

DRAFT

Criterion 5 Resources, Planning, and Institutional Effectiveness

Core Components

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

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

National collegiate ranking systems show that WIU provides a high-quality, world class educational experience on- and off-campus. During academic year 2018-2019, this included recognition as a:

- [Best Midwestern College](#) by the *Princeton Review* for the 15th consecutive year.
- [Top 10 public Midwestern Regional University](#) by *U.S. News and World Report* for the 14th consecutive year.
- [Best Bang for the Buck Midwestern School](#) by *Washington Monthly* ranking 13th among 385 (top 3%) of Midwestern colleges and universities.
- Top 75 [Best Four Year Colleges for Adult Learners](#) by *Washington Monthly*.
- Military Friendly Institution by *G.I. Jobs Magazine* for the 10th consecutive year.
- [Best for Vets College](#) by *Military Times* for the ninth consecutive year, and being the only Illinois public university in the top 80 nationally.

WIU was also recognized in January 2019 by the *U.S. News & World Report* for excellence in online education for the 9th consecutive year. The University ranked 76th out of 348 colleges and universities nationally in the 2019 “Best Online Programs: Bachelor's Category.” Western places in the top 22% of colleges and universities providing distance education. Examples of other recognitions for online education received since the last reaffirmation of accreditation include:

- *Affordable Colleges Online* placing WIU in the top five Illinois public universities for providing the “[2013 most affordable online degree programs.](#)”
- *College Choice* recognizing the School of Nursing as a “[2016 Best Online RN to BSN Degree Program.](#)”
- BestMastersDegrees.com ranking Curriculum and Instruction online master's degree program in the top 30 for the “[2017 Best Master's Degrees and Most Affordable.](#)”

Fiscal and Human Resources

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

DRAFT

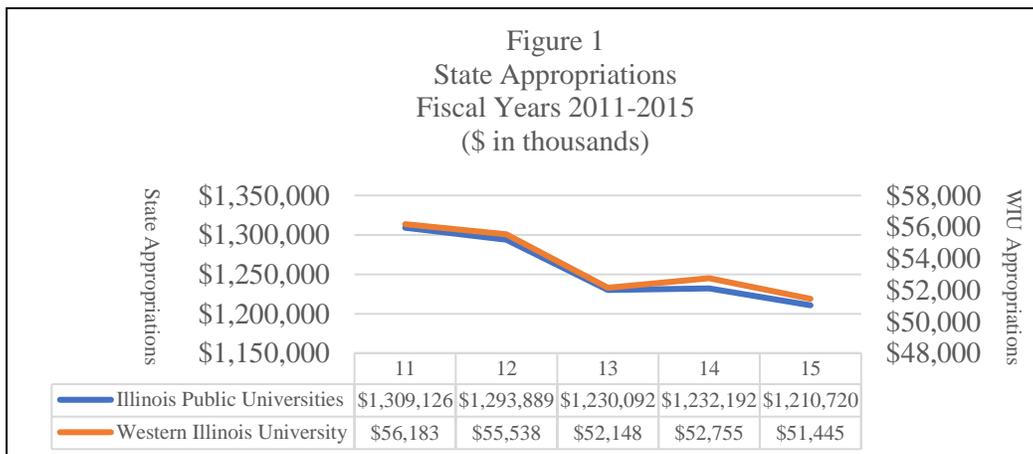
Table 1
Employee Headcount and Appropriated Expenditures by Source

	<u>Faculty</u>	<u>Staff</u>	<u>Total Employees¹</u>	<u>State Appropriation</u>	<u>Income Fund Revenue (\$ in millions)</u>	<u>Total</u>	<u>Percent Expended on Academics/Academic Support</u>
Reduced/Delayed Appropriations							
FY11	731	1,343	2,074	\$56.2	\$60.9	\$117.1	65.3%
FY12	731	1,334	2,065	\$55.5	\$68.7	\$124.2	65.6%
FY13	737	1,302	2,039	\$52.2	\$71.5	\$123.7	63.7%
FY14	720	1,304	2,024	\$52.8	\$73.2	\$126.0	65.4%
FY15	709	1,266	1,970	\$51.4	\$74.9	\$126.3	66.2%
Statewide Budget Impasse							
FY16 ^{2,3}	679	1,232	1,911	\$14.9	\$105.2	\$120.1	67.5%
FY17 ⁴	615	1,070	1,685	\$51.4	\$61.3	\$112.7	66.9%
Aftermath							
FY18	608	1,036	1,644	\$46.3	\$67.6	\$113.9	67.3%
FY19	587	1,017	1,604	\$47.2	--	--	--
FY20	--	--	--	--	--	--	--
FY21	--	--	--	--	--	--	--

1. Employee headcount excludes graduate assistants.
2. Stop Gap Legislation (described below) allowed annual revenue to be applied to FY16 and FY17 expenses.
3. FY16 expenditures include \$30.7 million in expenditures from University Income Fund reserves.
4. FY17 expenses include revenue from a one-time \$8.4 million allocation from the Illinois Board of Higher Education (described below).

FY11-15: Reduced/Delayed Appropriations

Figure 1 shows that WIU’s appropriations were reduced by \$4.8 million (8.5%), from \$56.2 million in FY11 to \$51.4 million in FY15. Similar percentage reductions occurred at the other 11 Illinois public universities.



DRAFT

The State also began releasing appropriations incrementally in FY11. The Illinois public universities previously received one lump sum appropriation prior to the start of the fiscal year. Now, funds are (and continue to be) released as state revenue is available.

WIU responded to “state cash flow issues” and maintained its fiscal health by engaging in \$14.2 million in personal services and \$2.7 million cost savings and avoidance actions, totaling \$16.9 million. WIU:

1. Restricted spending, monitored travel, and limited replacement hiring.
2. Negotiated for delayed salary increases with collective bargaining units.
3. Cancelled salary increases for non-negotiated personnel.
4. Designed retirement incentives.
5. Engaged in salary savings through employee attrition.
6. Increased university reserves and carefully monitored cash balances.
7. Implemented zero-based budgeting within Academic Affairs.
8. Consolidated academic departments/units where appropriate to the disciplines, and four technology units into one.
9. Centralized reporting lines for admissions and advisement between campuses.
10. Retained 25% of annual operating budgets centrally from departmental budget loads.

Moreover, with Table 2 showing personnel expenditures averaging XX% of appropriated expenditures between FY11-15, the net effects of decisions made during between FY11-15 was that size of the WIU workforce (employee headcount) was reduced by 163 positions (52 faculty and 111 staff) between Fall 2010 and Fall 2015. The number of faculty members decreased from 731 to 679, and the number of staff members decreased from 1,343 to 1,232. **Note: Next draft will have FY11-13 data.**

	Operating Expenditures		Personnel Expenditures		Total Expenditures	
	<u>Amount</u>	<u>Percent</u>	<u>Amount</u>	<u>Percent</u>	<u>Amount</u>	<u>Percent</u>
FY11						
FY12						
further						
FY14	22,334,466	18.8%	101,589,033	82.0%	123,923,499	100.0%
FY15	24,364,398	19.3%	101,789,468	80.7%	126,153,861	100.0%
Average						

The academic core was protected by engaging in 2:1 staff-to-faculty reductions. There were only three layoffs between FY11-15. The vast majority of employee reductions were achieved through employee resignations, retirements, and non-replacements. WIU further protected the academic core by increasing the percent of institutional expenditures on academics and academic support from 65.3% in FY11 to 66.2% in FY15.

FY16-17: Statewide Budget Impasse

FY16 appropriations were made in the 10th month of the FY, 22 months since FY15 appropriations were made. WIU received \$14.9 million, representing 71% less than its last appropriation. Table 3 shows similar percentage appropriations were made to all other Illinois public universities, with the exception of Chicago State that received additional funding due to extreme financial and enrollment hardships.

DRAFT

Table 3
Fiscal Year 2016 (Stop Gap I) Appropriations as Percent of Fiscal Year 2015
Appropriations at Illinois Public Universities¹

	FY 15 Appropriation (PA 99-01)	FY16 Appropriation (PA 99-502)	FY 16 as a Percent of FY 15
Chicago State	\$36,330,500	\$20,107,300	55.3%
Eastern Illinois	42,975,700	12,456,500	29.0%
Governors State	24,062,100	6,974,400	29.0%
Illinois State	72,226,700	20,934,900	29.0%
Northeastern Illinois	36,898,800	10,695,100	29.0%
Northern Illinois	91,092,700	26,403,200	29.0%
Western Illinois	51,445,200	14,911,400	29.0%
Southern Illinois	199,558,500	57,482,200	28.8%
University of Illinois	647,186,400	180,094,100	27.8%
Total	\$1,201,776,600	\$350,059,100	29.1%

*Source: Illinois Board of Higher Education: Fiscal Year 2016 and 2017
Appropriations for Higher Education Overview Stop Gap I and Stop Gap II*

¹Southern Illinois University receives one appropriation for its two campuses and central administration. The University of Illinois also receives one appropriation for its three campuses and central administration. The other Illinois public universities do not receive a central administration appropriation.

In FY17, \$51.4 million was appropriated to WIU. The State's first installment was made in the form of a stop gap payment in the amount of \$31.4 million, issued in September 2016 and vouchered against FY16 expenditures. The remaining \$20 million was issued in unpredictable installments well into the following fiscal year. The last installment for WIU's FY17 appropriation was made in March 2018. Combined FY16 and FY17 state appropriations totaled \$66.4 million dollars – \$37.8 million (37% less) than the combined appropriated total for FYs14-15.

Table 4
General Funds Appropriations
Fiscal Years 2015 and 2016-2017

	FY 15 Appropriation (PA 99-01)	SB 2059 (PA 99-502) Stop Gap I	FY 2016-2017 SB 2047 PA 99-524 Stop Gap II	Total Stop Gaps For 18 Months	Stop Gap Funding as a Percent of FY15 Funding
Chicago State	\$36,330,500	\$20,107,300	\$12,590,000	\$32,697,300	90.0%
IBHE Funding	--	--	3,020,100	3,020,100	
Total	36,330,500	20,107,300	15,610,000	35,717,400	98.3%
Eastern Illinois	42,975,700	12,456,500	26,222,000	38,678,500	90.0%
IBHE Funding	--	--	5,582,000	5,582,000	
Total	42,975,700	12,456,500	31,804,000	44,260,000	103.0%
Governors State	24,062,100	6,974,400	12,757,000	19,731,400	82.0%
Illinois State	72,226,700	20,934,900	38,291,000	59,225,900	82.0%
Northeastern Illinois	36,898,800	10,695,100	19,562,000	30,257,100	82.0%
Northern Illinois	91,092,700	26,403,200	48,293,000	74,696,200	82.0%
Western Illinois	51,400,000	14,911,400	31,389,000	46,300,400	90.0%
IBHE Funding	--	--	8,397,900	8,397,900	
Total	51,400,000	14,911,400	39,786,900	54,698,300	106.4%
Southern Illinois	199,558,500	57,482,200	106,156,000	163,638,200	82.0%
University of Illinois	647,186,400	180,094,100	350,599,000	530,693,100	82.0%
Total	\$1,201,776,600	\$350,059,100	\$665,859,000	\$1,015,918,100	84.5%

Sources: IBHE: Fiscal Year 2016 and 2017 Appropriations for Higher Education Overview Stop Gap I and Stop Gap II and IBHE Fiscal Year 2017 Supplemental Allocation of Financial Support for Essential Operations

DRAFT

As shown above, WIU received additional one-time funding from the Illinois Board of Higher Education (IBHE). Also receiving funding from the IBHE were Chicago State (\$3.0 million) and Eastern Illinois (\$5.6 million). All other Illinois public universities received stop gap appropriations totaling 82% of their FY15 appropriations.

Never in the 160-year history of Illinois public higher education have institutions received delayed and partial funding for two consecutive years. Western sustained operations through expense management and by “floating the state” with its income fund reserve and other unrestricted fund sources. WIU also diversified all other revenue streams. For example:

- Faculty and staff research was supported by \$23.3 million in contract and grant activity between FYs 16-17, a \$2.3 million (11%) increase over FYs14-15.
- The WIU Foundation received increased pledges and contributions from \$5.6 million in FY16, to \$7.3 million in FY17, and \$13.7 million in FY18. As a result, the endowment grew from \$41.4 million to \$55.8 million.

The University also deployed additional expense reduction strategies during the statewide budget impasse, including a voluntary pay reduction program at the dean level and above. A mandatory furlough program for all non-negotiated employees earning more than \$40,000 annually was implemented (effecting 479 employees). Civil service employees were exempt from FY17 and 18 furlough programs. WIU also engaged in 23 permanent layoffs and implemented a retirement incentive program.

FY18-21: Aftermath

WIU’s FY18 appropriation decreased by \$5.1 million, or 10%, compared to FY15. This amount increased by 2% from FY18 to FY19, but remained 8% below the FY15 level. The Governor recently proposed a 5% increase for FY20, but the actual appropriation for this year is still unknown. The Illinois public universities did not receive retroactive funding used for operational expenses during the budget impasse.

These facts, coupled with an institutional budget that averages 80.2% on personnel costs for the last three fiscal years and a decline of in income fund revenue (primarily tuition revenue) from \$75.5 million to \$63.8 million between FYs 15-18, necessitated the 132 announced layoffs (29 faculty and 103 staff) in March 2019.

	Operating Expenditures		Personnel Expenditures		Total Expenditures	
		Percent of		Percent of		
	<u>Amount</u>	<u>Total</u>	<u>Amount</u>	<u>Total</u>	<u>Amount</u>	<u>Percent</u>
FY16	21,206,624	17.6%	98,976,538	82.4%	120,183,162	100.0%
FY17	23,016,703	20.4%	89,768,113	79.6%	112,784,816	100.0%
FY18	24,447,831	21.5%	89,485,488	78.5%	113,933,319	100.0%
FY19	--	--	--	--	--	--
Average	22,890,386	19.8%	92,743,380	80.2%	115,633,766	100.0%

WIU continues to protect its academic core by enacting layoffs at a staff-to-faculty ratio of 3.6:1, and continues to demonstrate academic and financial integrity. No discipline-specific accrediting agency has

DRAFT

placed WIU under negative status or action. Nor has the University ever been placed under financial restrictions from the United States Department of Education or any other federal or state agency.

WIU maintains accreditation with [17 discipline-specific agencies](#), as well as accreditations for Beu Health Center and the University Counseling Center, and National Council for State Authorization and Reciprocity Act membership. However, WIU did engage in Voluntary Withdrawal of Accreditation from the Commission on Accreditation of Athletic Training for the Athletic Training degree in Spring 2019.

The Athletic Training Strategic Alliance and the National Athletic Trainers' Association Foundation agreed to establish the professional degree in athletic training at the master's level, and all programs are transitioning to a master's degree as the entry-level degree. As a result, WIU's B.S. in Athletic Training degree program entered phase-out in February 2018. Because the degree program will be eliminated, the department decided to end its accreditation. WIU is not admitting students to this program, and following HLC protocol, monitors current course availability and student persistence and completion in this program.

Final evidence of the University protecting its fiscal health is evidenced by the facts that that:

1. WIU has not delayed or defaulted on payments to external vendors or failed to meet payroll or other institutional financial obligations.
2. Total institutional debt decreased from \$101.1 million in FY14 to \$76.0 million in FY18. This action was possible because restricted funds cannot be used in addressing institutional cash flow issues per Illinois Legislative Audit Commission guidelines,
3. Standard & Poor's (S&P) indicated that WIU was the only Illinois public university to have a FY17 positive outlook. All other Illinois public universities and the State were rated as stable.
4. S&P upgraded WIU's FY19 bond rating from "BB-" to "BB". In comparison, Eastern Illinois University was upgraded from "B+" to "BB-".
5. WIU continues to solidify its future fiscal foundation (5C4).
6. Beginning in FY20, President Thomas, the Vice Presidents, and members of the University Professionals of Illinois will all take a two percent base salary reduction to further reduce personnel costs.

Physical Resources

WIU operates 44 non-residential buildings, with over 2.6 million in Gross Square Feet (GSF) and 1.7 million in Net Assignable Square Feet (NASF). WIU also operates 13 residential buildings in Macomb, with over 1.4 million GSF, 829 thousand NASF, and 4,400 student capacity.

BUILDING	<u>Year Built/Occupied</u>	<u>Gross Square Feet</u>	<u>Net Assignable Square Feet (NASF)</u>	<u>Percent NASF</u>
Alumni House	1928	5,700	4,636	81.3%
Bennet Hursh Lounge	1957	38,900	25,900	66.6%
Beu Health Center	1963	15,300	9,365	61.2%
Brophy Hall	1971	107,500	92,318	85.9%
Browne Hall	1957	70,200	46,064	65.6%
Currens Hall	1970	142,200	101,592	71.4%

DRAFT

	<u>Year Built/Occupied</u>	<u>Gross Square Feet</u>	<u>Net Assignable Square Feet (NASF)</u>	<u>Percent NASF</u>
Garwood Hall	1914	25,900	19,068	73.6%
Greenhouse	1964	5,000	4,829	96.6%
Grigsby Physical Plant	1969	43,200	35,542	82.3%
Heating Plant	1924	18,200	17,811	97.9%
Heating Plant Annex	1934	30,400	21,640	71.2%
Horn Field Campus (All Buildings)	1932	5,157	1,025	19.9%
Horrabin Hall	1965	148,700	99,683	67.0%
Kerr Farm (All Buildings)	1999	11,772	-	0.0%
Kibbe Station (All Buildings)	1964	17,721	5,171	29.2%
Knoblauch Hall	1964	93,500	63,241	67.6%
Malpass Library	1978	222,300	167,917	75.5%
Memorial Hall	1962	83,500	59,923	71.8%
Morgan Hall	1967	118,300	72,960	61.7%
Mowbray Hall	1972	9,600	7,103	74.0%
Multicultural Center	2007	14,000	11,010	78.6%
Mussatto Golf Course	1975	14,952	12,194	82%
Physical Plant East	1972	2,535	2,281	90.0%
Physical Plant North	1967	7,538	6,823	90.5%
Physical Plant South	1991	5,875	5,875	100.0%
Quad Cities Riverfront Hall	1954	60,300	40,827	67.7%
Quad Cities Complex	2014	94,800	-	0.0%
Sallee Hall	1964	53,000	33,265	62.8%
Seal Hall	1955	35,500	20,907	58.9%
Sherman Hall	1899	107,100	69,025	64.4%
Simpkins Hall	1937	110,600	60,680	54.9%
Stipes Hall	1968	142,600	100,065	70.2%
Thompson Dining Hall	2001	25,000	25,000	100.0%
Tillman Hall	1954	88,400	58,626	66.3%
University Art Gallery	1902	7,086	4,791	67.6%
University Farm (All Buildings)	1970	82,787	-	0.0%
University Farm-Greenhouse	2014	1,800	1,800	100.0%
University Service Building	1977	26,000	21,000	80.8%
University Union	1956	183,683	127,412	69.4%
Waggoner Hall	1966	131,900	88,145	66.8%
Western Hall	1962	132,892	100,324	75.5%
Wright Residence	1950	950	950	100.0%
Total		2,635,728	1,721,572	65.3%

Table 7
Residential Facilities
Fall 2018

	<u>Year Built/Occupied</u>	<u>Gross Square Feet</u>	<u>Net Assignable Square Feet (NASF)</u>	<u>Percent NASF</u>
Bayliss Hall	1965	116,800	78,346	67.1%
Corbin Hall	1962	135,200	74,962	55.4%
Grote Hall	2003	44,940	33,102	73.7%

DRAFT

Henninger Hall	1966	116,800	76,422	65.4%
Westbrook House**	1994	9,420	7,580	80.4%
Lamoine Village	1970	154,200	-	0.0%
Lincoln Hall	1962	98,150	63,525	64.7%
Olson Hall	1965	135,200	74,770	55.3%
Tanner Hall	1967	228,083	154,142	67.6%
Thompson Hall	1969	300,097	190,116	63.4%
University Residence	1973	7,444	-	0.0%
University Village	1956	16,765	13,251	79.0%
Washington Hall	1962	98,150	63,526	64.7%
Total		1,461,249	829,742	63.8%

WIU has the infrastructure and resources necessary to support effective teaching and learning (3D4). This includes sufficient technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections. WIU facilities and grounds also demonstrate a strong commitment to sustainability, consistent with the institutional value of social responsibility.

The Macomb campus received Tree Campus USA designation by the Arbor Day Foundation for the seventh consecutive year in January 2019. The national Tree Campus USA program was created in 2008 to honor colleges and universities for effective campus forest management and engaging students, faculty, and staff in conservation goals. Riverfront Hall is a Silver Leadership in Energy and Environmental Design (LEED) Certified facility, and the Quad Cities Complex was designed as a LEED Gold facility. Certification review is pending the release of state capital funding.

WIU continues to work closely with the Illinois Board of Higher Education, Governor, and General Assembly to address the State's critical deferred maintenance needs on Western's campuses and for the University's capital needs (3D4). Institutionally and externally funded capital and renovation projects are also discussed in this Core Component.

Technological Infrastructure

WIU technological infrastructure supports effective teaching and learning. The University routinely plans for current and future technology needs through its IT Strategic Plan process that is based on input from students, faculty, and staff, and the University's *Higher Values in Higher Education Strategic Plan* (5B2).

WIU's strong technological infrastructure includes 1GB internet egress, redundant critical assets, and strong internal processes to reduce downtime and increase availability of technology services.

Technology investments are routinely made to support educational programs. This includes:

- Installing Doppler Radar on the Macomb campus to provide more regional weather information, and support research and educational opportunities for students.
- Equipping advanced and additive manufacturing engineering laboratories at WIU-QC.
- Purchasing a new scanning electron microscope that allows analysis at macro, micro, and nano levels.
- Creating a crime laboratory with state-of-the-art equipment used in legal investigations. As a signature academic program, WIU has the largest Law Enforcement and Justice Administration program in Illinois and one of the largest in the nation.

DRAFT

- Providing drone technologies to support WIU's Geographic Information Systems (GIS) center that aids in regional disaster assessment, missing persons investigations, and projects to improve emergency response.

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

Annual internal and external audits ensure that institutional and Foundation revenue are allocated to educational purposes and, in the case of donated funds, in accordance with donor intent.

Previous reporting (2A1) demonstrates how WIU maintains financial integrity through Board of Trustees approval of Annual Fiscal Year Spending Plans; purchase thresholds requiring Vice President, President, and/or Board approval; institutional compliance with state statutes limiting annual carry forwards; following Governmental Accounting Standards Board guidelines and standards for accounting and reporting; and submitting annual financial indicators to the Commission as part of the Annual Institutional Data Update process.

WIU does not have a superordinate entity. Concerns of resource allocation are adversely affected by elective resource allocations to superordinate entity are not applicable.

(5A3) Goals incorporated into mission statement are realistic in light of the University's organization, resources, and opportunities.

WIU's vision is to provide national leadership in quality, opportunity, and affordability. Results from national ranking systems show that goals in these areas are being achieved (5A1). The Mission (daily operations) of the University is to prepare students to lead in diverse and dynamic communities through the provision of a values-based educational experience emphasizing academic excellence, educational opportunity, personal growth, and social responsibility.

The University's [Higher Values in Higher Education Strategic Plan and Annual Strategic Plan Supplements](#) set goals and priorities that quantify implementation of WIU's values. WIU's planning and budgeting priorities align with and support the mission (1A3). Furthermore, [Annual Strategic Plan Updates](#) and [Performance Reports](#) show that Western is successfully implementing and achieving its objectives, and engaging in benchmarking and continuous improvement.

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

All WIU staff members are appropriately qualified and trained (3C6). Unless granted a [waiver of search](#), all employees are hired through competitive search processes and have published job descriptions. Training opportunities are available from Equal Opportunity and Access, Human Resources, the Center for Innovation in Teaching and Research, and at the departmental level. Departmental and university funds support travel for professional development, and the use of educational tuition waivers.

(5A5) WIU has well-developed processes in place for budgeting and for monitoring expense.

WIU has well-developed processes in place for budgeting and for monitoring expenses (2A1). Annual budgets and expenses by funding source are available from the [Budget Office website](#) and are summarized in annual [Fact Books](#). The University's most recent annual externally audited financial

DRAFT

statement is available from the Vice President for Administrative Services website. Similar information is available for the WIU Foundation from the [Vice President for Advancement and Public Services website](#) by clicking on accountability and then audit on the left-hand side of this page.

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

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

Upon assuming office in January 2019, Governor Pritzker replaced a majority of the Board of Trustees at the Illinois public universities. The entire WIU Board of Trustees was replaced, including positions for the Board Chair who resigned (2A3), a Board member who resigned after accepting employment at a state agency, and members whose terms expired. The new Board held its first quarterly meeting in March 2019.

Board members are responsible for approving WIU's *Strategic Plans* and annual *Strategic Plan Supplements*. The Board also receives monthly, quarterly, and annual Planning Updates to ensure that it remains knowledgeable and current on institutional operations, challenges, and opportunities.

The Board meets quarterly and holds an annual summer planning retreat to further exercise oversight of the University. Other methods used to maintain knowledgeable about the institution include annual Trustees in Residence, establishment of Point in Pride presentations at quarterly meetings, participation in university planning committees, attendance at university functions, and individual trustee self-evaluations.

- Each Trustee participates in at least one Trustee in Residence experience annually. This gives board members opportunities to learn more about institutional programs and services. Previous Trustee in Residence experiences have included visits to the colleges, facilities, and WIU-QC.
- Points in Pride presentations started in fall 2019 to showcase university initiatives. Examples of presentations include university strategies to address the statewide teacher shortage, research and development at the Quad Cities Manufacturing Laboratory, and the University's Greek-life system.
- Individual Board members have participated in the Social Responsibility Task Force that prepares Strategic Plans, Strategic Plan Supplements, and this Self-Study.
- Individual trustee Self-Evaluations are conducted at the summer retreat and give opportunity to evaluate individual participation for the previous year and plans for the next year.

The Board's deliberations reflect priorities to preserve and enhance the institution (2C1). In conjunction with Illinois State Statute [110 ILCS 690/35-45](#), the Board is responsible for institutional planning and priority setting, legal and fiduciary management, and degree conferral. The Board receives quarterly and annual reports and acts upon resolutions in these areas (2C1). Minutes and Agendas of Board actions are available from the [Board's website](#).

(5B2) WIU has and employs policies and procedures to engage its internal constituencies in shared governance.

DRAFT

Institutional policies for shared governance is defined in nine sources: Board of Trustees Bylaws, Board Regulations, Civil Service Employees Council Constitution, Council of Academic Personnel Constitution, Faculty Senate Constitution, Faculty Senate Bylaws, Operating Paper of the Graduate Council, Student Government Association Constitution, and Student Government Association-Quad Cities website.

Examples of institutional shared governance include:

- All governing groups participated on Social Responsibility Task Forces and endorsed *Higher Values in Higher Education 2012-2022*, *2017-2017*, and *Annual Strategic Plan Supplements*.
- Student Government Associations on both campuses recommend changes in student fees to the President's Leadership Team.
- The Inter-Hall Council recommend changes in room and board rates to the President's Leadership Team.
- University investments in technology (5A1) are based on the [IT Strategic Plan](#) with processes that include students, faculty, and staff input.

Furthermore, President Thomas established a Steering Team and eight Task Forces in Spring 2019 to lead efforts to stabilize and increase enrollment. Steering Team members are leaders from the governance groups on both campuses; Chair of Chairs Council, Chair of the Graduate Council, Deans from the Colleges of Arts and Sciences, Fine Arts and Communication, and the Honors College; Associate Provost; Chief of Staff; and all five Vice Presidents.

Each Steering Team member joins members of the University community in one or more task forces. The Steering Team meets every other week to review plans, progress, and to ensure that there is university-wide communication and collaboration. These eight task forces are also the next step in the evolution of the President's Executive Institute (PEI).

The PEI was established in 2016 to use external partnerships to advance university goals and priorities. It has been extremely successful in enrollment and outreach partnerships. These same energies and synergies are now applied within the University, as we work to stabilize and ultimately increase enrollment.

By having these tasks forces included under the umbrella of the PEI, the Board receives quarterly reports on actions, progress, results, and next steps of the following eight task forces. **Note: The next draft will include Task Force accomplishments to date.**

1. The **Academic Restructuring Task Force** is chaired by the Interim Provost and Academic Vice President, and charged with proposing a university-wide program re-alignment to maintain the integrity of academic programs while reducing administrative costs.
2. The **Educational Innovation Task Force** is chaired by Interim Associate Provost, and charged with increasing undergraduate and graduate weekend courses, hybrid programs, and high school dual enrollment.
3. The **Cooperative and Experiential Education Task Force** is co-chaired by the Associate Provost and Vice President for Student Services, and charged with implementing the University's new cooperative education program, assisting with training in new Handshake software, and monitoring the status/implications of new federal bipartisan legislation known as the Classrooms to Career Act. This legislation would allow students in the federal work study program to get a full-time job (cooperative education placement) in their field of study.

DRAFT

4. The **Distance and International Education Task Force** is chaired by the Associate Provost, and charged with increasing the marketing/visibility of WIU's online program, and reversing the trend of declining international student enrollment.
5. The **Year-Round Recruitment Task Force** is co-chaired by the Vice President for Student Services, Vice President of Advancement and Public Services, and the Senior Vice President for Strategic Planning and Initiatives, and charged with increasing spring and summer new student enrollment.
6. The **Enrollment Forecasting and Reporting Task Force** is co-chaired by the Vice Presidents for Administrative Services and Student Services, and charged with continuing the work of the Student Task Force, forecasting continuing and re-admitted student enrollment to set new student enrollment targets, developing reporting templates for both duplicated and unduplicated enrollment to document how and where students are served, and monitoring the effect(s) of new financial aid programs on student recruitment and retention.
7. The **University-Wide Technology Solutions** Task Force is co-chaired by the Chief Information Officer and Vice President for Administrative Services, and charged with focusing on enterprise-wide infrastructure and applications, including the deployment of distributed information systems to support decision making.
8. The **University Communication and Collaboration Task Force** is chaired by the Senior Vice President, and charged with working with the other task forces to develop communication updates, explore opportunities for university-wide input, and document results for the WIU community and in the University's accreditation self-study.

Each Task Force consisted of governing group and administrative appointments, and university volunteers.

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

Faculty own the curriculum, and is responsible for courses, rigor, and expectations for student learning (2C4, 4A4). The Faculty Senate has seven councils and five committees that oversee academic matters in undergraduate education. The Committee of the Whole includes the Provost as an ex-officio member. Following [Senate Bylaws](#), Councils are comprised of faculty and other individuals who are not sitting Senators. Senate Committees are comprised of current faculty Senators.

The Graduate Council oversees academic matters in graduate education. Its 10 members act as a Committee of the Whole. The Associate Provost for Undergraduate and Graduate Studies is an ex-officio member.

Examples of academic shared governance include:

- Establishing new minors, certificate, and degree programs at the undergraduate and graduate levels since the last onsite review in spring 2011 (2C4).
- Implementing a [Grade Replacement Policy](#) in fall 2011.
- Launching a [Continuous Enrollment Policy](#) and course for graduate students in fall 2012.
- [Raising undergraduate admissions standards](#) in fall 2014.

DRAFT

- Affirming the University's General Education program in fall 2018.
- Implementing of high school dual enrollment, initially for high school seniors in fall 2014, and modifying eligibility requirements to include second semester sophomores with a 3.0 grade point average in fall 2019.

5C. WIU engages in systematic and integrated planning.

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

WIU's academic programs, student support services, and enrollment profile are consistent with its stated mission (1A2). The University's planning and budgeting priorities align and support the mission of the institution (1A3). Western has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations (5A1).

WIU held to its academic core and highest priorities during a period of reduced and delayed state appropriations, the statewide budget impasse, and its aftermath (3C1, 5A1). The University continues to provide the infrastructure and resources necessary to support effective teaching and learning (3D4). Co-curricular programs are suited to Western's mission and contribute to the educational experience of its students (3E1).

Effective resource allocation is further demonstrated in WIU graduating more students than predicted based on entering student characteristics (4C2), the earning power of WIU alumni (1A2), and the University's continued advancement in national ranking systems (5A3).

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

Annual assessment of student learning identifies strengths and areas of improvement in instruction, academic support, and student services. Programs use data from this and other evaluations to inform continuous improvement, and planning and budgeting processes.

All academic departments and administrative units complete *Consolidated Annual Reports* each year. These *Reports* highlight accomplishments, plans, contributions to the University's *Strategic Plan* and/or *Strategic Plan Supplements*, areas of reallocation or reductions, and budget requests.

Materials presented in Consolidated Annual Reports are summarized and prioritized by the corresponding vice president and designee from areas that report to the President. Annual [Planning and Accomplishments Reports and Presentations](#) are prepared by these individuals and presented to the university community each spring.

An intermediate step used by the Provost (VPAA) and Senior Vice President (SVP) for Strategic Planning and Initiatives is to have the Deans and Directors make annual Planning and Accomplishments Reports and presentations. These materials are available on the [VPAA](#) and [SVP](#) websites.

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

DRAFT

As shown above, WIU engages in a similar “bottom-up” and “top-down” approach to university-wide planning and resource allocation. Additionally, each year the University forms a Social Responsibility Task Force (SRTF) that depending on the University’s Planning Calendar either updates the University’s Strategic Plan, creates a Strategic Plan Supplement, or engages in this Self-Study.

SRTF membership includes representatives from all governance groups on both campuses, and students, faculty, and staff from areas that report to the president, each vice-presidential area, and all four colleges, and university libraries. To gain external perspective, members of the Alumni Council, local community colleges, and community leaders (e.g., Mayor of Macomb, City Aldermen in Moline, President of Spoon River College) have also participated on SRTFs.

SRTFs are responsible for working collaboratively and iteratively with the University community in producing university plans that are endorsed by all governance groups on both campuses, before the Board of Trustees grants implementation approval (1A1). The Senior Vice President for Strategic Planning and Initiatives provides [Monthly Strategic Plan Updates](#) and [Annual Strategic Plan Updates](#) to show how the University community is advancing institutional goals and priorities.

A second example of “bottom-up” and “top-down” approach to university-wide planning and resource allocation is technology planning. WIU has operated according to *IT Strategic Plans for 2013-2018* and [2017-2022](#) during this period of accreditation.

Using the latter as an example, the Chief Information Officer prepared the *2017-2022 Plan* in consultation with University Technology staff, the University Technology Advisory Group, Council for Instructional Technology, Faculty Senate, Student Government Associations on both campuses, and the Deans and Directors that report directly to the Provost. The University community as a whole was then encouraged to review and provide feedback on the draft during December 2016 and January 2017 before submission to the President’s Leadership Team and the Board of Trustees. The *2017-2022* and *2013-2018 Information Technology Strategic Plans* were both approved by the Board of Trustees.

A third example is activities resulting from the President’s Executive Institute. This includes hosting more prospective students on-campus to help increase enrollment, identifying military and high school dual enrollment partnerships, forming a task force to identify new internship and cooperative education opportunities, and engaging in over 100 external partnerships. **Note: Next draft will have a list of the PEI partners.**

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

WIU submitted FY18 and FY19 Financial Recovery Plans to HLC as a result of its Composite Financial Indicator (CFI) being -0.30 and 0.54 in FY 17 and 18, respectively. While both Plans expressed concern that WIU’s CFI was artificially low – since 12-month partial appropriations did not reflect one-time 18-month fiscal year spending authority granted by the State, it did give WIU the opportunity to demonstrate that institutional plans are based on a sound understanding of institutional capacity.

In evaluating WIU’s FY18 Financial Recovery Plan, the Financial Panel Review Team concluded that, “After much reflection, the panel [concludes] that WIU has approached the state-created crisis in a sensible and thoughtful manner, and barring any further disruption in state appropriations, WIU will rapidly regain CFI’s that are in or above the zone.”

DRAFT

That is exactly what happened. Despite reduced appropriations and inconsistencies between state appropriation and reporting cycles, the University's FY18 CFI was "in the zone," but required a FY19 Financial Recovery Plan since it was not "above the zone," (i.e., a CFI . 1.0).

The Commission's analysis of WIU's *FY 19 Financial Recovery Plan* concluded:

- WIU has worked diligently to respond to unstable funding from the State of Illinois.
- WIU's administration has aggressively responded to these changes in its financial position through program prioritization, administrative and instructional staff reductions, creation of new innovative and marketable programs.
- There is nothing to cause the team to believe that WIU will not operate in such a manner, as they diligently have in the past

WIU's continued diligence led to a FY19 CFI of 3.50. This is above the zone. No further Financial Recovery Plans were required. The strength of the University's planning is based on anticipated and actual impacts of fluctuating revenue.

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

Emerging Factors

WIU's empirically-driven strategic planning processes include a ten-year vision, updated every five-years, and supported by creation and implementation of annual Strategic Plan Supplements (1A1).

Development of *Higher Values in Higher Education 2017-2027* demonstrates how the University engages in internal and external environmental scanning to address emerging factors in strategic planning. The [November 2017 Strategic Plan Update](#) documents the 51 data sources reviewed by the Social Responsibility Task Force before drafting the University's Strategic Plan.

The [February 2018 Strategic Plan Update](#) shows that the first draft of *Higher Values in Higher Education 2017-2027* was based on analyses related to projected Midwestern high school graduates, top states and universities for Illinois residents enrolling as new freshmen at out-of-state institutions, top 10 reasons students enroll in a college or university, percentage of minority students served (at WIU, all other Illinois public universities, and at national peer institutions), distance enrollment growth, reasons for student attrition at colleges and universities nationally, graduation rate comparisons, health and wellness data for students and employees, and state appropriations to Illinois public universities.

This data framed discussions at 22 Social Responsibility Task Force meetings, three Strategic Plan drafts, five solicitations for university feedback (in *October*, November, and *December 2017 and February and March 2018 Strategic Plan Updates*), and ten meetings with governance groups on both campuses. *Higher Values in Higher Education 2017-2027* was endorsed by all governance groups on both campuses and approved for implementation by the Board of Trustees in June 2017.

Technology Planning

The [IT Strategic Plan for 2017-2022](#) identifies strategies and goals for technologies pertaining to teaching, learning, research, and business processes. The Plan was based on employee feedback, environmental scanning, and best practices. It places goal and priority emphasis on seven areas: Digital technology, mobility, cloud computing, enterprise applications, data primacy, usability and accessibility, and costs.

DRAFT

Diversity and Globalization

Tables 13 and 46 of the [2018 Fact Book](#) provide student and employee data by racial/ethnic designation and gender. These data are used in annual Underrepresented Groups Reports that are submitted to the Illinois Board of Higher Education to detail institutional plans and outcomes related to increasing the participation and achievement of students, faculty, and staff who are female, minority, and/or have disabilities in accordance with *Illinois Public Act 85-283*. They are also used in annual [Affirmative Action Updates](#) and [Athletic Program Participation Rates and Financial Support Data](#).

Tables 19 and 19Q of the [2018 Fact Book](#) displays international student enrollment by country of origin. WIU enrolls 372 international students from 61 countries, which represents 4.4% of the University's total enrollment. The largest number of international students are from India (108), Nigeria (61), and Saudi Arabia (42). The School of Global Studies and Outreach supported 150 students on faculty-led Study Abroad experiences during FY19 (up 5% from FY18), and faculty developed new experiences in Ecuador, Greece, and Iceland.

WIU's international recruitment and partnerships are based on close working partnerships. President Thomas visits international embassies in Washington DC annually. The School of Global Studies and Outreach works with 43 agents. WIU is a Preferred Education Provider for Bahamian students, and established a Memorandum of Understanding with the International Language and Business Center (ILBC) of Yangon, Myanmar to expand educational opportunities for students, faculty and staff. WIU also created a new admission partnership with Carl Sandburg College to assist international students in completing associates and bachelor's degrees.

WIU's globalization efforts focus on accessibility. In 2018, WIU created a [Chinese language website](#) for the University in an effort to attract international students. Recruitment efforts have also recently focused on Spanish-speaking populations and students from India through targeted marketing campaigns.

Furthermore, WIU is committed to offering its high-quality quality, affordable education to global audiences (5A1). Western offers 13 baccalaureate, 7 master's programs, 8 integrated baccalaureate and master's programs and 5 post-baccalaureate certificates online. Distance education enrollment continues to increase at the University (1B3).

5D. WIU works systematically to improve its performance.

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

Development and documentation of institutional performance in operations has been demonstrated in this Self-Study, per discussions related to:

- Annual Assessment of Student Learning (The next draft will list all the core components where the this and other topics have been discussed).
- General Education Review
- General Education Assessment
- Co-curricular assessment
- Consolidated Annual Reports
- Annual Performance Reports
- Annual Strategic Plan Updates
- Monthly Strategic Plan Updates
- IT Strategic Plan Accomplishments
- Diversification of underrepresented students, faculty, and staff.
- Western Illinois University's Quality Initiative.

DRAFT

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

In addition to the examples discussed above, the Self-Study led to enhancements to university structures and processes. In relation to requirements for accreditation (listed parenthetically) WIU is currently:

1. Preparing for the Board of Trustees to participate in additional Open Meetings Act training in cooperation with the Illinois Attorney General Public Access Counselor (2A).
2. Updating University Policies (5B2 and with University *Policies* mentioned throughout the Self-Study). Some university policies in the *University Policy Manual* have not been reviewed in the last three to five years. The working group is also preparing a three-year policy review rotation for maintaining currency in university policies.
3. Addressing HLC's expectation on *Control* that requires that institutions designate their status (public/private) in Undergraduate and Graduate Catalogs (2B).
4. Meeting the Commission's expectation that all reference to the North Central Association of Colleges and Schools is removed from all current university materials and websites (2B).
5. Adding analyses of student persistence, completion, and time-to-degree rates to program review self-studies (4A1, 4C1-4C4, 5D1, 5D2).
6. Continuing to address challenges identified in the Self-Study related to:
 - A. Stabilizing and increasing both new and total student enrollment (5A3, 5C4, 5D1).
 - B. Increasing International student and WESL enrollment (1C1, 1C2, 3B4, 5C5).
 - C. Receiving state funding for deferred maintenance (3D4, 5A1).
 - D. Achieving release of frozen state funding for the Center for Performing Arts and Western Illinois University-Quad Cities Phase III (3D4, 5A1).
7. Following best practices, demonstrating institutional commitment, and exercising transparency to current and prospective students with regard to the assessment of student learning, by including intended learning outcomes for all minor, degree, and certificate programs in Undergraduate and Graduate Catalogs (2B, 3A2, 4B1). Benchmarked materials include displays from [Truman State University](#), [University of Illinois-Springfield](#), the [University of Wisconsin-Eau Claire](#).
8. Ensuring there are intended learning outcomes and assessment processes for all academic support and student service departments (4B2-4B4). Publications by the [Association of Institutional Research](#) and [Council for the Advancement of Standards](#) provided frameworks for assessing co-curricular learning and evaluating service delivery. At the institutional-level, Minnesota State University-Moorhead has each unit develop at least one student learning outcome and relate it to a university goal, value, or program. Youngstown State University has similar codified processes in its *Co-curricular Assessment Handbook*; and the University of Central Arkansas' co-curricular assessment templates and rubrics are available [online](#). Each of these institutions recommend use of between three and five learning outcomes for areas conducting assessment.

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