports by the Office of Planning, Budget, and Institutional Research (e.g., retention, graduation, and time-to-degree reports) give academic departments and schools the requisite tools to monitor student progression.

At the same time, there is opportunity for enhanced “on the ground” support for academic programs. An analysis of the Quad Cities Student Complaint Log (available to the on-site team in the resource room) indicates some student complaints relating to the lack of course availability. However, upon further review, some programs maintain structured course rotations, with certain courses only offered in certain semesters, which suggests there may be different plans of study for students admitted in different semesters. This issue is being considered at the time of writing this report. Progress on this and/or other enhancements will be reported to the on-site review team during their visit.

## ***Facilities and Technology***

### *Current Facilities and Technology*

The current primary location for Western Illinois University–Quad Cities is the one-building 60th Street facility, a 60,000 gross square feet location housing faculty and staff offices, 18 classrooms, a library, and two computing laboratories. While the Quad Cities campus does not have the deferred maintenance needs on the magnitude of the Macomb campus, currently estimated at \$528 million, it does have needs. Within the last three years, administrative reallocations have supported power washing of the exterior of the building, painting, and stairway rebuilding. Each of these projects was in excess of \$30,000. The University maintains a Permanent Improvement budget for properties not on the Macomb campus (e.g., Horn Field Campus, the University Farm). However, a Permanent Improvement budget does not exist for the Quad Cities campus.

The faculty at the Quad Cities campus have a strong tradition of infusing appropriate technologies into the classroom. All 21 classrooms (18 on 60th Street and three in the Caxton Block Building) are electronic smart rooms with computer, projector, VCR/DVD, and document cameras. Six classrooms are linked to Macomb

via two-way audio-video, and four of these rooms (113, 114, 115, and the Caxton Conference Room) have been updated with state-of-the-art equipment in the last two years. Some, but not all, academic departments and schools use the University's audio-video system. It is an academic decision whether use of the system is pedagogically appropriate to the course and the discipline.

When Western first starting using two-way audio-video technologies in the 1990s, the infrastructure was based on two dedicated T1's lines—from Macomb to Springfield and from Macomb to the Quad Cities. Due to industry changes, in 2005, then Provost Joseph Rallo commissioned the change to the current IP-based CODEC system for increased transmission rates. The current system is based on a network cloud rather than dedicated fiber.

Similar to any technology, there have been times when the newer system has not been fully reliable due to two factors: (1) video, voice, and data transmission on an aging infrastructure and (2) buildings constructed (during the early 1960s and 1970s) before the advent of this technology and its acoustic requirements. These factors cause occasional service disruptions.

Based on priority cited in the *Institutional Strategic Plan for Technology* to increase the speed, performance, and reliability of University networks, University Technology (uTech) has taken several measures to improve the CODEC experience. First, as described in Core Component 2A2, the University acquired a second point of Internet access/egress on the Macomb campus, increasing total University bandwidth by 167% from 75 to 200 megabits. Second, there was a reallocation of four staff in uTech to create Classroom Support Services (CSS) charged with supporting electronic users and equipment in University classrooms. Quad Cities Technology Services provides a similar function in Moline. Third, on-call technicians are now deployed when the system is in use on both the Macomb and Quad Cities campuses. Fourth, specific staff are assigned to monitor network traffic, transmission, and complete routine diagnostics. This was not an assigned function prior to 2008.

These actions have alleviated many but not all of the concerns or opinions. Therefore, CSS is currently being charged to work with the Colleges to develop training materials that will prepare faculty to fully utilize the CODEC medium. Presently, there is no required training. Online technology inventories and training materials are available from CSS on the uTech website. Additionally, uTech worked with several local and regional telecommunications providers to identify/create a previously non-existent fiber network between Macomb and the Quad Cities using existing pathways; requests for bids will be solicited to identify fiscal parameters for unlit, lit, and dimly lit fiber.

uTech will continue to work with the Deans, department chairs, Physical Plant, and others to investigate technological, design, and pedagogical issues associated with the placement of sound sensitive equipment. Therefore, as the University completes the upgrade to the two-way audio-video system, it has and will continue to be a three-phase approach addressing classrooms and end users, equipment, and infrastructure. The midterm (two to five year) goal is to provide high fidelity audio and high definition (HD) picture with no service interruptions. The challenge will be to find the fiscal resources, which may require external funding and grants. An update will be provided to the on-site review team at the time of the campus visit.

### *Commission Approved Educational Sites*

Western approved educational locations at the Shedd Aquarium in Chicago, Illinois. This gives all students access to state-of-the-art facilities that a university laboratory facility could not emulate. Likewise, the internationally renowned Figge Art Museum in Davenport, Iowa, is a Commission and States of Illinois and Iowa approved educational location for serving Quad Cities students in the graduate program in Museum Studies.

The Quad Cities campus also has Commission educational site approval for Business, Engineering, and Manufacturing Engineering Technology courses to be held at the Caxton Block Building, located in downtown Moline, Illinois. Use of the Caxton Block Building is temporary until the University completes renovation of Building 1 on the newly developing Western Illinois University–Quad Cities Riverfront Campus.

### *Other Learning Facilities*

In all of its learning environments, Western Illinois University is careful to follow Commission guidelines regarding changes in educational sites, as defined in Section 7.2 of *The Handbook of Accreditation*. As shown in Table 9.9, limited classes are used at the Moline Police Department for LEJA, Niabi Zoo in Moline for Biological Science, and the Nahant Marsh in Davenport, Iowa, for RPTA. Each of these locations provide simulated, experiential learning environments that the University does not have the fiscal resources to replicate, and these learning environments enhance both academic excellence and educational opportunities for students.

Classes are also held at BHC and the Quad-Cities Graduate Study Center when the number of classes offered exceeds the physical capacity of the 60th Street facility. Beginning in fall 2008, the number of classes held at BHC was intentionally reduced at the request of students to house courses at a four-year educational or experiential site. However, if academic programs expand and include the need for “wet labs,” the number of classes at BHC may increase since Western does not have this type of learning environment at the current 60th Street location.

**Table 9.9. Western Illinois University–Quad Cities Courses by Location, Spring 2000 Through Spring 2010**

Year	Semester	QC Grad Center	Black Hawk College	Figge Art Museum	Niabi Zoo	Nahant Marsh	Caxton Block	Moline Police Dept	Other	60th Street	All QC Courses	Percent Offsite
2000	Spring	10	11	--	--	--	--	--	--	175	196	10.7
2000	Fall	17	16	--	--	--	--	--	--	139	172	19.2
2001	Spring	17	9	--	--	--	--	--	--	159	185	14.0
2001	Fall	17	12	--	--	--	--	--	--	144	173	16.8
2002	Spring	10	11	--	--	--	--	--	--	148	169	12.4
2002	Fall	9	5	--	--	--	--	--	--	153	167	8.4
2003	Spring	9	4	--	--	--	--	--	--	154	167	7.8
2003	Fall	11	7	--	--	--	--	--	--	150	168	10.7
2004	Spring	11	10	--	--	--	--	--	--	143	164	12.8
2004	Fall	10	14	--	--	--	--	--	--	150	174	13.8
2005	Spring	14	9	--	--	--	--	--	--	175	198	11.6
2005	Fall	8	3	--	--	--	--	--	--	169	180	6.1
2006	Spring	6	1	--	--	--	--	--	--	163	170	4.1
2006	Fall	7	6	--	--	--	--	--	--	173	186	7.0
2007	Spring	9	6	--	--	--	--	--	--	158	173	8.7
2007	Fall	9	13	--	1	--	--	--	--	169	192	12.0
2008	Spring	8	8	--	2	--	--	--	1	163	182	10.4
2008	Fall	12	--	3	1	--	--	--	--	184	200	8.0
2009	Spring	15	1	2	1	--	--	--	--	188	207	9.2
2009	Fall	11	1	3	--	4	13	--	--	184	216	14.8
2010	Spring	7	2	4	--	--	17	1	1	180	212	15.1
	Total	227	149	12	5	4	30	1	2	3,421	3,851	11.2

*Future Facilities*

In 2003, John Deere and Company donated 20 acres of land and property to create the Western Illinois University–Quad Cities Riverfront Campus. The state passed its first capital construction bill in ten years in summer 2009. Governor Quinn’s signing of the state’s new state capital construction plan includes \$820.6 million in capital construction and renewal for the 12 Illinois public universities. Of this total, as shown in Table 9.10, the two campuses of Western Illinois University will receive \$129.3 million for the Performing Arts Center in Macomb, the first two buildings on the Quad Cities Riverfront Campus, and campus maintenance improvements. Western’s value is second highest in the state, with only the University of Illinois–Urbana-Champaign receiving more at \$201.3 million.

**Table 9.10. Illinois Higher Education Capital Improvement Projects, Fiscal Year 2010 Final Action (House Bill 312 and Senate Bill 1221) (Dollars in Thousands)**

University of Illinois–Urbana-Champaign	\$201,354.2
<b>Western Illinois University</b>	<b>129,306.3</b>
Southern Illinois University–Edwardsville	86,422.5
Southern Illinois University–Carbondale	85,851.1
Northeastern Illinois University	76,203.7
Chicago State University	68,949.3
Illinois State University	59,296.1
University of Illinois–Chicago	50,092.7
Northern Illinois University	38,528.5
Governors State University	10,881.8
Eastern Illinois University	8,727.0
University of Illinois–Springfield	5,031.1
Total	\$820,644.3

Source: Tables C-1 through C-4, [www.ibhe.org/FridayMemo/misc/090717\\_FY2010GovAction.pdf](http://www.ibhe.org/FridayMemo/misc/090717_FY2010GovAction.pdf)

With the first \$15.8 million of the funds released and earmarked by the state to the Quad Cities, ground breaking for the first building on Riverfront Campus occurred in March 2010, with building renovation beginning in May. The project, pending unforeseen circumstances, is anticipated to be completed within 18 months (by fall 2011). As part of the planning for the opening of Building 1 that will include faculty and staff from the College of Business and Technology, the Office of Academic and Student Services, and Quad Cities administration, the University is fully aware of the Commission expectations.

Section 7.2 of *The Handbook of Accreditation* states, “Commission approval is required to extend accreditation [when] a new site that houses a full range of instruction as well as administrative and support services (such as a new campus or branch). Commission staff may give approval upon receipt and evaluation of documentation including a business plan, but will conduct a visit within six months of the opening of the site.” The Vice President for the Quad Cities, Planning & Technology will initiate the Commission visit once Building 1 is opened.

As the University constructs Building 1, it is in the design/planning phase for Building 2. In spring 2010, the University completed a programming study for the future uses of the second building on the Riverfront Campus and the current 60th Street facility. This programming study, funded exclusively by non-appropriated funds, was a necessary precursor before the state funded the architectural and engineering planning for Building 2.

The successful funding for the new Quad Cities campus is based on Western’s partnerships with both the public and private sectors. In preparation for Riverfront Campus construction, the University received over \$5.2 million in state and federal support. This includes a \$500,000 Housing and Urban Development grant sponsored by former U.S. Representative Lane Evans for asbestos abatement, a \$1.1 million grant for new road access sponsored by U.S. Senator Richard Durbin, and \$2.6 million in other state architectural and engineering design planning grants. Additional donations and internal reallocations also supported site planning and construction preparation.

These same partnerships will continue as the University seeks capital funding for Building 3 and for operational funding to support a doubling of enrollment, faculty, and staff as documented later in this report. These partnerships will also be important as the University, as described in the introductory chapter, has helped to stimulate over \$112 million in new private development for the area surrounding the Riverfront Campus, and the University will continue to support the projects of Renew Moline and their partner organizations.



## CURRENT RIVERFRONT PROJECTS

*Moline, Illinois*

### WIU QUAD CITIES RIVERFRONT CAMPUS

- Project Value: \$80+ Million
- 5,000 Student Campus
- Specialize in technology oriented business, health care, and education
- Community economic impact: \$50 Million

### E3 INITIATIVE

- Project Value: \$23 Million
- Focus on education, entrepreneurship, and environment
- Mixed-use: residential, office, and campus-supportive retail
- Midwest Intellectual Property Institute

### ROCK ISLAND ARSENAL

- Project Value: \$50 Million
- High rise including U.S. headquarters of KONE, mixed-use retail, office, and high-end residential

### FLEXTECH

- Project Value: \$5 Million
- Flexible office and tech space
- Space to grow companies in the innovation economy

### MISSISSIPPI RIVER TECHNOLOGY CORRIDOR

Infrastructure Connections (Transit, Fiber Optics, Power)

### I-74 CORRIDOR AND BRIDGE

- Project Value: \$850 Million
- New 8-lane bridge span
- Bridge bike path will connect Illinois' Great River Trail with Iowa's Mississippi River Trail

### COMMERCIAL OFFICE CENTER

- Project Value: \$32 Million
- Private mixed-use development including corporate office center
- Parking structure containing approximately 500 spaces

### ENTERPRISE LOFTS

- Project Value: \$10 Million
- Part of urban living initiative
- Includes units geared to home-based businesses
- 90 apartments and ground-floor retail

### MOLINE CENTRE

### WEST GATEWAY

- Project Value: \$3 Million
- Community health care center
- Serving Floreinte Neighborhood
- Multi-purpose Mercado to house market, outdoor entertainment, and community events

### AMTRAK STATION & STATION AREA DEVELOPMENT

- Project Value: \$25 Million
- Expansion of existing Centre Station to include Amtrak's Green Line modular station and mixed-use development
- Regional transportation hub that connects to Chicago

**Contact Information:**

City of Moline  
 Ray Forsythe  
 Director - Planning & Development Dept.  
 (309) 252-2132  
 rafors@ci.moline.il.us

Renew Moline  
 Jim Bowman  
 Executive Director  
 (309) 762-9194  
 jrbowman@renewmoline.com

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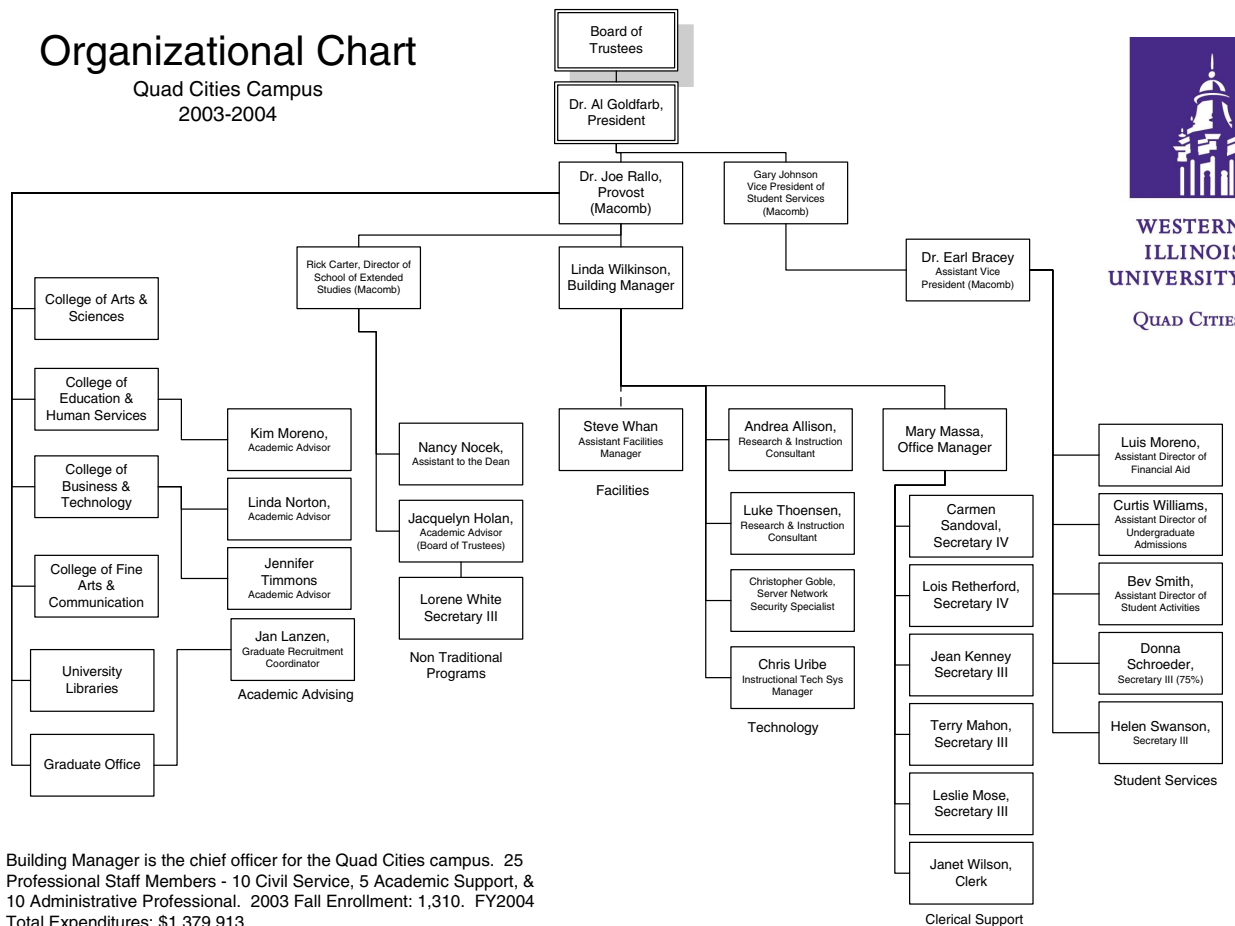
**Quad Cities Administration and Operations**

When the Quad Cities campus moved to its current location in 1997, staff either reported to the Macomb-based Dean of Continuing Education, the Vice President for Student Services, the Dean of the College of Education and Human Services (COEHS) or the Dean of the College of Business and Technology. Of the 13 Quad Cities based staff positions, eight (62%) were clerical.

The figures that follow show that the growth of the Quad Cities campus transitioned from the majority of staff functions reporting to Macomb (excluding facilities and technology) in Academic Year 2003-2004 to all staff positions reporting to the Quad Cities campus in Academic Year 2009-2010. These figures also show that staff positions have also transitioned from primarily clerical in scope to positions of expertise.

**Organizational Chart**

Quad Cities Campus  
2003-2004

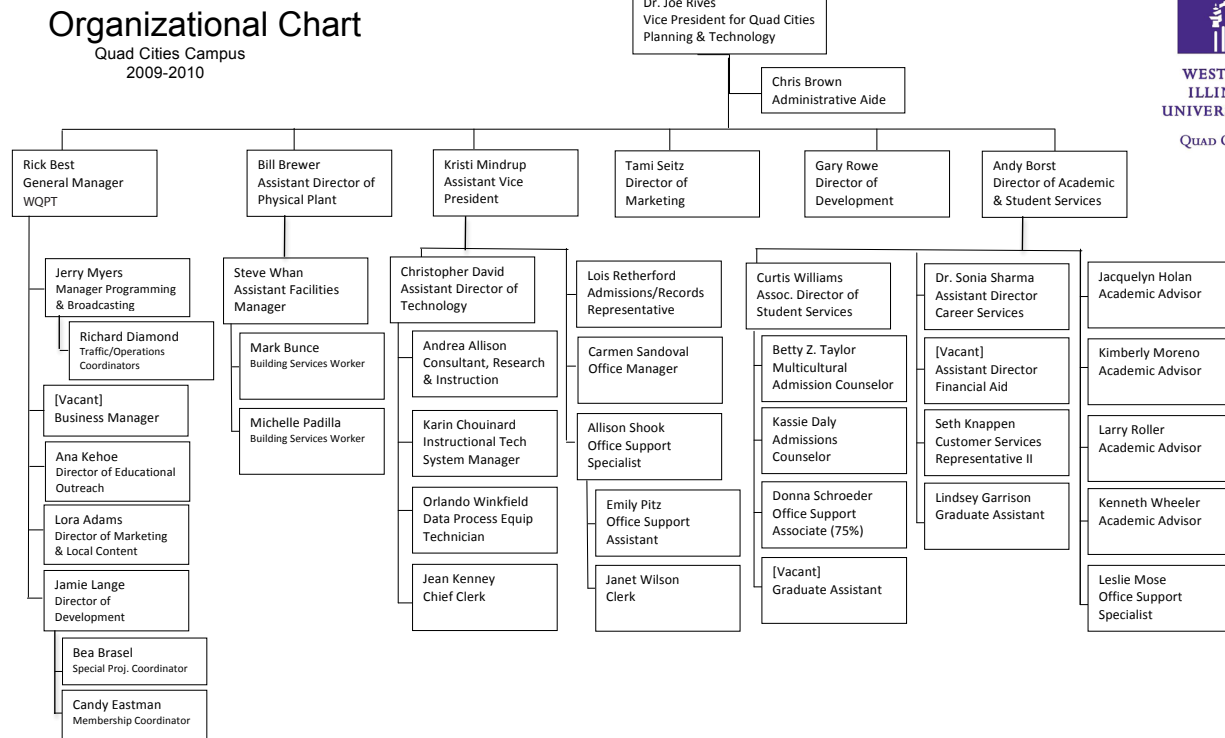


Building Manager is the chief officer for the Quad Cities campus. 25 Professional Staff Members - 10 Civil Service, 5 Academic Support, & 10 Administrative Professional. 2003 Fall Enrollment: 1,310. FY2004 Total Expenditures: \$1,379,913

Academic Advising, Non-Traditional Programs, & Student Services all report to staff in Macomb.



WESTERN ILLINOIS UNIVERSITY  
QUAD CITIES



Since the last accreditation visit, the chief administrative officer for the Quad Cities campus transitioned from the Dean of Continuing Education, a Building Manager, to an Associate Provost for the Quad Cities and Extended Studies, to the Vice President for the Quad Cities, Planning & Technology. The last transition, effective January 1, 2008, shows an institutional commitment to continuing the development of the Quad Cities campus by having its own division rather than primarily being an extension, off-campus activity sponsored by the Macomb campus.

Organizationally, five Vice Presidents report to the President of Western Illinois University. The Quad Cities areas corresponding to the Macomb campus are indicated below. Also displayed below is an analysis, summarized in Table 9.11, that shows whether Quad Cities operations are dependent, interdependent, or independent to the Macomb campus. This information will be used to study organizational efficiencies and drive future planning for the Quad Cities campus.

An area is independent if it performs the task without requiring the assistance of the Macomb campus. For example, the Quad Cities campus maintains its own testing center. An area is considered interdependent if a Quad Cities campus staff member(s) work with Macomb counterpart(s) to complete an assignment such as coordinating services provided to students with disabilities. An area is dependent if the service is not provided by Quad Cities staff member(s).

**Table 9.11. Analysis of Whether Quad Cities Administrative Functions Are Independent, Interdependent, or Dependent to the Macomb Campus to Complete Assigned Tasks and Responsibilities**

	Independent	Interdependent	Dependent
<b>President/Vice President for the Quad Cities, Planning &amp; Technology</b>			
Budget		X	
Equal Opportunity & Access			X
Governmental Relations			X
Internal Auditing			X
Institutional Research			X
Technology	X		
<b>Academic Affairs/Instructional and Administrative Services</b>			
Chief Academic Officer			X
Appointment, Salary, Promotion, and Tenure Decisions			X
Curricular Decisions			X
Curricular Logistics (scheduling, registrar services)		X	
Honors Program	X		
Spring Commencement		X	
Fall Commencement			X
Graduate Admissions			X
Testing Center	X		
Writing Center	X		
College Placement Examinations	X		
<b>Administrative Services/Instructional and Administrative Services</b>			
Security	X		
Facilities Maintenance			X
Business Services			X
Human Resources			X
Parking Services			X
Purchasing			X
Document and Publication Services		X	
Process Coordination		X	
Facilities Planning			X
Administrative Information Management Services			X
<b>Student Services/Office of Academic and Student Services</b>			
Academic Advisement		X	
Financial Aid		X	
Health Center			X
Bookstore		X	
Career Services		X	
Counseling		X	
Disability Support Services		X	
Undergraduate Admissions	X		
<b>Advancement and Public Services/Development and Marketing</b>			
Development	X		
Marketing/Public Relations		X	
Scholarships			X
Special Events	X		
Alumni Association			X

- *President/Vice President for the Quad Cities, Planning & Technology (VPQPT)* – The VPQPT serves as the chief advisor to and representative for the President regarding Western Illinois University–Quad Cities and assumes responsibilities for the long-term planning and all aspects of daily operations at that campus.



The VPQPT maintains the operating and staff budget for the Quad Cities campus and approves the use of Quad Cities personal services reserve dollars for Quad Cities projects.

The Quad Cities campus has its own technology staff, infrastructure, and help desk. The campus is part of the Western Illinois University fiber-optic and telecommunications networks. The Quad Cities campus does not have functions of governmental relations, internal auditing, equal opportunity and access, or institutional research. The Quad Cities campus is dependent on the Macomb campus for these functions.

- *Academic Affairs/Instructional and Administrative Services* – There is no chief academic officer on the Quad Cities campus. Faculty report directly to their respective department and College. The VPQPT and Provost and Academic Vice President meet weekly to ensure consistency with University planning. Academic appointment, salary, promotion, tenure, curriculum, and budget decisions are made in the Macomb department and College, with the exception of the School of Engineering and Department of Counselor Education that are completely housed on the Quad Cities campus. All faculty roles and responsibilities are defined in Western Illinois University/University Professionals of Illinois (WIU/UPI) contractual agreements.

Logistics supporting the academic mission of the Quad Cities campus (e.g., scheduling, course locations, registrar services) are coordinated by the Assistant Vice President for the Quad Cities, Planning & Technology in conjunction with the Macomb-based Assistant Vice President for Academic Affairs, Deans, and department chairs. Quad Cities staff support quality instruction, innovative learning spaces, and efficient/effective campus operations. The Quad Cities campus has its own honors program and spring Commencement ceremony. December Commencement ceremonies are in Macomb only.

The Quad Cities campus supports three academic support units. The Testing Center provides students with proctored space for make-up and independent study examinations. The recently renamed and privately supported U.S. Bank Writing Center provides one-on-one consultations to assist students, faculty, staff, and alumni with writing assignments. Also available is help with career writing projects, including résumés and application letters, from a business writing consultant. Beginning in spring 2009, the University also provides advanced college credit examinations and academic advisement to military personnel, their families, and citizens on the Rock Island Arsenal—a military installation housing 7,500 individuals.

The Quad Cities Library reports to Macomb. In addition to the physical collection on the Quad Cities campus and access to interlibrary loans, the Quad Cities and Macomb campuses share extensive online library services. The library provides online access to more than 100 searchable online databases. These databases cover professional and popular periodicals, books, reports, conference papers, newspapers, etc., in all the subjects taught at the Quad Cities campus.

The Quad Cities campus relies on the Macomb campus for services related to the Center for Innovation in Teaching and Research (CITR), Sponsored Projects, UPI contract administration, Faculty Senate, and the Center for International Studies (CIS).

- *Administrative Services/Instructional and Administrative Services* – The Quad Cities campus has one staff member allocated to budgeting and processing of paperwork for purchasing. Security is outsourced,

and there are three staff members responsible for campus grounds and maintenance. Beginning in February 2010, the University Architect is located in the Quad Cities and will support projects on both the Macomb and Quad Cities campuses. This position will also supervise Quad Cities grounds and maintenance and assist in the expansion of future administrative services.

Compared to the Macomb campus, the Quad Cities campus does not have offices designated for Business Services, Human Resources, Parking, Purchasing, Document and Publication Services, or Administrative Information Management Systems. These functions are provided on an “as-needed” basis. A courier provides daily mail service between the Macomb and Quad Cities campuses.

- *Student Services/Office of Academic and Student Services* – The Quad Cities campus has four academic advisors on staff, representing all of the academic programs and Colleges on the Quad Cities campus. Functions of financial aid, a health center, a bookstore, graduate admissions, career and personal counseling, and disability support services are provided on-campus through coordination with staff liaisons on the Macomb campus. The eight Student Services staff also work as a team across functional areas to provide on-site services for undergraduate admissions and student activities.

The Quad Cities campus has 12 registered student organizations promoting campus engagement and social responsibility, including the Association of Latin American Students, Black Student Association (BSA), Honors Program, Study Abroad, Student Government Association, and Western Illinois University–Emissaries. The campus also supports six professional societies for students: the Society of Accountancy; Society of Educators; Student Recreation Association; Counseling Association; Society of Business and Technology; and WIU-QC Biology, Zoo and Aquarium Graduate Student Association. Additional information on these organizations and professional societies is available at [wiu.edu/qc/current/activities.php](http://wiu.edu/qc/current/activities.php).

As a commuter, nonresidential campus, the Quad Cities campus does not provide residence halls, food service, child care, campus recreation, transportation services, or athletics. However, the University is partnering with the City of Moline, the local economic development agency of Renew Moline, and the Illinois Quad Cities Chamber of Commerce to bring these ancillary services to downtown Moline, which



houses the Caxton Block Building and is proximal to the newly developing Western Illinois University–Quad Cities Riverfront Campus. The private development allows Western expenditures to focus on its core academic mission and provides opportunities for economic development and new jobs in Moline.

Undergraduate admissions are processed on the Quad Cities campus. The campus does not have a First Year Experience (FYE) program, student legal services, or an office for student development and orientation.



- *Advancement and Public Services/Development, Quad Cities Marketing and Public Relations* – In 2008, the Quad Cities campus hired its first full-time development director, and the value of the Quad Cities gifts and pledges increased from \$200,000 in 2008 to \$3.5 million in 2009. In support of the new development director, the Western Illinois University Foundation created the Quad Cities Leadership Team in 2008. This volunteer team is responsible for supporting Quad Cities campus fundraising activities, including the current \$8 million comprehensive fundraising campaign, as part of the University's overall \$60 million campaign. The Quad Cities campus has its own marketing/public relations office, but it does not have a scholarship officer. Alumni events are coordinated by the Macomb office. There are 9,000 Western alumni from both campuses in the Quad Cities region.

Included in the Quad Cities Foundation totals are the cash assets (\$1.8 million) of WQPT-Quad Cities Public Television. In October 2009, the Western Illinois University Board of Trustees approved the Quad Cities campus license transfer from BHC. The Board's approval came after careful review of the station's financial health, capacity to remain self-supporting (no state-appropriated dollars will be applied to the station), consistency with the University's Strategic Plan, opportunities for increased academic programs and public service, and community support for the transfer. WQPT serves 600,000 viewers in western Illinois and eastern Iowa, and beginning in spring 2010, the University is exploring partnerships and creative endeavors between the Macomb-based Tri States Public Radio and University Television.

Criterion 1 demonstrated strong University commitments to shared governance, and the Quad Cities voice is well represented. Three of the six members of the Western Illinois University Board of Trustees are from the Quad Cities region, and the Board of Trustees Student Assistant role is filled by the opposite campus from which the Student Trustee was elected. The Quad Cities campus also has representation on the Faculty Senate, Civil Service Employees Council (CSEC), and Council of Administrative Personnel (COAP). The Quad Cities campus has its own Student Government Association and Faculty Council.

### ***Strengths, Opportunities, and Challenges for Growth***

#### ***Strengths***

The first step of the strengths, opportunities, and challenges analysis was to solicit all Quad Cities faculty and staff assessments of our current strengths. Reported strengths include an interdisciplinary and collaborative environment, strong support staff, good technologies, in-state tuition for Iowa residents, transparency in University goals and progress, and a supportive administration. Preservation of these strengths in future planning will help the University achieve its goals. Next, data were analyzed to determine the empirical strengths of the campus.

- **Traditions of Quality, Opportunity, and Affordability**

As part of the Western Illinois University family, the students, faculty, and staff create and benefit from the academic excellence and national recognitions of our University. For example, Western Illinois University's College of Business and Technology, which represents over 23% of the fall 2009 enrollment on the Quad Cities campus, is one of only 559 institutions internationally accredited by the Association to Advance Collegiate Schools of Business (AACSB) and operates the only AACSB accredited programs in the Quad Cities area.

Western's national recognitions include being a "top tier Midwestern master's granting institution" by *US News and World Report*; a "Midwestern Best Value Institution" by *The Princeton Review*; one of the 13 best institutions nationally for the recruitment and retention of low-income, first-generation, and minority students by the *Pell Institute for the Study of Opportunity in Higher Education*; and the University's retention efforts received similar recognitions by *the Southern Educational Regional Board* and the Center for Student Opportunity (CSO). *G.I. Jobs* magazine recognizes Western as a top military friendly institution.

Western's traditions of excellence, access, and affordability support these recognitions as does a commitment to enacting strategies to address key public policy issues. In 2005, the American Association of State Colleges and Universities' *Developing Transfer and Articulation Policies that Make a Difference* concluded that "More and more baccalaureate degree seeking students enter the post-secondary pipeline through a two-year institution and the majority of those who earn a bachelor's degree attend multiple institutions along the way. It is important now more than ever that states [and institutions] develop effective policies to support transfer of students and streamline credit transfer." The May 2006 *Evaluation of Academic Support Programs on the Quad Cities Campus* stated that Western Illinois University–Quad Cities should enhance our partnerships with community colleges for these exact reasons. Likewise, the *2006 Adult Student Market Analysis* conducted for the Quad Cities campus indicated that "The University should establish tight linkages and ties with community colleges in the region so as to provide an accessible and convenient pathway to upper-division study."

Therefore, in fall 2008 and after a year of development in consultation with representatives from Spoon River College and BHC (the local community colleges in Western's host communities), the Western Illinois University Board of Trustees approved implementation of a new "Transfer Guarantee" program that allows students who earn an associate degree and immediately transfer to Western the following fall or spring semester to receive a one year all-costs (tuition, fees, room, and board plan) reduction and have that rate guaranteed with no cost increases for four years, provided that the student maintains continuous fall/spring enrollment. This is an approximate 8% cost reduction to students and their families.<sup>4</sup> In fall 2008, the first semester of implementation, the Quad Cities campus experienced a 12 student (6.5%) increase in new transfer enrollment.

In fall 2009, the University began offering the new Dual Admission program partnership described earlier in this report with BHC and Carl Sandburg College. These programs will save students on financial aid up to 25% of their four-year college costs by having students take classes on both campuses during the freshman and sophomore years and being assessed the higher Western tuition and fees with the understanding that the additional financial aid can be reapplied during the students' junior and senior years. The University is also working with the State of Iowa, Spoon River College (with locations in Macomb and 30 miles east of Macomb), and John Wood Community College (60 miles southwest of Macomb) to expand the partnership agreements in 2010.

- **Increasing Demand for a Western Illinois University–Quad Cities Education**

This report previously demonstrated that Quad Cities on-campus enrollment increased by 11.1% in the last four years. It also demonstrated that more students are taking more classes. The percentage of full-time students on the Quad Cities campus is now over 50% and at record levels.

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<sup>4</sup> Additional information on University tuition, fee, room, and board rates is available at [wiu.edu/tuition](http://wiu.edu/tuition).

Results from the *2008 Student Survey* indicate that over two-thirds of the undergraduate students and three-fourths of graduate students indicated that Western Illinois University–Quad Cities was their first-choice institution. While students in the Quad Cities area have access to five other universities within an hour’s drive and online opportunities, Western continues to be their primary choice.

The academic excellence and affordability of Western, coupled with our enhanced partnerships with local community colleges, should place the Quad Cities campus in even higher demand. Each semester, Western surveys new students to determine why they selected the University. Data for the last three semesters combined show that location, quality, and affordability are the three primary factors. These were also the top factors identified in the *2006 Adult Student Market* analysis conducted for the Quad Cities campus.

As the Quad Cities campus continues to grow, it will continue not to be in direct competition with the Macomb campus. Location was one of the primary reasons cited for why students choose Western Illinois University–Quad Cities. Furthermore, 78.2% of the respondents to the *Quad Cities Young Professionals Survey* live in the immediate Quad Cities area, and 72.1% want to remain in the area after graduation. Likewise, only 7% of the new students on the Quad Cities campus in fall 2008 reported also looking at the Macomb campus as a prospective option, and only 30 of the 1,752 (1.7%) fall new freshmen on the Macomb campus were from Rock Island County, the host county of the Quad Cities campus. The majority of students/graduates from the Quad Cities area are unwilling or unable to drive to the Macomb campus.

- **Partnerships are enhancing the educational experience and opportunities of Western Illinois University–Quad Cities.**

This report has demonstrated that Western’s two campuses have worked together to increase the percentage of fully completable degrees, improved the reliability of two-way, audio-video (CODEC) technologies, and introduced an integrated marketing campaign. Additionally, in the last two years, new undergraduate degrees in Engineering, Liberal Arts and Sciences, and Nursing, graduate degrees in Museum Studies and Liberal Arts and Sciences, and an option in Early Childhood Education have been added to the Quad Cities academic portfolio.

All of these initiatives are very important for the continued growth of the Quad Cities campus and represent strong partnerships between Western’s campuses. For example, the *Evaluation of Academic Support Programs on the Quad Cities Campus* recommended that “All academic programs should be able to be completed in a timely manner without requiring the student to take coursework at the Macomb campus or another institution.” Academic Affairs has been responsive to this recommendation.

New and enhanced external partnerships with the Quad Cities campus enhance educational opportunities. The new Dual Admission program with the community colleges, for example, could have significant impacts for the Quad Cities campus. Over 65% of the transfer students in the *Adult Student Market Analysis* had less than 60 credit hours at the time they planned to transfer to a four-year college or university. Without the Dual Admission program, the Quad Cities campus could not capture these enrollments because it would not have a mechanism to enroll students with fewer than 60 credit hours.

A new spring 2009 agreement with the U.S. Army’s Rock Island Arsenal also created new and enhanced educational opportunities. In this agreement, Western will provide advanced college credit testing to the

7,500 individuals on this military installation and to the public.<sup>5</sup> The Illinois Quad Cities did not have a college credit testing facility until this agreement was signed.

Strengthening relationships with the Arsenal will strengthen enrollments on both campuses. The University is currently listed as a military “SOC” institution, which is a preferred military provider of higher education. Many military students are enrolled in the Macomb-based, Board of Trustees/Bachelor of Arts (BOT/BA) distance learning degree program (now the Bachelor of General Studies [BGS] degree program). In spring 2009, Western placed an academic advisor on the Arsenal to recruit potential students and advise current students. The University, at the request of the Arsenal, is also currently investigating the feasibility of offering courses at the installation. Security restrictions after 9-11 prevented this practice to date.

Western is also applying to become a military “LOI” institution, which means the Army would pay soldiers educational costs directly rather than the soldier having to seek future reimbursement. The combination of on-site recruitment, college credit testing, advisement, seamless financial assistance, and First Army personnel being relocated to the Rock Island Arsenal should lead to increased enrollment in both the BGS degree program and other academic programs offered on the Quad Cities campus. Increased levels of educational attainment by military personnel and their families is a stated goal for the Rock Island Arsenal’s Garrison Commander.

A last example of Quad Cities’ regional partnerships benefiting both campuses is in the field of engineering. Consistent with *Higher Values in Higher Education 2008-2018*, the University’s new Engineering program permits transfer between the campuses. Students can take the first two years of Pre-Engineering in Macomb and then transfer to the Quad Cities.

The University is also currently negotiating with the University of Iowa on articulation agreements that will allow Western Pre-Engineering students to transfer into Engineering concentrations the University does not have and to create five-year integrated undergraduate and graduate degree programs between the Quad Cities campus and the University of Iowa.

- **Strong Levels of Student Satisfaction**

Each semester, the Quad Cities campus conducts a student survey to assess student satisfaction. In fall 2008, 95% of 783 respondents indicated that they would “recommend Western Illinois University–Quad Cities to a family member or friend.”

The continuing quality of instruction and academic support on the Quad Cities campus is also demonstrated by the fall 2008 *Graduating Student Survey*, which showed that the three highest student satisfaction ratings were received for quality of instruction in the major, campus sense of responsiveness to student needs, and the availability of library resources.

The Quad Cities campus also has a proven track record of responding to formal student complaints. The campus’s complaint log and time to successful resolution is available to the on-site review team from the Office of the Vice President for the Quad Cities, Planning & Technology.

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<sup>5</sup> Additional information about the programs and services offered by the Rock Island Arsenal is available at [www.ria.army.mil](http://www.ria.army.mil).

- **Strong Levels of Community Support**

Strong levels of support within the higher education community have been demonstrated by the partnerships with the community colleges, the Rock Island Arsenal, and the University of Iowa. Within the business sector, this report demonstrated Western's high levels of support through its many partnerships, including the Midwestern Intellectual Property Institute and the Quad Cities Manufacturing Laboratory. Even more pronounced is the growing community support for the Quad Cities campus.

In just the last three years, the Quad Cities campus has been strongly supported in the local print media by community members and leaders for our new and expanded facilities, academic programs, and services. This includes letters of support for the new Western Illinois University–Quad Cities Riverfront Campus from community leaders; local mayors; elected officials; unions; and editorials from the *Rock Island Argus-Moline Dispatch*, *Quad City Times*, and many others. Media stories about the Quad Cities campus are available to the on-site review team in the resource room on that campus.

Another example of the strong levels of community support include the John Deere and Moline Foundation's combined \$1.0 million gift in support of the University's new Engineering program. This was the largest cash gift ever to Western Illinois University–Quad Cities. The residents and higher education community in the State of Iowa also recognize the importance of an expanded Western Illinois University in the Quad Cities. There were no objections expressed in the public comment period as Western sought state approval to offer its new Museum Studies program at the internationally renowned Figge Art Museum in Davenport, Iowa.<sup>6</sup>

The local community also supports Western Illinois University through scholarships designated specifically for Quad Cities students. Recent donations by the Group-O and Royal Neighbors of America increased the scholarship base in the Quad Cities from \$25,000 annually in 2009 to \$45,000 annually beginning in Academic Year 2010-2011. With a mix of both merit-based and need-based scholarships, these endowed institutional awards will help an average of 60 students a year cover the cost of tuition, fees, and textbooks.

### *Opportunities*

*Higher Values in Higher Education 2008-2018* presents the shared institutional vision and opportunities for the Quad Cities campus as endorsed by all University governance groups on both campuses and approved by the Western Illinois University Board of Trustees. The Strategic Plan contains 30 action items for the Quad Cities campus. As of April 2009, 27 of these items (90.0%) are in progress or are completed/maintained. Progress on these action items are summarized according to the values they represent below, and it remains on the Quad Cities agenda to initiate strategies for those action items not currently addressed (i.e., adding new family friendly policies, conducting a feasibility study for academically based child care, and initiating a student taskforce to investigate ways to increase school spirit):

- **Recruitment and Retention**

Total fall 2009 enrollment of 1,413 (1,352 on-campus, 61 off-campus) is at 47.1% of the University's goal. During the period of enrollment growth over the last three years, the Quad Cities campus maintained its 12:1 student-to-faculty ratio, which is below the University goal of 17:1 and equivalent to Saint Ambrose University and Augustana College, the local competitor institutions.

<sup>6</sup> For additional information on the programs and services at the Figge Art Museum, please visit [figgeart.org](http://figgeart.org).

As the University recruits new students, it remains committed to access, affordability, and cost predictability through the Cost Guarantee, Transfer Cost Guarantee, and Dual Admission programs with the community colleges. However, the *Adult Student Market Analysis*, *Quad Cities Young Professionals Survey*, *Evaluation of Academic Support Programs on the Quad Cities Campus*, and the *2008 Student Surveys* demonstrate that affordability is a necessary but not sufficient factor in student recruitment. The *Adult Student Market Analysis*, for example, stated that “Western Illinois University–Quad Cities could do much more in raising its visibility in the region in order to compete more effectively with area colleges.”

Therefore, in 2008, a director of Quad Cities Marketing and Public Relations was added to the Quad Cities administrative team. The position is responsible for the Quad Cities marketing campaign, emphasizing awareness and visibility for the campus through billboards, bus wraps, print, and radio cable and broadcast. In addition to continuing these efforts, new initiatives include target marketing. Through advertisement on Black Entertainment Television and radio stations with a high percentage of male listeners, such as KCQQ, 106.5, minority, working student enrollment increased 8.7% between fall 2007 and fall 2008.

The campus also continues to integrate new media into marketing efforts. Western Illinois University–Quad Cities street banners are strategically placed in downtown Davenport, Iowa, directly in front of the Figge Art Museum, and the Quad Cities launched its own Facebook page with a fan base of 103 “friends” since its inception in fall 2008. Positioning the Quad Cities campus as “The Public Choice” continues in each form of advertising to further raise campus visibility.

Western is engaged in joint recruitment activities with BHC, Sauk Valley College, and the Eastern Iowa Community College District (EICCD). The Transfer Cost Guarantee, Dual Admission programs, and joint recruitment/retention activities demonstrate enhanced partnerships with the community colleges.

- **Academic Excellence**

In supporting growth of the Quad Cities campus and the academic excellence it provides, Western has added new undergraduate degree programs in Engineering, Liberal Arts and Sciences, and Nursing, an option in Early Childhood Education, and graduate degrees in Liberal Arts and Sciences and Museum Studies to the academic portfolio of the Quad Cities campus in the last two years.

New centers, institutes, and agreements are also bringing the academic excellence of Western Illinois University to the region. Stated previously, members of the Quad Cities campus are supporting the Midwest Intellectual Property Institute. Additionally, a senior Quad Cities faculty member is on the Board of Directors for the Quad Cities Manufacturing Laboratory, which pairs the resources of the Rock Island Arsenal with educational institutions to promote research and development of local businesses and industry. The University also signed an agreement with the U.S. Army Corps of Engineers’ Rock Island District to support the shared goals of protecting natural resources and enhancing environmental sustainability in the region.

The Quad Cities campus is expanding the academic opportunities for its honor students. Beginning with the spring 2009 Commencement, there is an Honors Convocation at the Quad Cities prior to Commencement ceremonies. In the past, students had to drive to Macomb for the Friday Convocation and either graduate from there or return two days later for the Quad Cities Commencement.



- **Educational Opportunity**

As the University expands educational opportunities, it will continue to be responsive to student need. For example, a Quad Cities Schedule Task Force completed study of the possibility for alternative/accelerated semesters in fall 2008. Beginning with fall 2009 scheduling, the Assistant Vice President for the Quad Cities, Planning & Technology and the Assistant Vice President for Academic Affairs work with program faculty and College administration to implement alternative semester lengths, where appropriate to the discipline, and matched against student demand.

Recognizing the importance of time-to-degree, the College of Business and Technology is currently exploring the possibility of five-year integrated baccalaureate/master's degree programs with the University of Iowa in Engineering. Furthermore, data presented earlier in this report showed that the number of fall courses on the Quad Cities campus has increased 18%, from 196 in 2005 to 232 in 2008; and the number of fully completable programs has increased from 48 to 75%.

The University has also maintained its commitment to flexible summer school offerings in order to meet the needs of nontraditional students. There were 123 summer courses on the Quad Cities campus in 2008 compared to 125 in summer 2009. In order to meet the unique needs of the learners, 60 of the summer 2009 sections are independent study, internship, or other arranged courses; and Counselor Education reinstated six one-hour seminar courses. Summer one-hour courses have traditionally been popular in the Quad Cities area.

Western's academic opportunities promote student learning and development inside and outside the classroom. Quad Cities students are actively engaged in student teaching, internships, service learning, and honors studies. The Quad Cities campus also supports 12 registered student organizations and professional societies to support student learning and development outside the classroom.

Additionally, the campus has completed the integration of Academic Advisement and Student Services into the Office of Academic and Student Services. Beginning in fall 2009, this office is responsible for recruiting high achieving, motivated, and diverse learners and retaining students by supporting learning inside and outside of the classroom.

Four staff members provide academic advisement for the Quad Cities campus. Beginning in fall 2010, Quad Cities students will sign a *Statement of Expectations for Student Advisement*, based on best practices from the National Academic Advising Association, to provide clear understanding of the roles of the advisors and the responsibilities of the students.

The Assistant Director of Counseling and Career Services is responsible for providing career, personal, health, and wellness counseling, services, and programs. During Academic Year 2008-2009, this included providing ten career outreach sessions, an annual community career fair with over 1,500 in attendance, and 285 contact hours for counseling. To increase student service, the Quad Cities campus in spring 2010 began developing a Student of Concern Committee of professional staff and faculty to proactively address issues affecting student retention. An Emergency Consultation Team will also be formed to address situations requiring immediate intervention. On the career aspect, the campus will look for e-recruiting services that have more local opportunities given that over 85% of Quad Cities graduates remain in the region.

As the Quad Cities campus provides enhanced educational opportunities, it encourages and expects shared governance in University decisionmaking. The Vice President for the Quad Cities, Planning & Technology participates in monthly meetings of the Quad Cities Faculty Council; the Director of the Office of Academic and Student Services and a senior faculty member participate in monthly meetings of the Quad Cities Student Government Association.

Both Quad Cities governance groups were active parties in the development of *Higher Values in Higher Education*, the revised 2008-2018 edition; the *Campus Master Plan*; the *Institutional Strategic Plan for Technology*; and this reaccreditation self-study. The Western Illinois University Board of Trustees expects that all University governance groups in Macomb and the Quad Cities endorse University plans before they are considered for approval and implementation.

Critical to expanding educational opportunities is successful completion of a comprehensive campaign. As of December 2009, the Quad Cities campus had raised \$3.5 million in support of the comprehensive fundraising campaign through gifts and pledges. The \$3.5 million is 44% of the Quad Cities campus goal of raising \$8 million in its first comprehensive fundraising campaign. The new Dual Admission program that saves students on financial aid up to 25% of their four-year college costs further illustrates the institutional commitment to identifying new sources of revenue so that costs are not a mitigating factor in student recruitment and retention.

- **Personal Growth**

Until 2008, academic advisement and student services were separate units on the Quad Cities campus. The integration of the units has facilitated a more holistic approach to student recruitment, development, and retention. The many out-of-class activities documented in this report, the creation of a Student of Concern Committee, and the establishment of an emergency response team has moved the focus of student services from transactional needs of commuter students to comprehensive student services and support.

Additionally, the Quad Cities campus has higher expectations for its students. Beginning in spring 2010, new undergraduate students will receive a *Statement of Student Expectations* regarding their roles, responsibilities, and resources; and in Academic Year 2010-2011, a *Quad Cities Student Handbook* will be disseminated to all students to reinforce campus opportunities, policies, and procedures.

To advance its mission, and to support learning inside and outside of the classroom, the Quad Cities campus has coordinated with the Macomb campus to host high-profile University speakers on both campuses. During Academic Year 2008-2009, the following speakers gave presentations:

- Mr. James Spurlock, author of *Maxed Out* and national expert on credit card and personal finance
- Dr. Jeanne Kilbourne, a nationally prominent social psychologist who discussed advertising and body distortion
- Dr. Sandra Steingraber, an internationally recognized expert on the environmental links to cancer, who spoke on environmental toxins and their effects on human growth and development

Both campuses hosted the Distinguished Faculty Lecture of Dr. James Caldwell regarding Musical Space and Musical Expression and a discussion with Dr. Richard Longworth, author of *Caught in the Middle: America's Heartland in the Age of Globalism*.

There were also many service and civic activities for students, including participation in a Red Cross simulated airport disaster, work with the Habitat for Humanity, and volunteering for local public television fund drives. This is in addition to other academic opportunities that involve experiential and service learning, including participation in blood drives and volunteer fairs.

- **Social Responsibility**

Social responsibility takes many forms on the Quad Cities campus. One component is encouraging alumni and friends to give back financially to the University. The Quad Cities campus had its first annual appeal of employees, including several alumni, in Fiscal Year 2007. The Quad Cities introduced its first annual alumni appeal to approximately 9,000 Macomb and Quad Cities alumni living in the Quad Cities region in Fiscal Year 2009. The appeal gives alumni the opportunity to donate to one or both of the Western Illinois University campuses.

A second component of social responsibility is consulting with external advisory boards to help advance the academic mission and service operations of the University. As described earlier, the Quad Cities Leadership Team was formed in 2008 to help advance fundraising on the Quad Cities campus. Additionally, the Vice President for the Quad Cities, Planning and Technology serves on the Quad-Cities Graduate Study Center Board (Executive Committee), the United States Army Rock Island Arsenal Development Group Board of Directors, Quad Cities International Airport's Air Service Committee, and both the Vice President and the Dean of the College of Business and Technology serve on the Midwest Intellectual Property Institute Board.

A third component is planning for future facilities and technology infrastructure. Construction plans for the Riverfront Campus were discussed previously in this report. With regards to technology, the Assistant Vice President for Technology is collaborating with the City of Moline and Renew Moline to develop and submit grant proposals for dark fiber connections between Macomb and the Quad Cities to enable the development of a comprehensive Western Illinois University VOIP network, access to Internet 2, and to provide backup and disaster recovery for the University and BHC. A senior faculty member in Biological Sciences and the Assistant Vice President for University Technology worked with educational partners to develop a \$450,000 grant proposal to provide two-way audio-video connections between both Western campuses, the Figge Art Museum, and Shedd Aquarium in Chicago. A funding decision is pending.

- **Transparency and Accountability**

Quad Cities faculty and staff have been involved in this reaccreditation self-study process that was initiated in 2008. At the same time, Quad Cities faculty have also been engaged in other discipline-based accreditations and certifications related to academic programs on the Quad Cities campus. This includes the Commission on English Language Program Accreditation, Illinois State Board of Education Teacher Certification Board, National Council for Accreditation of Teacher Education, American Speech-Language-Hearing Association, AACSB International—The Association to Advance Collegiate Schools of

Business, Council for Accreditation of Counseling and Related Educational Programs, and the National Recreation and Park Association/American Association for Leisure and Recreation.

*Challenges*

With this special emphasis focused on growth, the primary challenges in growing our campuses are to ensure the maximum efficiency/utilization of resources, that growth in one area does not come at the expense of another, and that students are supported to the best of our abilities. Successfully addressed challenges will strengthen the enterprise of Western Illinois University.

The University of Illinois system has strengthened its reputation, enrollment, and corresponding tuition and fee income by transitioning the Chicago Circle Campus into the University of Illinois–Chicago and Sangamon State University into the University of Illinois–Springfield. The University of Illinois and Southern Illinois University have neither gained or lost state general revenue funding as a result of having multiple campuses. Illinois state statute gives one annual appropriation to each “system” and all other Illinois public universities; individual Board of Trustees and administration for Southern, the University of Illinois, and all other Illinois public universities determine the allocation of resources within their respective campus(es). The ability for each individual campus and system to gain additional revenue is through discretionary funds, including tuition and fee income.

While there are annual variations, Table 9.12 shows that Southern Illinois University maintained its enrollment/income base with two campuses, and the University of Illinois headcount enrollment increased 10% over the last ten years. Comparing fall 2001 to fall 2009, enrollment percentage increases at the Chicago, Springfield, and Edwardsville campuses are larger than corresponding enrollment increases for all other Illinois public universities, with the exception of Eastern Illinois University, over the last ten years.

**Table 9.12. Total Fall On-Campus Enrollment at Illinois Public Universities, Fall 2001 Through Fall 2009**

	Fall									Difference Fall 2001- 2009	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	Number	Percent
<b>Southern Illinois</b>	34,400	34,581	34,682	35,082	34,901	34,452	34,381	34,275	34,290	(110)	(0.3)
Carbondale	21,958	21,873	21,387	21,589	21,441	21,003	20,983	20,673	20,350	(1,608)	(7.3)
Edwardsville	12,442	12,708	13,295	13,493	13,460	13,449	13,398	13,602	13,940	1,498	12.0
<b>University of Illinois</b>	68,534	70,588	70,796	69,948	71,267	72,143	72,565	73,792	75,412	6,878	10.0
Chicago	24,955	26,138	25,764	24,865	24,812	24,644	25,474	25,835	26,728	1,773	7.1
Springfield	4,288	4,451	4,574	4,396	4,517	4,761	4,855	4,711	4,961	673	15.7
Urbana-Champaign	39,291	39,999	40,458	40,687	41,938	42,738	42,236	43,246	43,723	4,432	11.3
<b>Western Illinois</b>	13,206	13,461	13,469	13,558	13,404	13,602	13,331	13,175	12,679	(527)	(4.0)
<b>All Other</b>	79,132	81,758	82,171	81,879	82,753	82,656	82,216	80,885	82,088	2,956	3.7
Chicago State	7,079	7,158	7,040	6,835	7,131	7,035	6,810	6,820	7,235	156	2.2
Eastern Illinois	10,531	11,163	11,522	11,651	12,129	12,349	12,179	12,040	11,966	1,435	13.6
Governors State	5,860	5,897	5,664	5,652	5,405	5,382	5,692	5,636	5,648	(212)	(3.6)
Illinois State	21,240	21,183	20,860	20,757	20,653	20,521	20,274	20,799	21,184	(56)	(0.3)
Northeastern Illinois	10,999	11,409	11,825	12,164	12,227	12,056	11,644	11,193	11,631	632	5.7
Northern Illinois	23,783	24,948	25,260	24,820	25,208	25,313	25,254	24,397	24,424	641	2.7
<b>Total</b>	<b>195,272</b>	<b>200,388</b>	<b>201,118</b>	<b>200,467</b>	<b>202,325</b>	<b>202,853</b>	<b>202,493</b>	<b>202,127</b>	<b>204,469</b>	<b>9,197</b>	<b>4.7</b>

To better understand future relationships, efficiencies, and benefits to students, this special emphasis previously analyzed where Quad Cities campus operations are presently dependent, interdependent, and independent from the Macomb campus. It is recognized that Western Illinois University, like Southern Illinois University and the University of Illinois, will have some combination of functions and programs completed exclusively on one campus (dependent), a combination performed on both campuses (interdependent), and areas that exist on both campuses (independent). This special emphasis also completed a benchmarking review of other two-year regional centers and branch campuses displayed in Table 9.13 to form policy questions and, in some cases, recommendations for the future.

**Table 9.13. Selected Fiscal Year 2009 Characteristics of Regional Centers and Branch Campuses**

	Enrollment	Budget (\$ in thousands)	Number of Faculty	Number of Staff
<b>Regional Centers</b>				
University of North Texas–Dallas	1,000	10,300.0	NA	NA
Ohio University–Zanesville	1,500	11,472.0	82	121
Florida State–Panama City <sup>1</sup>	1,600	6,296.4	65	75
Western Illinois University–Quad Cities	1,300	10,100.0	54	32
<b>Branch Campuses</b>				
Governors State	6,000	48,951.3	576	901
Pennsylvania State–Harrisburg	3,900	37,980.5	257	307
Texas A&M–International	5,000	66,433.1	393	176
Texas A&M–Texarkana	1,500	26,400.5	102	65
University of Houston–Clear Lake	7,500	91,023.2	452	577
University of Illinois–Springfield	4,900	70,839.0	NA	NA

<sup>1</sup> Data reported for instructional expenditures only

Likewise, many of the policy questions and recommendations were also informed by a review of policies and practices at Illinois public universities with either single or multiple locations as displayed in Table 9.14.

**Table 9.14. Illinois Public Universities with Single and Multiple Locations (Excluding Western Illinois University)**

Single Locations	Multiple Locations
Chicago State University	Southern Illinois University
Eastern Illinois University	Edwardsville
Governors State University	Carbondale
Illinois State University	University of Illinois
Northeastern Illinois University	Chicago
Northern Illinois University	Springfield
	Urbana-Champaign

By area of administrative responsibility, the following policy questions were raised as a result:

*President/Vice President for the Quad Cities, Planning & Technology*

- Will Western Illinois University retain its President/Vice President model as the University continues to grow? This is a model used by regional centers, but branch campuses, such as the University of Illinois and Southern Illinois University and those displayed in Table 9.13, use a president/chancellor model.

Within the Quad Cities area, only the EICCD has multiple locations, and that system uses a president/chancellor model. A president leads all other Quad Cities higher education institutions.

- How will institutional budget decisions be made in the future? Currently, the Quad Cities campus collects and applies student fee revenue, and there is an operations budget for Quad Cities administrative units. However, any new operating and personal services funding from general revenue and state appropriations is allocated from Macomb.

When preparing for the future, the University should not expect to receive separate general funds appropriations for both locations as Southern Illinois University and the University of Illinois receive one appropriation for their multiple campuses. Unlike Western, tuition revenue for the University of Illinois and Southern Illinois University is held at the campus where the student is enrolled.

- There needs to be a plan that clearly identifies the goal for Quad Cities to Macomb dependencies, interdependencies, and independencies, so the University can clearly articulate its plans and evaluate progress in a manner this is both transparent and accountable. Table 9.11 presents the baseline for these discussions. Furthermore, there are some important guiding principles to these and all other conversations related to the growth of the Quad Cities campus.

First, positions should not be designed to create unnecessary bureaucracies and organizational inefficiencies. The University, as shown in Core Component 2B4, retains administrative costs well below the statewide average. This is also true for the Quad Cities campus in relation to both regional centers and branch campuses. The University also has the fewest faculty and staff as compared to these benchmark institutions.

Second, classification as dependent, interdependent, or independent does not imply a status hierarchy. Branch and regional campuses typically have all three classifications supporting the academic mission and service operations. For example, the University of Illinois retains one administrative office for institutional reporting for all three campuses to prevent unnecessary duplication of programs and services.

Third, and most importantly, all discussions and final decisions regarding University growth should be made in relation to the advancement of the best interests of the students who we serve. Growth and resource allocation discussions are energizing, difficult, and passionate. We need to continue making decisions that best serve the primary constituency of our University.

#### *Academic Affairs/Instructional and Administrative Services*

- There is no chief academic officer on the Quad Cities campus. No one person is administratively accountable for academic growth and program development. Western Illinois University–Quad Cities is the only one of its peers not to have an on-site chief academic administrator. At a minimum, regional centers have a chief academic officer who coordinates academic functions with Colleges, and branch campuses either have a president or a chancellor with a Dean's title and responsibilities, or this function is allocated to another person at the branch campus.



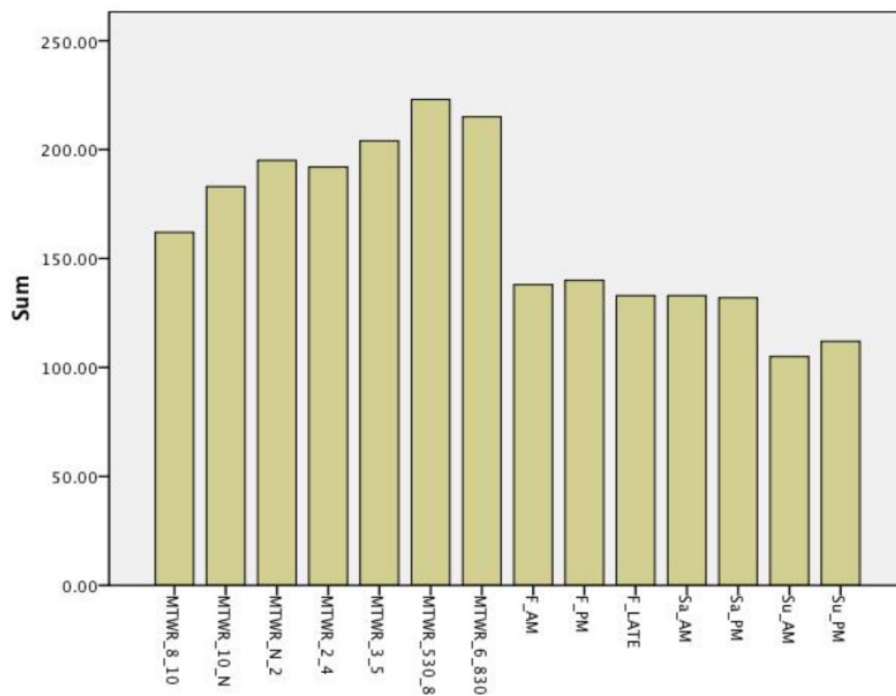
- Currently, appointment, salary, promotion, retention, tenure, and curriculum decisions are made in the departments and Colleges in Macomb. It is not clear what the organizational structure would look like if processes were transferred from Macomb. For example, would individual departments or Colleges be responsible for rank and tenure decisions?
- Academic department or College budgets for the Macomb and Quad Cities campuses are not separate. Although the University is committed to not growing its campuses at the expense of one another, some perceptions of competition of resources and “one campus, or program, growing at the expense of another” exist.
- Western Illinois University–Quad Cities is not regionally competitive in offering fall or spring alternative semesters. While there are a few programs engaged in alternative semesters (e.g., 8-week courses in Communication and Sociology and “Weekend Academies” in the COEHS, these options are limited, not widely publicized, and we risk losing market share enrollment to local residential and online universities:
  - All of the Western Illinois University–Quad Cities peer institutions offer alternatives to the 16-week semester in the fall and spring semester.
  - Compared to Western Illinois University–Quad Cities, Saint Ambrose University has over 3,000 students (Western’s enrollment target for the Quad Cities campus) enrolled in its “Accel” degree completion program that targets working professionals for alternative semester lengths.
  - The *Adult Student Survey* indicates that 52% of the potential undergraduate student market and 38% of the potential graduate student market prefer a semester of 8 weeks or fewer. Annual Quad Cities *Student Survey* data confirms this preference with currently enrolled students.
  - Western’s own 4-, 6-, and 8-week summer session offers a curricular model demonstrating alternative semester length.

Furthermore, Western has demonstrated it can be successful in this area. The new accelerated RPTA degree track in the Quad Cities, which requires year-round study and can be completed in three years, has generated an initial enrollment of 10 majors for fall 2010 (as of June 2010).

- The current perception often expressed is that Quad Cities students “want evening classes.” However, there are distinctions between currently enrolled students, prospective students, and when classes are offered. Furthermore, local institutions are capturing a market for day classes at both the undergraduate and graduate student levels.
  - Approximately two-thirds of BHC students, the Quad Cities primary feeder, are classified as “day students,” taking classes from 8:00 AM to 5:00 PM. Data from the *Adult Student Market Analysis* indicate that day classes would draw traditional aged students, a market that the Quad Cities campus has not maximized. Less than one-third of the Quad Cities undergraduates are in the 17 to 22 age range, while the median age at BHC is 22.1 years.

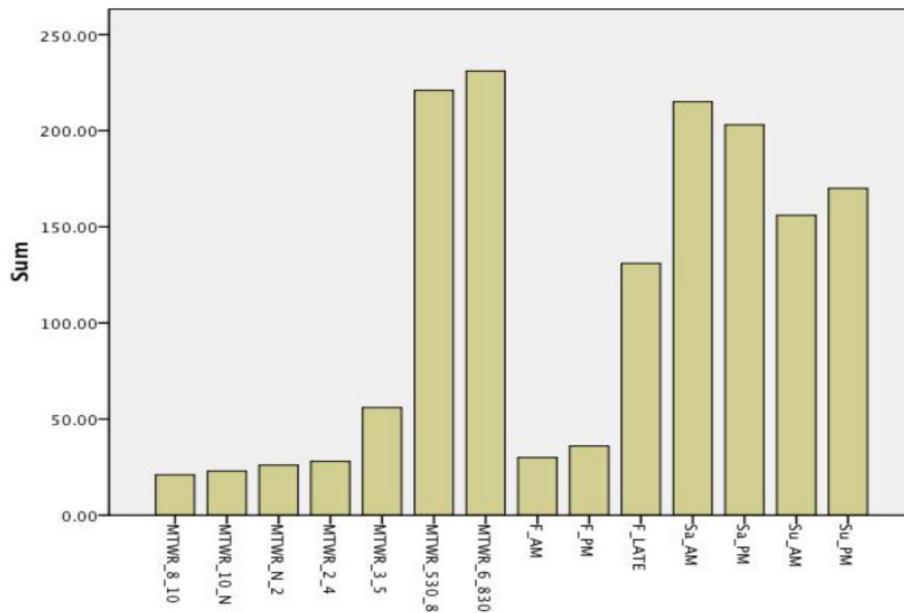
- Saint Ambrose University’s online scheduling tool (<https://beeline.sau.edu/beeline>) indicates that the University will offer 694 undergraduate sections and 66 graduate sections between 8:00 AM and 5:00 PM, Monday through Friday in fall 2009.
- Currently enrolled undergraduate students at the Quad Cities campus express availability for more day courses. Of the 349 students completing the *Fall 2008 Student Survey*, over 125 in each time block reported availability between 8:00 AM and 5:00 PM (weekdays and weekends) for more day classes. The expressed availability of currently enrolled students, BHC enrollment, and marketing analyses suggest that there are pools from which to draw more undergraduate students into day classes.

**Figure 9.1. Quad Cities Undergraduate Student Availability for Additional Courses**



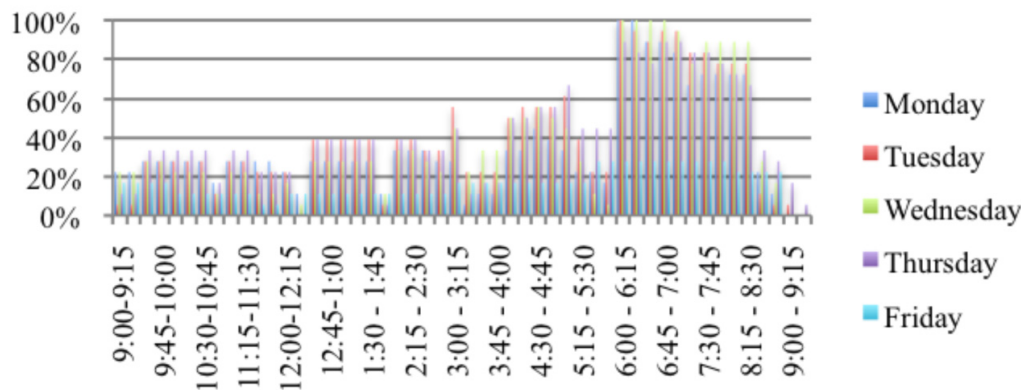
- Currently enrolled Western Illinois University–Quad Cities graduate students express availability for more night and weekend classes as seen in Figure 9.2. Of the 315 students completing the *Fall 2008 Student Survey*, over 150 reported availability for more weekend classes. The currently enrolled students indicate limited availability for additional day classes during weekdays. If the University expands day graduate classes, it may be with new students who do not have obligations during this time.

**Figure 9.2. Quad Cities Graduate Student Availability for Additional Courses**



- Using the spring 2009 weekday class distribution as an example, Figure 9.3 shows there is physical capacity on the 60th Street campus for day classes. Room utilization rates are even lower on the weekend. Expansion into Monday through Thursday evening classes will require additional space. Likewise, data from the 2010 programming study for Building 2 on the Riverfront Campus indicated Western has the physical capacity to double enrollment if more day classes are added.

**Figure 9.3. Percent of Classrooms Used at WIU-QC 60th Street Locations by Day and Time**



- The University cannot achieve its goal of 3,000 students with the existing number of faculty or alternative scheduling. There is a need to develop a staffing growth plan to support the University and community enrollment goal of 3,000 students or more.
- While there has been significant progress, all degrees are not fully completable on the Quad Cities campus, which challenges recruitment efforts as students are told that they will be required to attend

another institution or drive to Macomb (90 minutes from the Quad Cities campus) to complete degree requirements.

- There are also University graduation requirements that raise undergraduate admissions challenges:
  - Western requires baccalaureate degree-seeking students to earn 60 semester hours at a four-year university. This is highest in the state and is tied with the policies at doctoral granting institutions—Southern Illinois University and the University of Illinois. Of the master’s granting Illinois public institutions, required four-year hours range from a high of 60 at Western to lows of 42 and 45 at Northeastern Illinois and Governors State Universities, respectively. Both of these institutions are located in the Chicago metropolitan area, where, similar to the Quad Cities (Illinois’s second largest metropolitan area), multiple colleges and universities exist. Students have expressed concerns about having to take additional hours, especially when many of the community college degree programs now exceed 60 semester hours.

Course availability and campus location also raised concerns about increased hours and affordability. Previously, if a major requires 100- or 200-level classes, the student must complete the course(s) at a four-year institution to apply toward the 60 semester hour requirement. On the Macomb campus, the student may take the major course on-campus or at another four-year institution if transfer is selected. However, the Quad Cities campus does not routinely provide 100- and 200-level classes. Therefore, if a major at the 100- or 200-level is required and the classes are taken at the community college, it may count toward major requirements but not the 60 semester hour requirement, therefore increasing students’ time-to-degree. If the student takes the 100- or 200-level course at one of the local private institutions, the cost is two to three times higher than attending Western, which raises questions about affordability.

With these concerns and protecting the academic integrity of requiring at least half of the baccalaureate degree to be earned at a four-year institution, in spring 2010, the Council on Admission, Graduation and Academic Standards (CAGAS) and the Faculty Senate approved the following policy change to the undergraduate catalog effective fall 2010:

*To earn a baccalaureate degree, a transfer student must complete a minimum of 120 semester hours of credit, of which 60 semester hours must be completed at Western Illinois University or another accredited four-year institution. Exceptions may be made for courses that are required for a student’s major where the course is not offered at the Western campus for which the student is enrolled, nor is there distance education access through Western. A minimum of 42 semester hours credit must be earned in upper-division courses (courses numbered 300 or above) from Western Illinois University or another accredited four-year institution. The student must also fulfill the University’s General Education requirements (see University General Education Curriculum) and meet residency requirements for a degree from WIU (see Graduation Requirements).*

The change allows students to request that additional hours within their major be transferred and applied toward the 60 semester hour four-year institution requirement. This procedure takes into

account the problems students may have in the Quad Cities when they are unable to take certain courses because the course is only offered in Macomb. Making an exception explicit in the policy increases transparency and facilitates student awareness of the ability to appeal. Presently, seven of the 12 public universities, including Western, require 60 semester hours of coursework be completed at a four-year institution. Requiring that at least half of a student's work toward a baccalaureate degree be completed at a baccalaureate-granting institution is a reasonable standard.

- Table 9.15 shows that Western previously had the lowest number of upper-division hours required from a four-year university (40), which may challenge the perceived academic rigor of the University as students can complete more lower-division hours to complete University degree requirements. When asked to rate the quality of education on a five-point scale, the percentage of undergraduate respondents on the *Adult Student Market Analysis* (N = 115) indicating “four or five” were 78% for Saint Ambrose University, 74% for Augustana College, 70% for the University of Iowa, and 63% for Western Illinois University–Quad Cities. The change to 42 semester hours places Western at the same level as Northeastern Illinois and Illinois State University.

**Table 9.15. Credit Hours Required from a Four-Year Institution and Upper-Division Credit Hour Requirements at Illinois Public Universities**

University	Four-Year Institution	Rank	Upper Division	Rank
<b>Western Illinois</b>	<b>60</b>	<b>1</b>	<b>42</b>	<b>7</b>
Southern Illinois–Edwardsville	60	1	60	1
Southern Illinois–Carbondale	60	1	60	1
Illinois–Urbana-Champaign	60	1	60	1
Illinois–Chicago	60	1	60	1
Eastern Illinois	56	6	40	9
Chicago State	54	7	NA	--
Illinois–Springfield	48	8	48	5
Governors State	45	9	45	6
Northeastern Illinois	42	10	42	7
Illinois State	42	10	42	7
Northern Illinois	40	12	40	10
Average	52	--	49	--
Median	55	--	45	--

#### *Administrative Services/Instructional and Administrative Services*

- There is no University supported budget for permanent improvements, unlike the Macomb campus. Any improvements to facilities must be made by identifying *ad hoc* sources of funds.
- The Quad Cities campus is dependent on the Macomb campus for all administrative services, with the exception of facilities, maintenance, and one staff member allocated to processing purchasing and budget information.
- There is no on-site expertise for matters of contract, purchasing, human resources, or accounting. Many of these matters require in-person contact and will necessitate reallocation of Macomb staff time or driving to and from Macomb. It also presents delays in services that often require timely action.

*Student Services/Office of Academic and Student Services*

- Demographic trends suggest that the University must continue to be aggressive in student recruitment and look for expanded partnerships and opportunities.
  - Current enrollment at BHC, the primary Illinois feeder to the Quad Cities campus, is down. Between 2004 and 2009, fall student enrollment is down 5.0% at BHC from 6,600 to 6,267; fall full-time student enrollment is down 10.9% from 4,175 to 3,722; and annual completions are down 7.8% from 779 to 718.
  - Current enrollment at EICCD, the primary Iowa feeder to the Quad Cities campus, is up. Between 2004 and 2009, student enrollment is up 16.6% from 7,275 to 8,481, and annual full-time student enrollment is up 24.4% from 5,102 to 6,346; however, annual completions are down 8.2% from 989 to 908.
  - The new agreement with Carl Sandburg College will provide enhanced student recruitment to both the Quad Cities and Macomb campuses. The Quad Cities campus is currently investigating expanded partnerships with community colleges from an hour radius, including Southeastern Iowa (halfway between Macomb and the Quad Cities), Sauk Valley, and Illinois Valley. Additionally, the Vice President for the Quad Cities, Planning and Technology has proposed the Dual Admission program to the State of Iowa Postsecondary Student Aid Commission. A decision is pending.
- As the University becomes more aggressive in student recruitment and expands its partnerships, it is imperative to student success and the reputation of the Quad Cities campus that all degrees become fully completable on-site.
- With limited course sections, and to minimize student time-to-degree, each degree program needs to identify if the student needs to start taking major courses in a prescribed order (a cohort model) or if the student can start the program at any time (rolling admission).
- There is a need to internally treat the Bachelor of Liberal Arts and Sciences (BLAS) degree for students attending the Quad Cities or Macomb campuses and Distance Education students taking the BGS degree program (the former BOT/BA degree program through Academic Year 2009-2010) as complementary rather than competing programs. The BGS degree program enhances off-campus student enrollment at both campuses. In fall 2009, the Quad Cities campus had 61 students who were taking both BOT/BA and other Quad Cities classes, and there were 45 BLAS majors enrolled on-campus.
- There is expressed student need to reinstate the *Quad Cities Catalog*, with Quad Cities specific information. It is recognized that there will be Macomb referrals and information in these publications; however, there is concern that there is too much in these publications that is not relevant to Quad Cities students because the programs or services are not offered on the Quad Cities campus. The Vice Presidents for the Quad Cities, Planning & Technology and Student Services formed a working committee to develop a *Quad Cities Student Handbook* for review and consideration by the President's Cabinet in spring 2010. The new handbook that will be distributed beginning fall 2010 acquaints students with the



services, policies, procedures, and regulations of the Quad Cities campus and Western Illinois University. The new handbook, similar to practice in Macomb, is a complement to the *Undergraduate* and *Graduate Studies Catalogs*.

#### *Advancement and Public Services/Development, Quad Cities Marketing and Public Relations*

- The Director of Development has made significant progress in implementing a culture of philanthropy within and for the Quad Cities campus. However, with a staff of one, time and resources are finite. The challenge is magnified with no alumni office on the Quad Cities campus. There are significant opportunities to cultivate future philanthropic relationships with the Quad Cities campus as time and resources permit.
- The Director of Quad Cities Marketing and Public Relations serves as the media contact for the Quad Cities. This position works closely with counterparts in Macomb. The marketing function is interdependent in promoting a consistent University image and message. Resources for Quad Cities marketing are allocated from the Macomb campus. This is the only administrative function on the Quad Cities campus that still receives an operating budget from Macomb instead of having an independent operating budget. Funds have been used to promote the overall image and visibility of the Quad Cities campus. Limited funds have been made available for discipline-specific marketing, which would be the next step for enhancing marketing efforts for the Quad Cities campus.
- The Western Illinois University Foundation formed the Quad Cities Leadership (fundraising) Team, consisting of approximately 25 prominent members of the Quad Cities community to support the current comprehensive campaign. There is clear understanding among the Foundation, Deans, and development officers that funds raised in the Quad Cities are applied in the Quad Cities. Should the Quad Cities campus create its own Foundation Board of Directors, governing documents, bank accounts, financial advisors, and accounting services would need to be developed.
- The Quad Cities campus does not have a scholarship officer. With the Dual Admission program, there may be more scholarship opportunities for students than were available to when the campus just served juniors and seniors.
- The Vice President's Administrative Assistant on the Quad Cities campus coordinates special events in consultation with sponsoring Macomb faculty and staff. This arrangement is most appropriate and productive, given all of the on-site, logistical arrangements that need to be made.

### **Growth Plan for the Quad Cities Campus**

#### ***Fiscal Parameters***

The current budget of Western Illinois University–Quad Cities is \$10.1 million and will require a minimum of an additional \$10.1 million to support doubling of enrollment and expansion of programs and services on the new Quad Cities Riverfront Campus. Following the current distribution of 49% general revenue funds and 51% University income funds (tuition), the additional \$10.1 million requires \$4.9 million from the state and \$5.2 million from the University.

The University's expenditures will remain focused on our core function of instruction. The Quad Cities campus has a 1.9:1 faculty-to-staff ratio that was 1.3:1 in 2005. A total of 90.5% of faculty time is allocated to instruction, which as reported in Core Component 1A5, is the second highest percentage in the state among the 12 public universities. The remaining 9.5% of faculty time at Western is allocated to research and public service.

The University will continue to engage in conservative fiscal management. It retains administrative and instructional costs below the statewide average (Core Component 2B4). The \$250.82 instructional cost per credit hour at Western is 14.3% below the statewide average of the Illinois public universities. Moreover, our \$63.55 administrative and support cost per credit hour is 20.9% below the statewide average.<sup>7</sup> Likewise, the current budget of the Quad Cities campus is significantly below national peers that also primarily serve juniors, seniors, and graduate students. The following are a few examples:

- A \$10.3 million budget for 1,000 students at the University of North Texas in Dallas
- A \$11.5 million budget for 1,500 students at Ohio University in Zanesville
- A \$26.4 million budget for 1,500 students at Texas A&M in Texarkana

The University will continue to operate efficiently and cost effectively. The current levels of staffing on the Quad Cities campus are significantly below our peers, where the number of employees, excluding graduate assistants, range from a low of 100 at Western Illinois University–Quad Cities, 140 at Florida State University–Panama City, 167 at Texas A&M–Texarkana, to a high of 203 at Ohio University–Zanesville. Moreover, the budget for Western to support 3,000 students and 200 faculty and staff is well below Pennsylvania State University–Harrisburg's that serves 3,900 students with an operational budget of \$38.0 million. It is also well below what projected budgets would be for the University of North Texas at Dallas (\$30.9 million), Ohio University–Zanesville (\$23.0 million), and Texas A&M–Texarkana (\$54.8 million) if they raised enrollment to 3,000 students and used the same planning parameters as used in the expansion of the Quad Cities campus.

### ***Planning Parameters***

The following represents a preliminary growth plan for the Western Illinois University–Quad Cities campus. It should be noted that the plan would continue to evolve and be implemented after this *Self-Study* is submitted to the Commission. The University will provide updated plans to the on-site review team and seeks consultation from the review team as we continue advancing the Quad Cities campus.

### ***Focused Recruitment and Retention***

Of the 117 employees on the Quad Cities campus, 100 are faculty and staff. Growth to 3,000 students will more than double enrollment and is a highly conservative estimate of the campus's future growth. The Illinois Quad City Chamber of Commerce's *Blue Print 2010* predicts a 5,000 student enrollment when the three-building, fully funded Quad Cities Riverfront Campus is operational.

Remaining conservative and assuming 3,000 students, the campus will need to at least double the number of faculty and staff—thus creating a minimum of 100 new jobs. There will also be costs associated with

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<sup>7</sup> The administrative and support costs include all expenditures for academic support, student services (e.g., counseling and career services, financial assistance), and campus administration.

expanded academic services, support, and programs—based exclusively on regional and state need. Therefore, the University will need to do the following:

- Work with the Illinois Board of Higher Education (IBHE) to secure adequate funding for the staffing, operations, and maintenance of the newly developing Quad Cities Riverfront Campus [*Board of Trustees, President, Vice Presidents*]
- Continue to clarify the dependent, interdependent, and independent assignment of duties between the Macomb and Quad Cities campuses [*President, Vice Presidents*]
- Develop a specific, prioritized staffing plan for the Quad Cities campus [*President, Vice President for the Quad Cities, Planning & Technology (VPQPT), Quad Cities Administrative Team*]
- Establish a specific, prioritized faculty growth plan for the Quad Cities campus [*President, Provost, VPQPT, Deans*]
- Review and adapt best admissions practices at peer and benchmark institutions [*Office of Academic and Student Services*]
- Continue to engage innovative agreements with the community colleges that foster student recruitment and retention [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Vice President for Academic Affairs, Office of Academic and Student Services, Deans, department chairs/school directors*]
- Review and adapt best marketing practices at peer and benchmark institutions [*Director of Marketing and Public Relations, General Manager of WQPT*]

#### *Academic Excellence and Educational Opportunity*

Based on the Deans and Provost's *Fiscal Year 2009 Accomplishment and Plans* and goals and priorities stated in *Higher Values in Higher Education 2008-2018*, academic growth on the Quad Cities campus will occur by successfully implementing the following actions:

- Sustaining and expanding existing academic degree programs:
  - (1) Hiring full-time tenure/tenure-track faculty in Counselor Education, Early Childhood Education, Engineering, Law Enforcement and Justice Administration (LEJA), Manufacturing Engineering Technology, Marketing, and Supply Chain Management [*College of Business and Technology and College of Education and Human Services*]
  - (2) Hiring part-time faculty to support programs as needed [*Colleges of Arts and Sciences and Business and Technology*]
- Continuing collaboration with Niabi Zoo on seeking funding for developing laboratory facilities as part of an educational complex at the zoo – New facilities will help to support expansion of physical science instruction on the Quad Cities campus [*College of Arts and Sciences, Assistant Vice President for the Quad Cities, Planning & Technology, Director of Quad Cities Development*].
- Completing the development of the new School of Engineering on the Quad Cities campus that includes the new B.S. in Engineering degree program, the B.S. in Manufacturing Engineering Technology, and a B.S. program in computing and coordinating logistical arrangements with the Quad Cities campus [*College of Business, Assistant Vice President for the Quad Cities, Planning & Technology*]

- Establishing new undergraduate and graduate programs, and working with staff on the Quad Cities campus regarding feasibility and needs studies; logistical arrangements; and recruitment, retention, and advisement issues:
  - (1) Completing a feasibility study for a Bachelor of Science degree in Information Systems with an option in IT-Systems to be delivered on the Quad Cities campus [*College of Business and Technology, Assistant Vice President for the Quad Cities, Planning & Technology*]
  - (2) Supporting expansion of Social Work and Special Education undergraduate majors to the Quad Cities campus [*College of Education and Human Services, Assistant Vice President for the Quad Cities, Planning & Technology, Office of Academic and Student Services*]
  - (3) Expanding the Communication minor into a major, and examining the feasibility and need for an undergraduate major in Broadcasting [*College of Fine Arts and Communication, Assistant Vice President for the Quad Cities, Planning & Technology, Office of Academic and Student Services*]
  - (4) Examining the feasibility of offering a three-year accelerated bachelor's program in RPTA graduate program in the Quad Cities [*College of Education and Human Services, College of Arts and Sciences, Assistant Vice President for the Quad Cities, Planning & Technology*]
  - (5) Obtaining approval and support for offering the Master of Science in Health Sciences and a new Ed.S. in Counselor Education to address workforce shortages of public health professionals [*College of Education and Human Services, Assistant Vice President for the Quad Cities, Planning & Technology*]
  - (6) Conducting a feasibility and needs study for establishing permanent, academically based summer, fall, and spring infant and child care on the Quad Cities campus [*College of Education and Human Services, Assistant Vice President for the Quad Cities, Planning & Technology*]
  - (7) Adding the Supply Chain Management undergraduate major, a Western Illinois University signature academic program, to the Quad Cities campus [*College of Business and Technology, Provost and Academic Vice President*]
- Studying and implementing alternatives to the traditional 16-week semester (e.g., four- or eight-week semesters, hybrid instruction, etc.) that are responsive to student needs [*Program Faculty, College Curriculum Committees, Faculty Senate, Graduate Council, Deans, Quad Cities Scheduling Committee, Provost*]
- Expanding library services/electronic resource licenses on the Quad Cities campus [*University Libraries*]
- Exploring new partnership opportunities between Western Illinois University–Quad Cities and the following entities:
  - (1) The Quad-Cities Graduate Study Center [*VPQPT*]
  - (2) The Rock Island Arsenal [*VPQPT*]
  - (3) The Figge Art Museum [*VPQPT, Director of Quad Cities Development*]
  - (4) Trinity College of Nursing [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology*]
- Maintaining the agility to respond to emerging needs of the state and the region [*Quad Cities faculty and staff*]

- Coordinating institutional implementation of projects and priorities agreed upon at the bimonthly Quad Cities Presidents and Chancellors meetings [*Quad Cities Administrative Team*]
- Continuing to work with local officials on the development and implementation of the dark fiber pathway between Macomb and the Quad Cities and a fiber ring within Moline [*VPQPT, Assistant Vice President for University Technology*]

### *Personal Growth and Social Responsibility*

Increasing public service and outreach by the following methods:

- Receiving President's Cabinet approval, publishing and implementing policies and procedures related to the new *Quad Cities Student Handbook* [*Office of Academic and Student Services*]
- Achieving the comprehensive campaign goal of \$8 million for the Quad Cities campus [*VPQPT, Director of Development, Quad Cities*]
- Completing the integration of WQPT-Quad Cities into Western Illinois University by accomplishing the following:
  - (1) Completing all activities associated with license transfer from BHC to Western Illinois University–Quad Cities [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, WQPT General Manager, Human Resources, Business Services*]
  - (2) Completing all activities associated with funds transfer from the Greater Quad Cities Telecommunications Corporation to Western Illinois University–Quad Cities [*VPQPT, Assistant Vice President for the Quad Cities and Planning, Foundation and Development*]
  - (3) Transitioning WQPT employment staff from BHC to Western Illinois University–Quad Cities [*Assistant Vice President for the Quad Cities, Planning & Technology, WQPT General Manager, Human Resources, Provost's Office*]
  - (4) Developing a long-term plan for the daily operations and long-term vision of WQPT [*Assistant Vice President for the Quad Cities, Planning & Technology, WQPT staff*].
  - (5) Forming Community Advisory Board(s) to assist with WQPT planning, operations, fundraising, and programming [*VPQPT, WQPT General Manager, Director of Quad Cities Development*]
  - (6) Developing and implementing a long-term fundraising campaign for WQPT that complements rather than competes with fundraising plans on the Quad Cities campus [*VPQPT, WQPT General Manager, Director of Quad Cities Development*]
- Establishing the Western Illinois Center for Children, Families, and Adults in the Quad Cities [*College of Education and Human Services, Assistant Vice President for the Quad Cities, Planning & Technology*]
- Enhancing the visibility and long-term sustainability of the Quad Cities Executive Studies Center [*College of Business and Technology, Director of Quad Cities Marketing and Public Relations*]

- Developing a Geographic Information Systems (GIS) Center on the Quad Cities campus similar to the McDonough County GIS Center [*College of Arts and Sciences, Assistant Vice President for the Quad Cities, Planning & Technology*]
- Creating a presence for the Western Survey Research Center (WSRC) on the Quad Cities campus [*College of Arts and Sciences, Assistant Vice President for the Quad Cities, Planning & Technology*]
- Hosting the regional convention of the National Broadcasting Society in the Quad Cities [*College of Fine Arts and Communication, Director of Quad Cities Marketing and Public Relations*]
- Exploring and implementing administrative opportunities for increased public service and community engagement [*Quad Cities Administrative Team*]
- Coordinating with the Illinois Capital Development Board; other state agencies; the local community; and Quad Cities students, faculty, and staff on the Riverfront Campus:
  - (1) The construction of Building 1 [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
  - (2) Programming study for Building 2 [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
  - (3) Design, bid, and construction of Building 2 [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
  - (4) Programming study for Building 3 [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
  - (5) Design, bid, and construction of Building 3 [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
- Entering into new facilities and space in a manner that is consistent with the academic calendar [*VPQPT, Assistant Vice President for the Quad Cities, Planning & Technology, Assistant Director of Physical Plant*]
- Supporting economic and economic development activities associated with the development around the Riverfront Campus and within the City of Moline [*Quad Cities Administrative Team*]

### *Ensuring Accountability*

As the University continues academic growth on the Quad Cities campus, it is accountable for ensuring the institutional resources are applied in a cost-effective manner and in a way that advances Strategic Plan enrollment goal of 3,000 students. This will be accomplished through the following:

- Developing and annually monitoring/refining enrollment goals for all undergraduate and graduate programs delivered on the Quad Cities campus [*Provost, Deans, Assistant Vice President for Academic Affairs, Assistant Vice President for the Quad Cities, Planning & Technology*]



- Implementing dual enrollment agreements and evaluating program effectiveness [*Quad Cities Administrative Team*]
- Completing and ensuring that all degree programs offered on the Quad Cities campus are fully completable within two years [*department chairs/school directors, Deans, Assistant Vice President for Academic Affairs, Assistant Vice President for the Quad Cities, Planning & Technology, Provost*]
- Including the status of all the goals and priorities contained in this growth plan in the Vice President's *Consolidated Annual Report [VPQPT]*.

### **Summary and Where We Seek NCA Consultation**

Western Illinois University believes it will be successful in supporting the growth of the Quad Cities campus. Criterion 2 demonstrates that the University has a successful history of achieving its goals and priorities. Moreover, as a result of this *Self-Study*, the University has accomplished the following:

- Implemented changes in admissions practices, including new admission agreements and shared recruitment with the community colleges.
- Established new degree programs in Early Childhood Education, Engineering, Liberal Arts and Sciences, Museum Studies, and Nursing, as well as the College and Military Credit Testing Center on the Rock Island Arsenal.
- Increased on-campus enrollment by 11.1% and enrolled record numbers of full-time undergraduate and graduate students.
- Received support for the construction of the first two buildings on the newly developing Western Illinois University–Quad Cities Riverfront Campus. Building 1 is currently under construction, and Building 2 is in the design phase. The University continues to seek funding on Building 3.
- Formed the School of Engineering.
- Launched a comprehensive fundraising campaign that has increased Quad Cities foundation assets from \$200,000 to over \$3.5 million in two fiscal years, including the largest cash gift ever to the Quad Cities campus—\$1 million from the John Deere Foundation and the Moline Foundation.
- Acquired WQPT-Quad Cities Public Television from BHC.
- Received State of Iowa Postsecondary Student Aid Commission approval to house the Museum Studies program at the Figge Art Museum—the Quad Cities campus's first program housed in Iowa.
- Leased new space to support courses in Engineering, Manufacturing Engineering Technology, and the Master of Business Administration (MBA).
- Changed enrollment reporting to reflect on- and off-campus student activity.
- Revised policy to allow 100- and 200-level major classes not offered at the student's home campus to be taken at the community college and be applied to the University's 60 semester hour rule.
- Increased the upper-division coursework requirement from 40 to 42 semester hours.
- Developed a growth plan for the Quad Cities campus.

The University has also demonstrated a long-term commitment to the growth and expansion of the Quad Cities campus:

- Scheduling has evolved by creating universal scheduling times, establishing a completability analyses, increasing the number of Quad Cities courses, placing a two-year course rotation on the student registration system, and including the Quad Cities on day and time scheduling decisions.
- Administrative leadership for the Quad Cities campus has evolved from a Dean of Continuing Education, to an Associate Provost, to a Vice President.
- The curriculum remains responsive to regional need by establishing new relevant programs, disestablishing those that do not meet regional need (i.e., post-baccalaureate certificates in Elementary Education, Language Literacy, Marriage and Family Counseling, and RPTA; and master's degrees in Accountancy, Physical Education, and Secondary Level Teaching), and redesigning the MBA to be competitive with area institutions by reducing credit-hour requirements from 60 to 45.

As this special emphasis is being completed, there are four policy questions that the University will need to address. At the time of writing this report, these are areas where the University seeks consultation from the on-site review team:

1. What should be the preferred organizational structure as the Quad Cities campus continues to grow?
2. What should be the administrative structure for academic affairs on the Quad Cities campus?
3. How should the Quad Cities and Macomb campuses budgets (e.g., capital, operating, personal services) be structured?
4. Where will Quad Cities functions be dependent, interdependent, and independent from the Macomb campus in the future?

# Measuring and Demonstrating Our Values

## Special Emphasis

### The Institutional and Environmental Context for This Special Emphasis

Since 2002, Western Illinois University has used the *Higher Values in Higher Education* strategic planning process to guide institutional planning, resource allocation, and accountability reporting. Information presented in Core Component 1A1 describes Western's integrated planning model (see Figure 2.1) that defines our vision, mission, values, goals, and priorities.

Evidence has been provided throughout this *Self-Study* to demonstrate how the University has successfully used its strategic planning process to advance institutional priorities. Critical components to the University's success are the core values of academic excellence, educational opportunity, personal growth, and social responsibility. Our values shape our mission (daily operations) and vision. They, as will be discussed in this special emphasis, also help define institutional priorities and the corresponding allocation of resources.

Given the centrality of our values to the University's strategic planning process, this special emphasis was specifically designed to examine how the University measures, reports, and enacts its values. Therefore, this special emphasis will review the development and refinement of *Higher Values in Higher Education*, document how the University measures and reports upon its values, benchmark opportunities to enhance our processes, and identify in what ways the University demonstrates its values. Through this special emphasis and from consultation from the on-site review team, we seek additional means to measure and demonstrate our values.

### The Development and Refinement of *Higher Values in Higher Education*

Prior to 2002, Western Illinois University had limited experience with codified institutional strategic planning. In the 1980s and early 1990s there was a Council on Planning, which was a University-wide group that met on planning, but it did not create a strategic plan for the University. The University had not articulated its core values during this time.

On July 1, 2002, Dr. Al Goldfarb became the University's tenth president. Shortly after his arrival, he created the University Planning Committee (UPC) to develop a strategic plan for the University. This committee, which involved representation from a diverse group of constituents, developed *Higher Values in Higher Education: A Plan for Western Illinois University*. The plan was presented to University governance groups in fall 2003. Using feedback received from these presentations and focus groups, the plan was updated and approved by the Western Illinois University Board of Trustees in March 2004.

*Higher Values in Higher Education* was designed to guide daily operations, planning, and resource allocation in support of our academic mission and service operations. The initial Strategic Plan was a ten-year vision for the University that would be updated every five years. It was divided into seven main areas: (1) introduction, (2) heritage, (3) values, (4) vision, (5) mission, (6) translating our values into action, and (7) conclusion. This was the first time that the four core values of the institution were articulated, and it was assumed that successful implementation of the Strategic Plan would advance the core values of the University.

In fall 2006, the review/update process for *Higher Values in Higher Education* began. Results from the review/update team's strengths, challenges, and opportunities analysis; campus focus groups; and discussions with the President's National Advisory Group, it became clear that the values of the institution were loosely coupled to the goals of the Strategic Plan. The values of the institution needed to be explicitly stated as goals rather than implicitly connected to actions. Therefore, the values of the University became four of the six goals in *Higher Values in Higher Education 2008-2018*.

We now have specific action items to enrich academic excellence, provide educational opportunity, support personal growth, and promote social responsibility, in addition to specific action items for recruitment, retention, and University accountability reporting. *Higher Values in Higher Education 2008-2018* was endorsed by all University governance groups on both campuses and approved for implementation by the Western Illinois University Board of Trustees in June 2008.

### **Measuring and Reporting on Our Core Values**

At the macro-level, there are four methods the University uses to measure and report its values: (1) initial reporting associated with *Higher Values in Higher Education*, (2) refined reporting associated with *Higher Values in Higher Education 2008-2018*, (3) *Consolidated Annual Reports*, and (4) new methods of reporting as a result of this *Self-Study*.

#### ***Initial Reporting in Higher Values in Higher Education***

Because all actions in the original *Higher Values in Higher Education* were assumed to advance our core values, the measuring and reporting of Strategic Plan data focused on accountability reporting. Data summarized in Core Component 2B7 and exemplified throughout this *Self-Study* show that Western has a strong history of achieving its planning goals. Of the original 140 *Higher Values in Higher Education* action items, 122 (87.1%) were either accomplished, maintained, or currently in progress at the time that the University transitioned into *Higher Values in Higher Education 2008-2018*. The University, Board of Trustees, alumni, and our host communities worked together to advance the University's priorities and goals.

With respect to measuring and reporting on our values, there were three primary structures used in the original *Higher Values in Higher Education*:

1. Beginning in September 2005, the Western Illinois University Board of Trustees and all members of the Macomb and Quad Cities campuses receive a monthly Strategic Plan update from the Vice President for the Quad Cities, Planning & Technology. These *Updates* are posted on the University Planning website and provide a brief description of progress made with respect to action item(s) outlined in the Strategic Plan. A monthly update near the end of the academic year provides faculty and staff with a bulleted list of the many accomplishments of the academic year and plans for the next academic year.
2. Beginning in Academic Year 2004-2005, the Western Illinois University Board of Trustees receive an annual report of Strategic Plan accomplishments and plans. These reports are available from the University Planning website and focus on two areas: (1) the status of Strategic Plan priorities (e.g., completed/maintained, in progress, not yet started) and (2) its effect on a pre-defined performance indicator (e.g., action moving in the desired direction, opposite direction, or showing no effect).

3. Beginning in Fiscal Year 2005, the Illinois Board of Higher Education (IBHE) required all Illinois colleges and universities to annually submit a *Performance Report* demonstrating institutional advancement of statewide priorities and goals. Western's reports are available on the University Planning website. Our reports describe how *Higher Values in Higher Education* advances goals and priorities; displays trend data; and, where appropriate, compares University performance to peer institutions.

### ***Refined Reporting in Higher Values in Higher Education 2008-2018***

While monthly Strategic Plan updates, annual Strategic Plan updates, and annual *Performance Reports* continue, there were opportunities to improve institutional reporting. As noted above, the original *Higher Values in Higher Education* did not explicitly link institutional values to priorities and actions. Therefore, accountability reporting evaluated whether the University was progressing on stated priorities and goals, but it was unclear how priority status affected the University's values or vision. With refinement of *Higher Values in Higher Education 2008-2018*, the University now has that ability.

With a Strategic Plan organized around key goals (recruitment/retention and accountability) and core values, it is now possible to track the status of priorities and actions supporting our goals and values. Table 10.1 shows that the University has made progress (achievement) on 90% of its plans. Likewise, there are 119 planned actions to continue the successful advancement of its priorities and goals.

**Table 10.1. *Higher Values in Higher Education Accomplishments and Plans by Goal/Core Values and Priorities, Academic Years 2008-2009 and 2009-2010***

<b>Goal/Action</b>	<b>Number of Priorities</b>	<b>Priorities with Achievements</b>	<b>Priorities with Plans</b>
<b><i>Focused Recruitment and Retention</i></b>	<b>21</b>	<b>18</b>	<b>17</b>
Achieve enrollment goals	9	9	8
Resources to recruit and retain excellent faculty and staff	12	9	9
<b><i>Enrich Academic Excellence</i></b>	<b>23</b>	<b>22</b>	<b>19</b>
Strong commitments to teaching and instruction	8	8	8
Strong commitments to scholarship, creative activities, and public service	7	7	5
Deliver a user-centered information technology infrastructure	8	7	6
<b><i>Provide Educational Opportunity</i></b>	<b>28</b>	<b>26</b>	<b>25</b>
Support responsiveness to student needs and timely degree completion	13	12	11
Support learning inside and outside the classroom	11	11	11
Provide statewide and national leadership in affordability	4	3	3
<b><i>Support Personal Growth</i></b>	<b>19</b>	<b>16</b>	<b>14</b>
Support learning inside and outside the classroom	11	10	7
Provide opportunities for lifelong learning	8	6	7
<b><i>Promote Social Responsibility</i></b>	<b>28</b>	<b>26</b>	<b>26</b>
Encourage diversity, personal development, and leadership	6	5	5
Use partnerships to advance the University's priorities and goals	6	6	6
Provide safe, accessible, and responsive campus environments	16	15	15
<b><i>Demonstrate Accountability</i></b>	<b>12</b>	<b>10</b>	<b>18</b>
Use planning, budgeting, and reporting to advance goals and priorities	12	10	11
	<b>131</b>	<b>118</b>	<b>119</b>

*Items in bold italicized text represent the core values of Western Illinois University.*

Western can also measure institutional progress on its vision. In the review and update of *Higher Values in Higher Education*, the University community agreed to measure the status of 50 key performance indicators. These performance indicators were divided into three areas (see Tables 10.2 through 10.4), so the University could measure its performance in becoming “The leader in educational quality, opportunity, and affordability among [our] peers.” Data from the *Fiscal Year 2010 Performance Report* show that 36 of the University’s performance indicators (72%) were progressing in the desired direction compared to 14 (28%) showing no change or moving in the opposite direction. More specifically, the data show the following:

- Fourteen of the *Educational Demand & Quality* indicators (56%) progressed in the desired direction, compared to 11 (44%) showing no change or moving in the opposite direction.

**Table 10.2. Educational Demand and Quality Indicators, Performance of Academic Year 2009-2010 Compared to Academic Year 2008-2009**

	Progressing in Desired Direction	Showing No Change	Moving in the Opposite Direction
<b>Educational Demand and Quality Performance Indicators</b>	<b>14</b>	<b>1</b>	<b>10</b>
Total enrollment in Macomb			X
Total enrollment in the Quad Cities	X		
New freshman applications	X		
New freshman acceptances			X
New freshman enrollment			X
New transfer applications in Macomb	X		
New transfer acceptances in Macomb	X		
New transfer enrollment in Macomb	X		
New transfer applications in the Quad Cities	X		
New transfer acceptances in the Quad Cities	X		
New transfer enrollment in the Quad Cities			X
Minority enrollment in Macomb	X		
International enrollment in Macomb			X
Enrollment of Pell Grant recipients in Macomb			X
Minority enrollment in the Quad Cities			X
International enrollment in the Quad Cities	X		
Enrollment of Pell Grant recipients in the Quad Cities			X
Average ACT scores of new freshmen	X		
Middle half of the University’s ACT distribution (interquartile range)		X	
Percentage of new freshmen enrolled at the University from the top 25% of their high school graduating class	X		
Salaries that meet or exceed peer group averages for professors			X
Salaries that meet or exceed peer group averages for associate professors			X
Salaries that meet or exceed peer group averages for assistant professors	X		
Salaries that meet or exceed peer group averages for instructors	X		
Salaries that meet or exceed peer group averages for administrative/professional staff	X		

- Fourteen of the *Educational Opportunity* indicators (88%) progressed in the desired direction, compared to two (12%) showing no change or moving in the opposite direction.



**Table 10.3. Educational Opportunity Indicators, Performance of Academic Year 2009-2010 Compared to Academic Year 2008-2009**

	Progressing in Desired Direction	Showing No Change	Moving in the Opposite Direction
<b>Educational Opportunity Indicators</b>	<b>14</b>	<b>0</b>	<b>2</b>
First-year retention rate of all students	X		
First-year retention rate of minority students	X		
First-year retention rate of Pell Grant recipients	X		
Six-year graduation rate for all students in Macomb	X		
Six-year graduation rate for minority students in Macomb	X		
Six-year graduation rate for Pell Grant recipients in Macomb	X		
Six-year graduation rate for all students in the Quad Cities			X
Four-year graduation rate for minority students in the Quad Cities	X		
Four-year graduation rate for Pell Grant recipients in the Quad Cities			X
Number of class sections in Macomb	X		
Number of class sections in the Quad Cities	X		
Percentage of classes with under 30 students in Macomb	X		
Percentage of classes with under 30 students in the Quad Cities	X		
Student-to-faculty ratio in Macomb	X		
Student-to-faculty ratio in the Quad Cities	X		
Percentage of alumni donating to the University	X		

- Eight of the *Affordability & Financial Strength* indicators (89%) progressed in the desired direction, compared to one (11%) showing no change or moving in the opposite direction.

**Table 10.4. Affordability and Financial Strength Indicators, Performance of Academic Year 2009-2010 Compared to Academic Year 2008-2009**

	Progressing in Desired Direction	Showing No Change	Moving in the Opposite Direction
<b>Affordability and Financial Strength Indicators</b>	<b>8</b>	<b>0</b>	<b>1</b>
Institutional All-Costs Increase	X		
Percentage of students with loans	X		
Average debt load of graduates with loans			X
Financial strength ratio - Primary Reserves	X		
Financial strength ratio - Net Operating Revenue	X		
Financial strength ratio - Return on Net Assets	X		
Financial strength ratio - Viability	X		
Instructional Costs per Credit Hour	X		
Administrative Costs per Credit Hour	X		

**Consolidated Annual Reports**

Through *Consolidated Annual Reports*, as described in Core Components 1A2 and 1C4, every academic department and administrative unit documents plans, accomplishments, and resources applied/requested to advance institutional priorities and goals. The Vice Presidents and a representative for areas reporting to the President summarize this material and present annual planning, priority, and accomplishment presentations to the University community each spring. Copies of annual presentations that began in 2005 are available from the University Planning website.

### ***New Methods Measuring and Reporting as a Result of this Self-Study***

Western Illinois University has developed three new ways to measure and report upon its values. We developed a dashboard to measure progress in achieving our vision, expanded the use of *National Survey of Student Engagement* (NSSE) results to measure our values, and applied Commission Best Practices to advance our educational quality.

The data in Tables 10.2 through 10.4 represent the dashboard of performance indicators that measures institutional progress and compares our performance to peer institutions as we seek to become the leader in educational quality, opportunity, and affordability among our peers.

Since 2005, Western has participated in the NSSE as student involvement and satisfaction with the educational process are correlates of academic achievement. The NSSE provides comparative data for second-semester freshmen and second-semester seniors at Western compared to all other participating master's granting comprehensive universities in five areas. The five NSSE areas correspond to three core values of the University and offer an additional reporting tool as we measure and demonstrate our values:

- Academic challenge is a proxy for academic excellence and measures the degree to which students perceive the importance of academic effort and setting high performance standards.
- Academic and collaborative learning is a second proxy for academic excellence and measures how intensely students were involved in their educational process and whether they applied what they have learned to different settings.
- Student-faculty interaction is a proxy for educational opportunity and measures the degree to which students interacted with faculty inside and outside the classroom.
- Enriching educational experiences is a second proxy for educational opportunity and measures the degree to which students engaged in curricular and cocurricular activities beyond classroom instruction. It also measures the extent to which students report exposure to different ideals and cultures other than their own.
- A supportive campus environment is a proxy for personal growth and measures the extent to which students perceive that the University's academic programs and cocurricular services are committed to student success inside and outside the classroom.

Values at or above 100% in Table 2.4 (see Core Component 1A5) show that reported student satisfaction is higher at Western than at peer institutions (all other master's granting comprehensive institutions). The data show the following:

- In 2009, Western freshmen and seniors reported higher levels of engagement in student-faculty interactions (educational opportunity) than students at peer institutions. This includes discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, and working with faculty members on activities other than coursework (e.g., committees, orientation, student life activities, etc.).

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

- Comparing 2008 to 2009, values for Western freshmen increased in four of the five areas. The level of academic challenge (academic excellence) only decreased by 1%. Values for Western seniors improved in academic and collaborative learning, student-faculty interactions, and supportive campus environment.
- Over the last five years, values for Western freshmen improved in all areas for academic excellence, educational opportunity, and personal growth. Values for Western seniors improved in academic and collaborative learning, student-faculty interactions, and supportive campus environment, which also correspond to the University's core values.

Through this *Self-Study*, Western applied U.S. Department of Education and Commission identified best practices as a method for measuring and advancing academic excellence. This includes *Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community* and *Best Practices for Electronically Offered Degree and Certificate Programs* (see the “Strengthening Distance Learning Special Emphasis” section), using credentials and degrees earned as evidence of *Commission Guidance for Determining Qualified Faculty* (see Core Component 3B1). Additionally, the Self-Study Steering Team asked the Criterion 1 writing team to review the *Commission Statement on Diversity*, the Criterion 3 writing team to review the *Commission Statement on General Education*, and the Federal Compliance writing team to review *Commission Policy and Good Practices on Transfer of Credit*. All three teams found the University adhering to these standards as we advance our core values.

### **Benchmarking Our Strategic Planning and Reporting Processes**

Western Illinois University has 26 benchmark institutions for the Macomb and Quad Cities campuses. Through this special emphasis, the writing team reviewed each institution's website, identifying how peers developed and displayed their strategic plans and core values. Based upon this review, the committee identified structures and processes that should be added, adjusted, or deleted as the University continues to demonstrate its values.

Six of the institutions showed extensive work in values development and strategic planning: Central Washington University, College of Charleston, Montclair State University, Southern Illinois University–Edwardsville, University of North Carolina–Wilmington, and Governors State University. It was determined that five of these institutions would be contacted to learn more about their processes. Montclair State University was eliminated from the original list of six because it appeared that its strategic planning process did not continue past 2008. Attempts were made to contact the institution to determine if this was true, but we were unable to get a response.

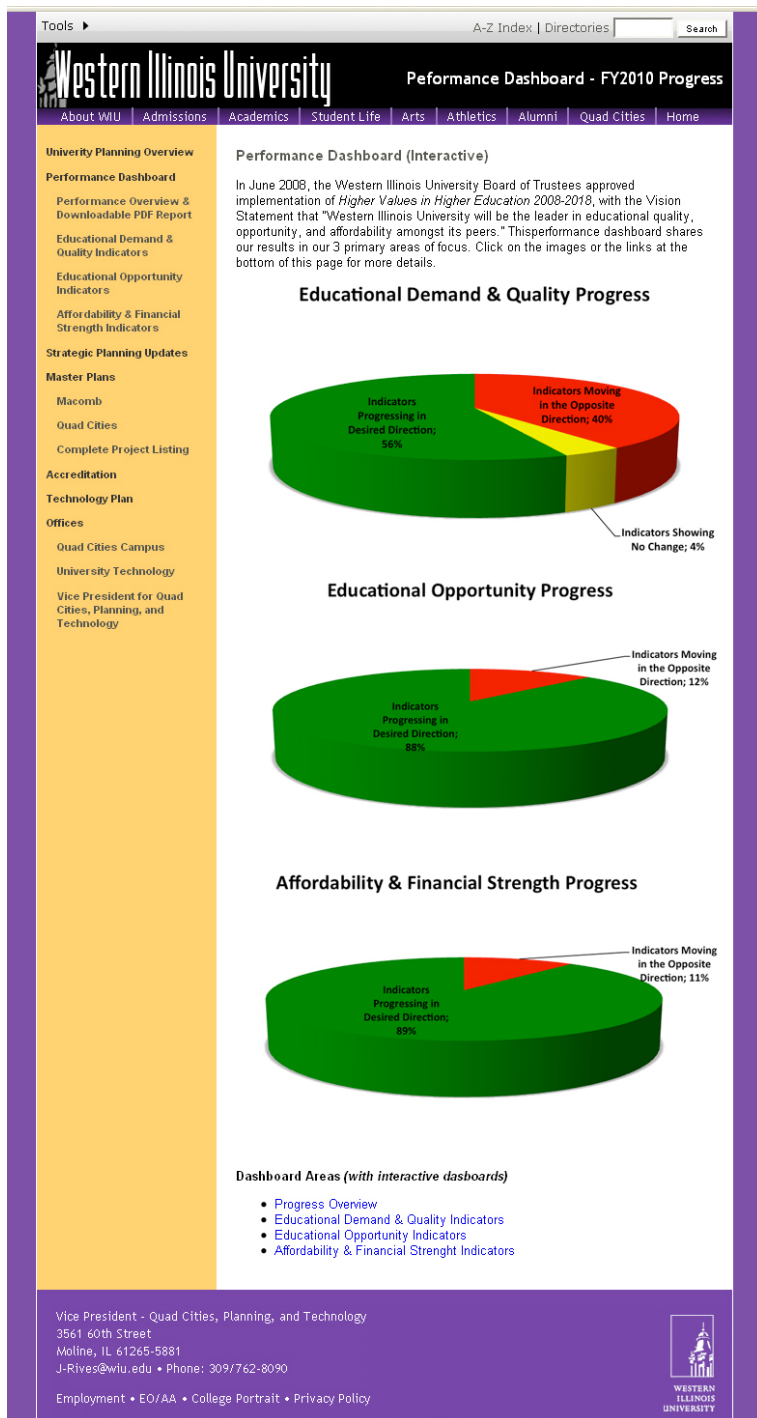
After the five institutions were identified, the committee chairs developed a list of questions to inquire about individual practices in strategic planning and reporting processes. The questions, to be discussed in this and the next section of this special emphasis, included those questions identified in Table 10.5.

**Table 10.5. Peer Institution Comparison of Strategic Planning and Reporting Processes**

	<b>College of Charleston</b>	<b>Central Washington University</b>	<b>Governors State University</b>	<b>Southern Illinois University–Edwardsville</b>	<b>University of North Carolina–Wilmington</b>
1. What process did your university use to create its strategic plan/core values?	Steering Committee, SWOT analysis, environmental and competitive analysis, focus groups. Each school also has strategic plan approved by BOT. College has “Umbrella Plan” and each school has plan that fits into this plan.	The Steering Committee was very representative of both the university and community. The Committee held 43 forums across the 6 campuses to get input/feedback from all areas.	Utilized external consultant; included BOT, key academic professionals, leaders from faculty, students, etc. Developed 5 or 6 goals, and conducted focus groups, both internal/external. Charrette for campus and community.	The Steering Committee consisted of 80 members, representing all constituency groups. With initial drafts, conducted open hearings on all campuses.	Broad participation; data-driven. Collected data and compared to 33 peer institutions. Seven questions guided forums for all internal constituent groups as well as the public and parents of students.
2. How does your university report on its progress toward the strategic plan/core values? How do you measure your plan?	Ten-year plan: During process, they decided to measure everything but are currently re-focusing on what they will be measuring/reporting over next 10 years.	General plan information is reported on Institutional Research website—use a light system to show progress (red, yellow, light green, and green). In addition, each of the five divisions of the university has been charged with creating own assessment plans – this is currently a work in progress.	In 2nd year of plan. Currently quantify enrollment, credit hours, publications, presentations, performing arts, income by source, etc. in dashboard format. Each unit responsible for building own plan/ response to Strategic Plan goals. In future, need to report more qualitative info on college goals.	Every year, each Vice-Chancellor is asked to (1) report on accomplishments made toward goals (narrative as well as Fact Book Annex info) and (2) revise and/or update goals.	Ten “Priority Progress Measures” developed through benchmarking. Each year update latest data for each measure, the university trend, and comparison to peer average. Presented to BOT, Planning Council, and to the campus through open forums.
3. How does your university market its strategic plan/core values to internal constituents as well as external constituents?	Core values used in various brochures, etc. Central Marketing office utilizes Branding Manual.	Communicated on the university website, printed tri-fold with entire plan, press releases, student newspaper, and briefing sheets to legislators. Most people on campus can recite 6 goals.	Utilize web to inform/ educate about the plan. Disseminate Strategic Plan brochure and notify campus of dashboard changes. Campus banners state mission. Recently celebrated 40th year as university—most recent publicity has been about history of GSU and information for HLC visit.	It is emphasized on the Chancellor’s homepage, banners in the student union, included in all speeches made by upper administration, on all business cards, and printed bi-fold.	Brochures for potential donors and others as well as ballpark pens that included the seven goals in a “window.” Pens have helped internal constituents remember the 7 strategic goals.
4. What has been the response to your strategic plan/core values by your internal constituents as well as external constituents?	Very positive response—Core values agreed upon at all levels. College steeped in history and pride.	Internally—the university community likes one piece of paper as opposed to books of past; some felt initial goals of 2006 were too vague, so new goals are more specific. Externally—they received a good response from their accrediting body.	Buy-in from internal and external constituents created positive response. One controversial area is enrollment targets—questions about where they come from. Most on campus could not state plan goals (an opinion).	Internally—because of inclusiveness at outset, the campus community has buy-in (sense of pride). Externally—the plan has helped to improve the relationship with the local community (clear purpose).	In beginning, constituents felt targets were too aggressive and would never achieve them. Have found that bold target-setting and intentionality have produced intended results. Will continue to set bold new targets.
5. What recommendations would you provide to others who are/have been engaged in this process?	Process takes twice as long as expected. The past two Presidents had very different approaches to creating/updating the plan (one somewhat exclusive; one inclusive).	Set a limited number of goals at outset so that all can be moving forward—revisit if accomplish them all. Hold an annual forum to discuss how the university is doing as related to the goals. Use positive phrasing because you must be willing to communicate goals to everyone.	Learn how to get external constituents involved and sustain their involvement, particularly in urban area with many institutions of higher education in immediate area.	Make sure process has representation from all constituency groups to get buy-in. Make work highly visible and tied to how upper administration operates the university. Start with reviewing one’s mission, values, and commitment to diversity to help identify goals.	Base the plan on data and evidence, be inclusive in plan development, set bold quantitative targets, report on progress regularly, and emphasize successes.

We found that many of their answers affirmed Western's strategic planning process. Most of the institutions stressed the importance of having an inclusive system for the development and implementation of strategic plans. Writing teams for both editions of *Higher Values in Higher Education* included representation from students, faculty, and staff from across all Vice Presidential areas. Most institutions found that inclusive processes increased the likelihood of success as they worked toward achieving shared goals and priorities. The same is true at Western.

Methods of strategic plan reporting at Western encompass different methodologies used at peer institutions. Similar to all institutions, the University's performance indicators are based on quantitative data available from the Office of Institutional Research and Planning (IRP). Western's consolidated annual reporting process is similar to practices used at Southern Illinois University–Edwardsville and the University of North Carolina–Wilmington. Similar to Central Washington University and Governors State University, Western has developed an interactive dashboard summary of performance indicators. The summary page is displayed on the following page.



As mentioned in the summary of Criterion 1, Western’s inclusive and integrated planning model has received regional, national, and international recognition. University representatives have been asked to present our model nationally and internationally through the International Association of Institutional Research; Association of Institutional Research; Society for College and University Planning; and at public and private colleges and universities, including the University of Illinois–Springfield, Illinois College, Lassen College, Tulsa Community College, and Rend Lake College.



## Demonstrating Our Values

Western Illinois University demonstrates its values in two primary methods. The University displays its values as a symbol of the institutional commitment to *Higher Values in Higher Education* and the University continues with successful implementation of strategic priorities to advance our vision, mission, values, and goals.

Since the establishment of our core values, the University has worked diligently to display our values in publications, on campus, in the surrounding communities, and on the Web. The University introduces the Strategic Plan's title and core values on a variety of publications, including the *Undergraduate and Graduate Studies Catalogs*, new student *View Books*, as well as many individual college brochures.

Additionally, students and their families are introduced to *Higher Values in Higher Education* and academic programs through programmatic flat sheets that are produced by academic departments and schools in conjunction with Document and Publication Services. They are also available on the Macomb and Quad Cities websites. As shown in the figures below, the two-sided flat sheets contain program information, other University information, with *Higher Values in Higher Education* on the front-side and the core values of the University on the other side.



**MASTER OF ARTS IN MUSEUM STUDIES**

*Higher Values in Higher Education*  
Academic Excellence • Educational Opportunity  
Personal Growth • Social Responsibility

The Master of Arts in Museum Studies degree program will prepare students for diverse types of work associated with museums, including museum administration, collections management, exhibition development, museum education, volunteerism, and fundraising. Students will learn about the purpose, function, and history of museums; become acquainted with the professional challenges and opportunities museum personnel encounter in their field; and gain practical experience working in regional museums.

Teaching methods will include lectures; seminars; hands-on experiences; and a supervised, negotiated internship placement.

Quad Cities Campus



*"I really enjoy our visits to different kinds of museums so that we can gain a better understanding of the field, both the challenges and the benefits. Best of all are the multiple courses that take place at the Figge Art Museum."*

— Christine Deemer  
Current Student

**WIU.EDU/MUSEUMSTUDIES**

Recreation, Park and Tourism Administration, and participate in a three-hour internship at the Figge Art Museum or another chosen museum.

**Figge Art Museum, Davenport, Iowa**  
The Figge Art Museum, overlooking the Mississippi River, is a short drive from the Western Illinois University—Quad Cities campus. Established in 1925, the museum's collection has grown to over 3,500 works of art, with holdings of African, American, European, Haitian, and Mexican colonial art. In August 2005, the museum moved to a new 100,000 square-foot building designed by London architect David Chipperfield. The stunning building has received several architectural awards and continues to impress visitors. The Figge Art Museum's galleries, studios, auditorium, research library, and events spaces will provide a dynamic laboratory for students in the Museum Studies degree program.

**Contact Information**  
For admissions process and general program information, contact Admissions, Western Illinois University—Quad Cities, 3561 60th Street, Moline, IL 61265, (309) 762-1495, WIU-QC. Admissions@wiu.edu, wiu.edu/qc.

For specific program questions, contact Ann Rowson Love, Director, Museum Studies Program, Western Illinois University—Quad Cities, 3561 60th Street, Moline, IL 61265, (309) 762-9481, A.Rowsonlove@wiu.edu, wiu.edu/museumstudies.

**Admission Requirements**

Applicants must hold a Bachelor's degree and be committed to pursuing a career in museums, historical agencies, preservation organizations, or other related institutions. No prior museum experience is required.

Requirements to be considered for admission into the Master of Arts (MA) in Museum Studies degree program include the following:

- Official transcripts indicating a Bachelor's degree (or foreign credentials equivalent to a Bachelor's degree in the U.S.) with a cumulative or last two years' undergraduate GPA of 3.0 or higher
- TOEFL score of 600 (paper based), 250 (computer based), or 100 (Internet based) or better for international applicants
- Three letters of recommendation
- A current résumé
- An essay, professional in appearance and content, explaining your academic goals while pursuing graduate study in Museum Studies at Western Illinois University and how your immediate and long-term career plans will be met through this program

Preference will be given to applicants who hold degrees in Art; Art History; Recreation, Park and Tourism Administration; History; and Anthropology.

After being accepted into the program but before beginning the program, students must purchase a Museum Studies membership at the Figge Art Museum in Davenport, Iowa. This fee will be paid to the Figge Art Museum to cover incidental expenses and admission to workshops held at the museum. The fee will include a two-year membership to the Figge Art Museum.

**Degree Requirements**

The MA degree in Museum Studies requires 34 semester hours (sht) of coursework, including workshops, a portfolio, and a ten-week internship/special project. Core courses comprise 22 sht, with the remaining 12 sht being directed electives. Coursework will be offered through the College of Fine Arts and Communication Museum Studies Program, the Department of Art, and the Department of Recreation, Park and Tourism Administration. Some of the courses will be taught at the Figge Art Museum. Students will have the opportunity to serve as interns at the Figge Art Museum and/or at other regional museums.

Students are required to complete an internship of at least ten weeks in a museum or other related organization. Students are responsible for finding their own internships, although the program director assists by informing students about opportunities.

**Distinctive Features**

The MA in Museum Studies degree program will provide

- knowledge and training in the various aspects of museum work to include administration, collections management, exhibition development, education, community development, tourism, and fundraising.
- an in-depth understanding of approaches to the documentation, interpretation, presentation, and preservation of curated materials in museums.
- practical training relevant to a professional career in the museum and galleries sector.
- training in organizing events, building volunteer organizations, and raising money throughout the community.
- graduates with a portfolio documenting their knowledge and skills needed for employment.
- opportunities for the working professional to attend late afternoon and evening classes on a part-time basis.

**Student Organization – Graduate Experience in Museum Studies (GEMS)**

GEMS offers student members the opportunity to participate in museum- and community-based activities in order to better understand the museum profession and the role of museums in society. The organization offers students a forum for dialogue and the presentation of innovative ideas, a benefit to the WIU-QC community as a whole, while promoting fellowship between students and faculty. Activities also include travel to professional conferences and field trips to regional museums.

**Assistantship Opportunities**

Two graduate assistantships are available within the MA in Museum Studies degree program. They will provide a tuition waiver and a monthly stipend. One of the assistantships is located at the Figge Art Museum and the other is for students to work with the director of the Museum Studies program, which is housed on the Western Illinois University—Quad Cities campus in Moline, Illinois.

Western Illinois University is an Affirmative Action and Equal Opportunity employer with a strong commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including, but not limited to, minorities, women, and individuals with disabilities. WIU has a non-discrimination policy that includes sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, and veteran status.

**Post-Baccalaureate Certificate**

The Certificate in Museum Studies offers students in related graduate programs the opportunity to earn an 18 sht certificate. Students take 9 sht of Museum Studies coursework at the Figge Art Museum. Additionally, students take 6 sht of electives among offerings in the Department of Art, Museum Studies, or the Department of

As documented in Core Component 1B4, the University is working on including its vision, mission, and values in the *Board of Trustees Regulations*, the *University Policy Manual*, and in employee handbooks.

In Macomb, purple banners with *Higher Values in Higher Education* line University Drive, welcoming visitors to campus. As shown below, the University Union includes the Strategic Plan title and core values in various locations throughout this highly visited facility.

Western's facilities are open and available to members of the public. With several of the largest venues in a 70-mile radius from Macomb, the University Union provided space and service for over 5,211 events for an average of 12 events per day in Fiscal Year 2009. A total of 231,784 people attended events scheduled in the Union. The number of overnight guests in the Union Hotel was 1,770, and there 542 activities with a total attendance of 6,853 at the Olson Conference Center.



***Higher Values in Higher Education* banners line University Drive at Western Illinois University, welcoming visitors to the Macomb campus.**



Other places where the University's vision, mission, and values are on display, include Sherman Hall outside the Admissions Office, and in buildings housing College offices (e.g., Morgan and Stipes Halls for the Colleges of Arts and Sciences and Business and Technology, respectively). Within the Quad Cities, *Higher Values in Higher Education* banners are displayed outside the Caxton Block Building, at the newly developing Riverfront Campus, and at the current 60th Street facility. For the latter, posters displaying the values of the institution are displayed throughout the building.

Western has followed practice at peer institutions in providing electronic copy of the Strategic Plan and brochure (displayed below) to members of the University and external communities. The materials are available from the University Planning website.

**OUR VISION**  
Western Illinois University will be the leader in educational quality, opportunity, and affordability among its peers.

**OUR MISSION**  
By enacting our values and supporting the synergy between instruction, research, creativity, and service, Western Illinois University prepares a socially responsible, diverse student, faculty, and staff population to lead in the global society.

*Our Values*  
Academic Excellence  
Educational Opportunity  
Personal Growth  
Social Responsibility

WESTERN ILLINOIS UNIVERSITY  
*Strategic Plan*  
2008–2018

wiu.edu

WESTERN ILLINOIS UNIVERSITY

HIGHER VALUES IN HIGHER EDUCATION HIGHER VALUES IN HIGHER EDUCATION HIGHER VALUES IN HIGHER EDUCATION



## TRANSLATING OUR VALUES INTO ACTION

*Higher Values in Higher Education 2008–2018* represents a 10-year, long-term vision for Western Illinois University. The plan contains six goals that reflect the values of the University as we enact our mission and successfully achieve our vision.



### FOCUSED RECRUITMENT AND RETENTION

#### GOAL NO. 1

Western Illinois University is committed to becoming the destination of choice for students, faculty, and staff. We seek individuals who value academic excellence and are committed to successfully achieving their educational goals. We:

- Support enrollment goals of 12,500 on the Macomb campus and 3,000 on the Quad Cities campus, both with high-achieving, motivated, and diverse learners.
- Provide the resource base and support to recruit and retain an excellent faculty and staff representative of the diverse and global society.

### ENRICH ACADEMIC EXCELLENCE

#### GOAL NO. 2

Embedded in the University's history is a primary commitment to teaching and the individual learner. Providing excellent instruction is the highest priority of the University's faculty. We:

- Provide strong commitments to teaching and instruction and will increase opportunities to

support research, scholarly/creative activities, public service, and outreach.

- Deliver a strong, user-centered information technology infrastructure.



### PROVIDE EDUCATIONAL OPPORTUNITIES

#### GOAL NO. 3

Our curriculum is sensitive to individual, regional, and societal needs. We support learning inside and outside the classroom, and we emphasize affordability because a college education is essential in today's global and highly technological community. We firmly believe that higher education, and the benefits that it accords, is an investment and that no student should be denied a college education because of financial need. We:

- Support responsiveness to student needs and timely degree completion.
- Provide national leadership in cost predictability and affordability.

### SUPPORT PERSONAL GROWTH

#### GOAL NO. 4

Our campus environments support a wide range of student interests. Our educational experiences provide active and collaborative learning environments, individual attention to the learner, enriching educational experiences, and a supportive campus environment. We:

- Support learning inside and outside of the classroom.
- Provide lifelong learning opportunities for faculty, staff, and community members.

We serve as a resource for and stimulus to individual, economic, educational, cultural, environmental, and community development in our state and well beyond. We:

- Encourage diversity of perspectives and engage in activities that support social responsibility, personal development, and leadership.
- Use partnerships to advance the University's vision, mission values, and goals.
- Provide safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the values of the University.



### PROMOTE SOCIAL RESPONSIBILITY

#### GOAL NO. 5

We celebrate plurality of thought in safe, secure, and aesthetically pleasing living, learning, and working environments that reflect the core values of the University.

### DEMONSTRATE ACCOUNTABILITY

#### GOAL NO. 6

Demonstrating continued advancement of the values, priorities, and actions of Higher Values in Higher Education is a shared responsibility of all members of the campus community. We:

- Use planning, budgeting, and reporting structures to advance University goals and accountability.

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Through this Strategic Plan, we have specifically stated how we will focus recruitment and advance our core values of academic excellence, educational opportunity, personal growth, and social responsibility. By enacting our values and successfully implementing the goals and actions in Higher Values in Higher Education, we will lead our peers in educational quality, opportunity, and affordability, and represent the destination of choice among students, faculty, and staff.

HIGHER VALUES IN HIGHER EDUCATION HIGHER VALUES IN HIGHER EDUCATION HIGHER VALUES IN HIGHER EDUCATION



Screen shot of the Western Illinois University Athletics website

Another vehicle for displaying the University's core values is the highly visited Athletics website. On the left-hand side of the homepage there is a link to the University's core values and examples of how student-athletes espouse these values. For example, under social responsibility, there is a table listing the number of community service projects and dollars earned by student-athletes.

Both the Athletics website and practice at peer institutions (Central Washington University and Governors State University in particular) identified the need to update the University's website to more predominantly display *Higher Values in Higher Education*.

The review and update of the Macomb campus website started in Academic Year 2008-2009 by the 24 member Internet Technology Advisory Committee (iTAC), chaired by Mr. Richard Chamberlain, Executive Director of University Technology (uTech). iTAC’s work was centered on four guiding principles:

1. *To base the University’s updated website on best practices for design and functionality* – iTAC members reviewed 32 institutional websites to help achieve this principle. Websites reviewed can be found in Table 10.6.



**Table 10.6. Institutional Websites Reviewed as Part of the Revision of the Western Illinois University Website**

Agnes Scott College	Dartmouth University	Northern Illinois University
Alaska Pacific University	Duke University	Oakland University
Azusa Pacific University	Humboldt State	Oregon Health Science University
Ball State University	Johns Hopkins University	Rockford College
Boston University	Kendall College	Santa Clara University
Brown University	Loyola University Chicago	University of Chicago
Case Western Reserve University	Massachusetts Institute of Technology	University of Illinois
Clark College	Michigan Tech University	University of Virginia
Columbia University	National Lewis University	University of Wisconsin–Milwaukee
Cornell University	New York University	Yale University
Dallas Theological Seminary	North Carolina State University	

2. *To review the most frequently visited Western websites and incorporate ease of access into these pages from the University homepage* – Western had over 26.5 million Web hits from its top 200 sites during Fiscal Year 2009. The 30 most frequently visited sites with the number of page views is displayed in Table 10.7. In total, Western has over 15,000 webpages.

**Table 10.7. Most Frequently Visited Western Illinois University Websites: Site and Number of Hits, Fiscal Year 2009**

1	WIU Libraries	2,828,307	16	Registrar’s Office	389,417
2	Web Calendar account	1,669,605	17	WIU-Quad Cities	375,402
3	University e-mail options	1,365,221	18	First Year Experience	338,075
4	Web mail	1,206,843	19	Academics	336,450
5	Table of Contents	1,066,275	20	Employment at WIU	317,506
6	Undergraduate Admissions	1,034,014	21	Scholarship Programs	299,446
7	Graduate Studies Office	811,050	22	Student Services	299,007
8	Provider Connections	650,243	23	About WIU	284,004
9	University Housing & Dining Services	570,849	24	Financial Aid	279,066
10	STARS	481,918	25	Art	257,138
11	Zimbra Mail	451,113	26	Sodexo Campus Services	237,626
12	Student Life	451,019	27	University Union Bookstore	232,176
13	Alumni Association	423,189	28	Guillaume Apollinaire	220,539
14	<i>Undergraduate Catalog</i>	414,043	29	Distance Learning	208,371
15	Undergraduate majors & minors	409,206	30	Business Services	207,994

3. *To engage the University community in developing the new University website* – A draft was shared in May 2009, and all members of the University community were invited to participate in a survey addressing the quality and functionality of the redesigned prototype. A total of 455 students, 155 faculty, and 312 staff participated in the survey. Table 10.8 summarizes results when respondents were asked to rate the quality of the new and old designs on a five-point scale.

**Table 10.8. Web Satisfaction Ratings of the Old and Draft, Western Illinois University–Macomb Website**

	Old Design	New Design	Percent Rating as a Four or Five
Students	3.37	4.29	91
Faculty	3.13	3.75	70
Staff	3.25	4.13	82

4. *To support accessibility and work of the 24-member Web Accessibility Committee (WAC)*

After updating the website based on survey feedback and fall 2009 focus group comments, the design for the new updated website was finalized. Shown below, there are two levels of headers. The top horizontal line starting with academics and the bottom horizontal line starting with University safety stays constant on all webpages as a “level one” header. The vertical line starting with future students is displayed on the homepage and then becomes a top row on subsequent pages as a “level two” header and is shown in the second figure that follows.







In February 2010, members of iTAC and staff from University Technology (uTech) began working with the University community to deploy a content management system that provides templates for websites, thus simplifying and streamlining the process for academic departments and administrative units.

At the time of writing this report, iTAC is planning to begin discussions on future strategies to evaluate and enhance the University's Web presence and functionality. A review of the new Macomb website is anticipated within six months of implementation and then a formal review is expected to be held at least annually.

On the first figure above, the values will be linked to stories, video, etc., that show how the students, faculty, and staff of Western enact our core values. The Quad Cities website also displays all four values, and an interactive feature regarding these values will be included in the planned redesign of this site.



Additional information about the marketing and branding of *Higher Values in Higher Education* is available from the Director of University Marketing in Macomb and the Director of Quad Cities Marketing. Both positions are charged with working with College marketing representatives in developing and implementing integrated marketing plans for the two campuses of Western Illinois University.

In addition to displaying our values, Western demonstrates our values through successful implementation of *Higher Values in Higher Education 2008-2018*. Because the University's Strategic Plan guided this *Self-Study*, many of the actions discussed below have been detailed in other sections of the *Self-Study*. In these instances, a parenthetical reference is added if additional information about an action is desired.

**Academic Excellence** is exemplified in the following ways:

- Supporting the highest stated priority in *Higher Values in Higher Education* (both editions) of increasing faculty and staff salaries to meet and exceed the mean of peer institutions (*introductory chapter – Advice and Suggestions to the University; Core Component 2B2*)
- Using the academic program review process to uphold programmatic quality and viability (*Core Components 1A4, 2A6, and 2C4*)
- Achieving and maintaining discipline-based accreditation in academic departments and service units (*Core Component 2C4*)
- Advancing the assessment of student learning through successful completion of the Commission's Assessment Academy (*Core Components 3A and 3A4*)

- Developing new and expanded academic programs to meet the needs of our region (*Core Component 2A1*) – A doctoral degree in Environmental Sciences is in the planning stages.
- Offering interdisciplinary courses and programs – For example:
  - Coordinated through Centennial Honors College, students in the Interdisciplinary Studies program design and pursue individualized programs of study leading to either the Bachelor of Arts or Bachelor of Science degree. The program offers creative alternatives for students who wish to design a curriculum of study tailored to individual academic or professional needs and for students intent on pursuing new, emerging fields of study. The program challenges students to make deliberate and meaningful choices in plans of study that draw on the resources from two or more academic departments.
  - New bachelor's and master's degrees in the Liberal Arts and Sciences emphasize disciplinary concentration in interdisciplinary contexts. These versatile degrees draw on the rich resources and faculty of the College of Arts and Sciences.
  - The Department of Women's Studies offers an interdisciplinary major, minor, and post-baccalaureate certificate. The field of women's studies includes focus on the many and varied contributions of women to human culture, and the impact of culture on women.
- Supporting interdisciplinary centers and institutes, including the Illinois Institute for Rural Affairs (IIRA), Institute for Environmental Studies (IES), Lifespan Institute (*Core Component 4A3*), and the Western Survey Research Center (WSRC) to name just a few
- Providing library resources to support instruction and research – This includes class guides, reference guides, interlibrary loan, tutorials and workshops, electronic reserves, iTunes University, Refworks, Distance Education resources, and library resources for online courses.
- Delivering a strong user-centered technology infrastructure to support the academic mission through the faculty computer upgrade program, electronic classroom upgrade program, participation in iTunes University, and implementation of other priorities identified in the *Institutional Strategic Plan for Technology (Core Component 2A2)*
- Using the Multicultural Center as a venue to host educational opportunities, including Hispanic Heritage Month; Black History Month; Art Exhibits, League of Women's Voters of McDonough County; Women as Researchers, Educators, Activists and Leaders presentation series; Relationship Violence Awareness and Prevention Committee; and Students for Disability Awareness
- Receiving external support to establish the Visiting Artist Fund that enables the Art department to sponsor an outside visiting professional each year for lectures, demonstrations, and classes

**Educational Opportunity** is exemplified in the following ways:

- Supporting a special admissions program that allows up to 400 freshmen who do not meet published admissions requirements but demonstrate the desire to succeed the opportunity to enroll at the University – Historically, these students have had graduation rates comparable to all other students (*Core Component 1C2*).
- Accepting advanced placement credit, and awarding academic credit for prior learning and life experiences in the Bachelor of General Studies (BGS) (formerly the Board of Trustees/Bachelor of Arts [BOT/BA]) degree program.
- Promoting transfer-friendly policies, including participation in all facets of the Illinois Articulation Initiative (IAI) (*Core Component 2A6*), articulation agreements with 28 community colleges in Illinois and Iowa (*Core Component 2A6*), and creation of new programs that allow students to take courses at the community college and Western at the same time and save up to 25% of their college costs (*Core Component 2A2*)
- Developing new and expanded academic programs that allow students to earn multiple degrees from the University – Integrated baccalaureate and master’s degree programs are now offered in Accountancy, Chemistry, Computer Science, Economics, and Physics. These programs facilitate completion of the baccalaureate and master’s degrees in five years.
- Engaging in out-of-class learning experiences through the First Year Experience (FYE) and University Theme program (*Core Component 4B4*)
- Participating in the Summit League’s plan to increase the academic performance of student-athletes
- Reinforcing health and wellness through activities associated with the Beu Health Center, its Alcohol and Other Drugs Center (*Core Component 4D1*), and the University Counseling Center (UCC) (*Core Component 2B3*)
- Demonstrating statewide and national leadership in creating the Cost Guarantee, Transfer Cost Guarantee (*Core Component 1A4*), and new Go4 programs (*Core Component 2A2*)
- Administering a comprehensive program of financial aid and scholarships that includes residence hall scholarships for students with high ACT scores; talent grants and tuition waivers awarded to students based on demonstrated talent in music, art, theatre, dance, and skills such as leadership or academic achievement; and development of a \$60 million comprehensive fundraising campaign that includes scholarships in its top four funding priorities.
  - During Fiscal Year 2009, 93.7% or 10,061 undergraduate students and 63.2% or 1,543 graduate students were served by financial aid, scholarship programs, and/or loans at a total value of \$118.3 million.
  - Since 2007, the University has been able to increase the number of scholarships offered to new transfer and first-year students. In Fiscal Year 2008, 154 new scholarships were created for first-year students. In Fiscal Year 2009, the Scholarship Program benefited over 1,800 students.

- In January 2009, Western's Scholarship Program was named a "best practice" by the Center for Student Opportunity (CSO). In highlighting the University's program, the CSO stated, "Western Illinois has an ambitious scholarship program and includes a number of offerings specifically for entering minority students, including the DuSable Scholarship (\$1,000 per year, renewable at \$500), the Western Opportunity Grant (\$1,000), the Western Opportunity Scholarship (\$500 to \$2,000), and the Student Services Minority Achievement Access/Retention Grant (multiple awards ranging from \$500 to \$1,000)."

**Personal Growth** is exemplified in the following ways:

- Promoting student participation in cultural and leadership activities, including the Black Student Association (BSA), Campus Girl Scouts, Cultural Expressions (a monthly cultural program during which participants express themselves through mediums such as poetry, dramatic readings, rap, and dance), Diversity/Multicultural brown bag lunches, International Friendship Club, Organization of Adult Students for Interaction and Support (OASIS), and Feminist Action Alliance – On the Quad Cities campus, students from the Society of Business and Technology volunteered at the Festival of Trees, organized food drives, and developed student coupon books to be used at participating area businesses.
- Raising awareness of environmental issues – Western's annual Environmental Summit, started in 2003, promotes environmentally sustainable values, lifestyle, and educational activities for the University community and surrounding region. The event features a keynote speaker, roundtable discussions, poster presentations, and displays. The spring 2010 summit focused on "Protecting the Planet While Creating a Green Economy."
- Supporting University-theme activities – Over the past seven years, the University theme has brought the University community together at major activities and events. Each year, the theme focuses on different areas, such as civic engagement, health and wellness, and environmental sustainability, while emphasizing personal responsibility as a member of the global community (*Core Component 5B3*).
- Providing lifelong learning opportunities for faculty, staff and community members:
  - The University supports employee use of release time to attend class, and provides a full tuition waiver for those enrolled six hours or less. There were 90 tuition waivers authorized in Fiscal Year 2008 and 82 in Fiscal Year 2007.
  - The Affirmative Action Internship program allows women and minorities employed by the University to gain experience in administrative settings within the University for a semester or year. Nearly 90 employees have participated in the program since its establishment in 1980.
  - Wellness-sponsored programs and campus recreation facilities are open to family members and domestic partners of University employees.
  - For over 30 years, Non-Credit Programs has provided innovative academic programs for youth in an on-campus residential setting during the summer. Western faculty and other professionals who share a commitment to helping each student to further his or her potential instruct all programs. Sample



programs include “Girls Plus Math,” “Art for Gifted and Talented Students,” and “Adventures in Filmmaking.”

- The University provides the Macomb campus and surrounding community with diverse and high-quality cultural entertainment and educational opportunities through the College of Fine Arts and Communication, Bureau of Cultural Affairs (*Core Component 5D4*), and the Performing Arts Society (*Core Component 5D4*).
- The Center for the Preparation of Education Professionals (CPEP) support teacher education and graduate education programs; link field and clinical experiences; and serve the needs of students, graduates, and the professional community.
- The Center for Best Practices in Early Childhood Education (CBPECE) provided 142 presentations and workshops to parents, teachers, and healthcare providers; processed 4,560 early childhood credentials; issued 4,539 certifications; and responded to 15,456 requests for technical assistance during Fiscal Year 2009. Various print publications and video products are also available from the center.

**Social Responsibility** is exemplified in the following ways:

- Providing students with practical and theoretical educational experiences that complement traditional classroom education – In both 2009 and 2010, Western was named to President Obama’s Higher Education Community Service Honor Roll for its exemplary service efforts (*Core Component 5B4*). The Corporation for National and Community Service recognized Western’s award at the American Council on Education Conference in Washington, DC.
- Expanding international student enrollment from 275 in fall 2004 to 410 in fall 2009 – Western’s new International Student Exchange Program (ISEP) allows students to pay Western tuition, room, and board while attending one of several hundred institutions abroad at no additional cost. In return, Western receives exchange students. Last year, Western’s ISEP students attended institutions in Thailand and Sweden. Several new exchange agreements were developed, and several bilateral agreements with institutions in Ghana, Israel, France, and Mexico were expanded.
- Engaging in activities associated with the American Democracy Project (ADP), a joint venture of the American Association of State Colleges and Universities, the *New York Times*, and 170 institutions – Western and Illinois State University were the only two participants from the State of Illinois. Through the ADP, Western supported Academic Year 2004-2005 theme-year programming focused on civic engagement; voter registration drives; the sixth annual (2008) John Hallwas Liberal Arts Lecture given by Political Science Chair and constitutional expert, Dr. Rick Hardy, in Macomb and the Quad Cities; and in 2007, the University community participated in a five-day “The Road to the White House Starts at Western Illinois University” mock presidential election (*Core Component 5B3*).
- Maintaining a variety of websites that contain information relating to culturally diverse programs, services, and events, including the Provost and Vice President for Academic Affairs Diversity website, Center for International Studies (CIS), Multicultural Programs, University Committee on Sexual Orientation, Employment at WIU, the Illinois Association for Cultural Diversity (IACD), and Unity



- Using partnerships to advance the University’s vision, mission, values, goals, and actions:
  - During Fiscal Year 2009, the *Alumni Association Strategic Plan* was finalized. The plan shows how the Alumni Association will help to advance goals and priorities in *Higher Values in Higher Education 2008-2018*.
  - The President’s National Advisory Council is comprised of University alumni who are prominent and successful leaders in their respective careers. The council meets twice per year to provide advice and recommendations for the continued successful advancement of University priorities and goals. Likewise, all Colleges, University Libraries, and the Quad Cities campus have advisory boards that perform similar functions at the local level.
  - The IIRA exemplifies public service partnerships. The IIRA currently has 40 full-time employees focusing on community planning, renewable energy, community health and housing, transportation planning, small business development, faculty applied research, and internship programs (*Core Component 5A1*).
  
- Maintaining safe, accessible, responsive campus environments that meet the needs of University constituencies and reflect the values of the University:
  - During Fiscal Year 2008, an Emergency Management Team was established to provide streamlined response from liaisons across campus should an emergency occur, and an Emergency Operations Planning team was established to ensure that appropriate and compliant emergency management plans are in place. The University has identified Emergency Coordinators and is developing Building Emergency Action Plans for each building on the University campus.
  - Led by the Division of Student Services, the University has an Emergency Consultation Team to address student emergencies and a Threat Assessment Team to proactively address potential concerns. A similar structure is being developed for the Quad Cities campus.
  - In fall 2007, the University implemented the WIU Emergency Alert System (WEAS) for timely notification of emergency situations to the University community through the delivery of voice, text and e-mail messages. WEAS has been activated three times for anonymous threats on the Macomb campus and once for a hostage situation in Macomb. It has also been activated for weather-related cancellations on multiple dates.
  - The University updated nearly 50% of the emergency call boxes by adding speakers to enable outgoing public address capabilities. The call boxes are located at 50 University locations.
  - The University has facilitated two tabletop emergency preparedness exercises with the WIU Emergency Management Team and 15 local and state emergency response agencies. The first exercise fostered discussion regarding a severe tornado that could destroy parts of campus and the surrounding community; and the second one was an active shooter scenario in one of the University’s academic buildings.
  - An instructional DVD, *Shots Fired on Campus*, was made available to the entire University community to commence dialogue about being caught in an active shooter situation, and the Emergency Management Team presented “Crisis on Campus” at the fall 2008 all-faculty assembly hosted by the Provost.

- In 2009, in collaboration with McDonough County Emergency Services and Disaster Agency (ESDA) and the Illinois Emergency Management Agency (IEMA), the University participated in a full-scale emergency operations exercise on the Macomb campus.
- The University maintains compliance with *National Incident Management System* and *State of Illinois Campus Security Enhancement Act of 2008* regulations.
- The Equal Opportunity & Access office coordinates accommodations for individuals with disabilities on both campuses in accordance with *Section 504 of the Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA) of 1990*. The office also works with Physical Plant staff and ADA Advisory Committee members to ensure construction and renovation projects are compliant.
- In partnership with the Equal Opportunity & Access office and the Assistant Director of Counseling and Career Services on the Quad Cities campus, staff from Disability Support Services (DSS) coordinate accommodations and provide additional services for students with disabilities.
- The Executive Director of University Technology has been part of the IBHE's Web Accessibility Consortium since its establishment in 2006. The consortium played a key role in writing technical standards supporting the *Illinois Internet Accessibility Technology Act*.
- *Campus Master Plans* for the Macomb and Quad Cities define the future physical development for facilities, grounds, technology, and infrastructure on our two campuses (*Core Component 1A1*). Since the last on-site visit, the University has opened Grote Hall, Document and Publication Services/Property Accounting and Redistribution Center, and the Veterans Resource Center (VRC); renovated Boyer Baseball Stadium, Hanson Field, and the Spencer Recreation Center; obtained Commission approval for housing Engineering in the Caxton Block Building and Museum Studies in the Figge Art Museum; received state capital funding for Building 1 on the newly developing Quad Cities Riverfront Campus; and the University is awaiting funding included in the Capital Bill to be released for Building 2, the Performing Arts Center, and Permanent Improvement projects for the University.
- Through the combined efforts of staff from Physical Plant, uTech, Quad Cities Technology, and Academic Affairs, 40 of the University's 127 general instructional electronic classrooms (31.5%) have been upgraded. Approximately one-third of the University's electronic classrooms have been updated since the program was established in 2007 (*Core Component 2A2*).
- During summer 2009, new furniture (i.e., tablets, chairs, and/or desks) was ordered for 39 classrooms, which includes 880 tablets (chair and desk combined), 1,064 chairs, and 60 new tables. Ninety-five of the 170 Macomb campus classrooms have been furnished with new furniture in the last three years. The Quad Cities campus has 20 classrooms, with new furniture installed in all three classrooms at the Caxton Block Building, in addition to Rooms 110, 113, 115, and B-10 (*Core Component 2B3*).
- uTech supports 25 student-computing facilities in academic buildings, residence halls, and dining areas. All 597 computers in these facilities follow a four-year replacement rotation cycle. The same is true for the 92 computers in student-computing facilities on the Quad Cities campus (*Core Component 2A2*). The Caxton Block Building, which began operations in 2009, features all new computers, and students in Museum Studies are supported with laptop computers in a mobile computing environment.
- Component plans that provide additional information to our *Campus Master Plans* include the *Housing and Dining Master Plan*, *Utilities and Infrastructure Master Plan*, and the *Long-Term Use Plan for Dr. C. T. Vivian Way*.

- In support of University planning, Western completed a *Facility Condition Assessment* for all campus buildings in 2009 to refine Permanent Improvement cost estimates and inform future University planning and budgeting (*Criterion 2 – Challenges and Opportunities*).
- The University continues to pursue state funding for the highest facilities and operational priorities. President Goldfarb testifies each year to the Illinois General Assembly on the need for increased state appropriations to support operations, new construction, and Permanent Improvement projects. Each category represents line item appropriations, and funding received in one category cannot be internally reallocated to another category.
- Community members and students have supported the need for new construction and Permanent Improvement projects. Members of Macomb and other regional communities engaged in a postcard campaign citing the importance of the state passing a capital bill and funding the new Performing Arts Center. The Student Government Association organizes an annual “student day” at the state capitol in which they campaign for additional deferred maintenance and capital funding.
- Western is committed to sustainable facilities and practices. Beginning with the Multicultural Center, all new University construction is committed to minimally achieving silver Leadership in Energy and Environmental Design (LEED) certification; environmentally friendly cleaning products are used; and Go West Transit uses biodiesel fuel.
- During Academic Year 2007-2008, the University theme was “Global Challenges and Personal Responsibility in the area of Environmental Sustainability.” During that year, four Marketing students created a mascot, “Rocky Sustains,” utilizing the University’s athletic mascot to help educate the University and surrounding community by carrying messages such as “Save Energy, Save the Planet” and “Turn Off Your Computer When Not in Use.” For the past three years, the University has participated in Recyclemania (a national collegiate recycling competition), and the University’s estimated recycling diversion rate has increased to 18.8%.

### Summary and Where We Seek Commission Consultation

This special emphasis began with a discussion of the development and refinement of *Higher Values in Higher Education* and our reporting processes. We then benchmarked against peer institutions to identify opportunities to enhance the measuring and reporting of our values. Last, we looked at how we display and demonstrate our values.

Western Illinois University is committed to seeking additional means to measure and demonstrate our values. Therefore, we are asking for consultation from the on-site review team in the following areas:

1. Are there additional means by which the University could measure and report upon its vision, mission, and values in addition to monthly strategic plan updates, annual strategic plan updates, annual performance reports, *Consolidated Annual Reports*, and an annual administration of the NSSE?
2. Are there additional methods to use NSSE data in measuring and demonstrating the University’s values? The *NSSE Accreditation Tool Kit* provides examples of how other master’s granting universities have used the data to study and advance actions that could be correlated with an institution’s values. For example, Saint Cloud State University used NSSE data to improve student services and academic support services. Kennesaw State University used the data to advance global learning and engaged citizenship; and the

University of Texas–Austin used the data to advance student awareness and participation in enriching educational experiences. The bottom of the University’s NSSE Summary website provides a four year (2005-2009) trend report by benchmark component; and the University seeks consultation from the on-site review team on how this data may be used to advance the measurement and reporting of our core values and the Strategic Plan priority of increasing student involvement, retention, and graduation rates.

3. Are there other comprehensive universities that have strong and established systems for measuring and demonstrating their values that Western Illinois University should benchmark its practices against?
4. Are there additional opportunities for display of the vision, mission, and values, both on- and off-campus? Based on a review of peer institutions, we are considering or have implemented strategies to achieve the following:
  - Increase the visibility of our Strategic Plan and values.

This includes adding the values to University documents such as letterhead, business cards, student planners, and bookstore items; having the values prominently displayed on all department and College websites as well as on the online registration system; adding the values to the various signage on campus, including the Union, Sherman Hall, and the dining centers, and at special ceremonies such as Convocation and Commencement; and creating signs with our values for local businesses to display. We feel that most people at the University know about the four core values, but the University can enhance the display of these values.

- Hold an annual ceremony to highlight accomplishments associated with each of our goals, and present awards to University personnel and students who exemplify our goals.

In Macomb, there are opportunities to explicitly tie existing award ceremonies to core values. For example, the Provost hosts annual Provost Awards for Excellence. These awards showcase excellence in topics such as multicultural teaching, teaching with technology, and University/community service. Each of these areas relate to the values of the University.

Starting in 2010, the Quad Cities campus will continue to host an annual ceremony to recognize four individuals who exemplify the core values of the University. This ceremony is also tied to the celebration of new employees completing their first year of employment, those achieving significant years of service, and those who are retiring.



Western Illinois University–Quad Cities Spring 2010 Employee Recognition ceremony

- Identify additional means to measure our values.

Several of the institutions reported that this was an area they were still trying to refine as well. They felt strongly about their dashboard indicators (something Western has implemented) but thought that additional qualitative information (including stories, for example) would provide a more complete picture of how the University is advancing its vision, mission, values, and goals.

5. Are there additional means or successful strategies the team wishes to share?

- Enrich academic excellence by
  - Increasing student-faculty interactions in settings outside the classroom (e.g., international studies, internships, service learning, and undergraduate and graduate student research).
  - Enhancing support for research and scholarly/creative activities, especially for junior faculty members; and identify additional resources to support research endeavors.
- Provide educational opportunities by
  - Studying alternatives to the traditional 16-week semester on the Quad Cities campus that are responsive to student needs.
  - Exploring the expansion of weekend and summer school offerings in order to meet the needs of nontraditional student populations on both the Macomb and Quad Cities campuses.
  - Developing and implement new and enhanced strategies for reducing the amount of student indebtedness upon graduation.
- Support personal growth by
  - Continuing to develop/enhance programs and services specifically designed for the professional development needs of faculty and staff.
  - Forming a student-led task force to look at strategies for increasing school spirit.
  - Involving members of the Alumni Association to serve as role models and mentors in internships, career days, guest presentations, speaker series, and introductions to the Alumni Association before students leave campus.
- Promote social responsibility by
  - Utilizing more alumni in student recruitment and retention.
  - Enhancing scholarship revenue to decrease levels of student indebtedness upon graduation.
  - Increasing alumni giving. The Foundation and Development Office has goals of increasing young alumni participation from 5 to 10%, raising \$500,000 in Phonathon pledges, and expanding alumni giving from 12 to 18%. Initial efforts have been successful. The Phonathon raised \$383,000 in total pledges during Fiscal Year 2009, with \$62,000 in new pledges from 2,231

- first-time donors. The average pledge increased from \$36 in Fiscal Year 2008 to \$44 in Fiscal Year 2009.
- Continuing implementation of the WIU Emergency Preparedness plan. A three-year training and exercising cycle has been established. In year one, a tabletop exercise will be completed; in year two, a functional exercise will be held; and in year three, a full-scale exercise will be completed.
  - Developing a hazard-assessment tool to provide a well-defined structure for identifying new exposures that are introduced to the University environment. Appropriate mitigation strategies can then be developed to help reduce the risk and severity of loss.