10-2014

Living the Mission: Eastern Illinois University NCA Self Study Report - 2014

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/eiunca_report

Part of the Higher Education Commons

WE ARE EIU

LIVING THE MISSION.

EASTERN ILLINOIS UNIVERSITY | 2014 NCA SELF-STUDY REPORT

Table of Contents

Committee Leadership

Acknowledgment

We wish to thank all those who participated in the NCA self-study process including those who gathered data, wrote sections of the report, commented on earlier drafts, attended open meetings, provided technical or secretarial support, or in some way promoted the fruition of this process. Below are those who served on formal subcommittees, for whose service we are especially grateful.

VPAA Liaison

Mary Herrington-Perry *(Academic Affairs)*

Steering Committee Co-chairs

Robert Augustine *(Graduate School Dean)*
Jeffrey Stowell *(Psychology)*

Criterion 1 Mission

Terri Fredrick, co-chair *(English)*
Jennifer Sipes, co-chair *(Student Affairs)*
John Allison *(English)*
Zeenat Chaudhary* *(Communication Studies)*
David Crockett *(Facilities)*
Bill Elliott *(Graduate School)*
Kaylia Eskew* *(Journalism)*
Rachel Fisher *(Student Community Service)*
Brad Green *(Office of University Development)*
Cynthia Nichols *(Office of Civil Rights and Diversity)*
Zachary Samples* *(History)*
Steve Scher *(Psychology)*
Cindy White *(Chamber of Commerce)*

Criterion 2 Integrity

Linda Holloway, co-chair *(Business Affairs)*
Marshall Lassak, co-chair *(Mathematics and Computer Sciences)*
Tami Babbs *(Accounting)*
Doug Brandt *(Physics)*
Lisa Brooks *(Family & Consumer Sciences)*
Andy Cheetham *(Music)*
Robert Chesnut *(Research and Sponsored Programs)*
John Henderson *(Center for Academic Technology Support)*
Mike Hutchinson *(Accounting)*
Bryan Murley *(Journalism)*
Eric Schultz *(Athletics)*
Bradley Tolppanen *(Booth Library)*
Heather Webb *(Office of Student Standards)*

Criterion 3 Teaching & Learning: Quality

Bonnie Irwin, co-chair *(Arts & Humanities)*
Michael Mulvaney, co-chair *(Recreation Administration)*
Mark Borzi *(Communication Studies)*

Pam Collins *(Continuing Education)*
Mike Cornebise *(Geology/Geography)*
Jackie Frank *(Family & Consumer Sciences)*
Mitch Gurick* *(Career & Technical Education)*
Shelley James *(Advisement Center)*
Kimberlie Moock *(New Student Programs)*
Mildred Pearson *(Early Childhood, Elementary & Middle Level Education)*
Katie Shaw *(Family & Consumer Sciences)*
Jeanne Lord *(Business & Applied Sciences)*
Krishna Thomas *(Faculty Development)*

Criterion 4 Teaching & Learning: Evaluation
Karla Sanders, co-chair *(Center for Academic Support & Assessment)*
Rebecca Throneburg, co-chair *(Communication Disorders & Sciences)*
Mona Davenport *(Minority Affairs)*
Crystal Duncan-Lane *(Family & Consumer Sciences)*
David Emmerich *(Information Technology)*
Melissa Jones-Bromenshenkel *(Special Education)*
Tyler Kalahar* *(College Student Affairs)*
Amy Lynch *(College of Sciences)*
Josh Norman *(Enrollment Management)*
Deb Reid *(History)*
Joy Russell *(Early Childhood, Elementary & Middle Level Education)*
Thomas Spencer *(Honors)*
Jody Stone *(Housing)*

Criterion 5 Resources & Planning
David Boggs, co-chair *(Business)*
Michael Maurer, co-chair *(Business Affairs)*
Terry Barnhart *(History)*
Cindy Boyer *(Student Success Center)*
Lynette Drake *(Health Service)*
Regis Gilman *(School of Continuing Education)*
Assege Hailemariam *(Psychology)*
Derek Markley *(President's Office)*
Godson Obia *(College of Sciences)*
Jeanne Okrasinski *(Early Childhood, Elementary & Middle Level Education)*
Steve Rich *(Alumni Services)*
Linda Simpson *(Family & Consumer Sciences)*

* Student representative

Introduction

Mission, Scope, and Profile

Located in rural east-central Illinois on a 320-acre campus, Eastern offers 49 undergraduate, 8 post-baccalaureate certificate, and 29 graduate degree programs. While Eastern continues to be one of the top three preparers of educators in the state, the range of student interests is represented in the variety of undergraduate degrees most frequently awarded: General Studies, Kinesiology and Sports Studies, Elementary Education, Family and Consumer Sciences, Psychology, and Communication Studies. For nontraditional students, the university also offers two resident and online degree programs: BA in General Studies, BS in Organizational & Professional Development, and an exclusively online RN to BS in Nursing program.

In Fall 2013, total enrollment was 9,775 (8,347 undergraduate and 1,428 graduate students), a 6.2% decrease over the previous year, and a total decline of 16.1% compared to 2004. Transfer students accounted for 40% percent of undergraduate enrollment in Fall 2013. Ninety-four percent of all Eastern students come from Illinois, the largest percentage of them (44%) hailing from Cook and adjacent counties. The university's top feeder high schools include Charleston, Mattoon, Lockport Township, Marian Catholic, and Marist. Its top feeder transfer institutions include Lake Land Community College, Parkland College, Illinois Eastern Community Colleges (combined), senior institutions (other four-year universities), Moraine Valley Community College, College of Dupage, and Danville Area Community College (Fall 2013 Enrollment Data).

Eastern is committed to perpetuating an environment that values diversity. The percentage of minority students has more than doubled from 10% in 2003 to 24% in Fall 2013. Eastern also had 211 (2.2%) international students, more than ever before. In Fall 2013, 13% of all students were 30 or more years old; 11% of students enrolled in off-campus courses only.

Mission

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

Values

1. We uphold excellence in all we do;
2. We value personal relationships, and we strive to strengthen the personal experience at Eastern for all members of our campus community and all whom we serve;
3. We believe in the accessibility and affordability of an EIU education and the opportunities it creates;
4. We support service to each other and to our community, region, state, nation, and world.

Vision

Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students' academic success.

In 2013, new freshmen entered Eastern with average composite ACT scores of 22, a figure that exceeded the statewide average (20.6). Historically, Eastern also has retained and graduated students at higher-than-average rates, and Fall 2013 was no exception: the overall freshman-to-sophomore retention rate was

77%, while the six-year graduation rate was 60%. Similarly, Eastern retained and graduated minority students at rates that exceeded the nationwide average. Minority student retention rate was 69% and their six-year graduation rate was 49%. In 2012, the university's first-to-second-year retention rate was 79% and its graduation rate was 60%, placing Eastern 9.7 percentage points above the retention benchmark and 15.1 percentage points above the graduation rate benchmark. Rates for first-generation college students were 78% for retention and 58% graduation, while rates for minority students were 76% retention and 49% graduation. These indicators of excellence are predicated on strong student advising and support systems and on a largely full-time, tenured/tenure-track faculty's commitment to providing Eastern students with a rich educational experience based on relatively small class sizes (17 on average), small student-faculty ratios (14:1), and active learning, mentoring, and collaboration. These metrics also help preserve Eastern's top tier rankings among Midwest public master's institutions from *U.S. News & World Report,* 7th on the 2014 list. Results from the [2009 Study of the Baccalaureate-Origin Institutions of Research Doctorate Recipients](#) indicated that Eastern prepares more undergraduates to go on to earn doctoral degrees than our peer institutions. Eastern ranked first among 23 master's college and universities within Illinois and in the top 5% nation-wide. For such reasons, alumni satisfaction with the university and its programs is consistently high.

History of Accreditation at Eastern Illinois University

Eastern Illinois State Normal School was founded in 1895. It became, successively, Eastern Illinois State Teachers College (1921), Eastern Illinois State College (1947), and Eastern Illinois University (1957). The university was first accredited by the North Central Association in 1915; in 1920, it began offering the Bachelor of Education degree. In 1953, the university received accreditation as a master's degree-granting institution; in 1954, its mission was expanded to include Bachelor of Arts and Bachelor of Science degree programs. In 1965, it was granted preliminary accreditation for a six-year program leading to a Certificate of Advanced Study. At that time, Eastern also was advised to consider adopting the more common degree title of "Specialist in Education." In 1975, the Executive Board voted to grant continued accreditation at the specialist's degree level, with the next evaluation scheduled in 1985. It also required the institution to submit a mid-cycle report on issues of concern to the 1975 evaluation team: university autonomy, heavy faculty workloads, limited research and publication, committee structure, student services, budget support for graduate programs, and transitional administrative leadership of graduate study and research. In June 1980, the commission accepted the institutional progress report and commended the university for its progress. In 1985, Eastern's accreditation was renewed, with no stipulations, reports, or focused evaluations requested. The university's most recent comprehensive evaluation occurred in Academic Year (AY) 2005. It, too, resulted in Eastern's unqualified reaffirmation of accreditation.

Organization and Governance

EIU Office of the President: Organizational Chart
Updated 07-28-2014

PRESIDENT
William L. Perry

CHIEF OF STAFF
Vacant

EXECUTIVE SECRETARY
Judy Gorrell

GENERAL COUNSEL & ETHICS OFFICER
Robert L. Miller

DIRECTOR, CIVIL RIGHTS, & DIVERSITY
Robert L. Miller (Interim)

EMPLOYEE & LABOR RELATIONS
Director
Amie Calvert

ASSOC. DIR. OF ATHLETICS FOR COMPLIANCE & SUPPORT SERVICES
Eric Schultz

INTERNAL AUDITING
Interim Director
Leigh Coddington-Moon

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS
Blair Lord

- Center for Academic Support and Achievement
- Center for Academic Technology and Support
- Enrollment Management
- Faculty Development
- Financial Aid
- Minority Affairs
- Student Publications
- Summer School
- WEIU

DEANS:
- Arts & Humanities
- Business & Applied Sciences
- Continuing Education
- Education & Professional Studies
- Graduate School
- Honors
- Library Services
- Sciences

VICE PRESIDENT FOR BUSINESS AFFAIRS
Paul McCann (Interim)

- Business Services and Treasurer
- Environmental Health and Safety
- Facilities Planning and Management
- Human Resources
- Information Technology Services
- Planning, Budget & Institutional Research
- Records Management

VICE PRESIDENT FOR STUDENT AFFAIRS
Daniel Nadler

- Athletics
- Campus Recreation
- Career Services
- Counseling Center
- Fraternity/Sorority Programs
- Health Service
- New Student Programs
- Student Community Service
- Student Insurance
- Student Legal Service
- Student Life
- Student Standards
- Textbook Rental Service
- University Housing & Dining Services
- University Police
- University Union

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT
Robert Martin

- Alumni Services
- Annual Giving
- Board Relations
- Capital Campaign Development
- Commencement
- Federal Governmental Relations
- Major Gifts
- Marketing & Communications
- Media Relations
- Planned Giving
- Publications
- Social Media

As shown in the organizational chart above, Eastern comprises four vice presidential areas (Academic Affairs, Business Affairs, Student Affairs, and University Advancement) and is accountable to its Board of Trustees and the Illinois Board of Higher Education. Campus governance is effected through a number of faculty, staff, and student committees, including the Faculty Senate, the Staff Senate, the Student Senate, the Council on University Planning and Budget, the Council on Academic Affairs, the Council on Graduate Studies, and the Council on Teacher Education. Eastern's tenure-track, tenured, and annually contracted faculty are represented by the University Professionals of Illinois, who most recently negotiated and approved an employment contract for 2012–2016. Eastern's clerical workers, building service/food service workers, carpenters, electrical workers, teamsters, engineers, painters, and plumbers/pipefitters also are represented by unions.

Summary of Responses to Issues Raised during the 2005 Site Visit

In its 2005 site visit report, the NCA visiting team determined that all core components were met, requiring no Commission follow up. However, it identified several areas needing "organizational attention." Over the last ten years, Eastern has made significant strides in all identified areas:

1) *There is a lack of evidence that a process exists to review the larger institutional mission on a regular basis. While the practices of the university support the mission there were questions asked about whether the current mission captures the emerging direction of the institution's population and future focus. A periodic formal review process would be appropriate.*
Response: Although Eastern has not implemented a periodic formal review process in response to this suggestion, the campus community welcomed the opportunity to consider revising the university's mission. After a two-year process, an updated mission statement received final approval from Eastern's Board of Trustees in 2007. Criterion 1.A. provides a comparison of the current and previous mission statements.

2) *Interviews with students and the self-study indicate that the university welcomes international and minority students. Yet, students expressed a less than welcoming sentiment from the Charleston community. Emerging efforts to address the university/community relationships may need to include attention to issues of diversity.*
Response: After concerns regarding the treatment of minority students in the local community were raised during the Spring 2013 semester, President Perry established a work group to develop recommendations for addressing those concerns. That work group developed five specific goals, each with specific action steps, some of which were met shortly after students returned from the summer break. For example, the group recommended top-down diversity awareness training with Eastern's president, vice presidents, deans, city mayor, city council members, and other appropriate city administrators participating. The group also recommended that diversity awareness training be offered for faculty. In August 2013, Lee Mun Wah, a nationally recognized expert in diversity training, met with President's Council and conducted two seminars that were open to students, faculty, staff, and members of the community.

Also in August 2013, the Mayor's and President's Advisory Committee on Diversity was established. This group is designed to advise the mayor of Charleston and Eastern's president on issues of diversity and race in our community. The initial memorandum sent to members of the advisory committee concluded, "The committee will play a major role in continuing to improve the relationship between the Eastern Illinois University campus and the Charleston community."

Other actions taken have included the following:

- Dr. Lunden MacDonald presented two workshops on Universal Design for Learning (UDL). UDL provides a model for making courses more accessible for students from diverse backgrounds as well as for those with diverse academic strengths.
- The Division of Student Affairs implemented RESPECT floor meetings in the residence halls to facilitate discussion of intolerance and its effect on a community. These floor meetings will be held once each semester. Print materials were also distributed in residence halls to call attention to the importance of respect and civility.
- Dr. Alan Berkowitz, a nationally recognized expert on bystander intervention, conducted presentations for students, faculty, staff, and members of the community for two days in October 2013 and returned for a follow-up review in April 2014.
- Members of President's Council continue to meet with city leaders on a quarterly basis to maintain an ongoing dialogue and to identify potential actions to promote partnerships.
- For the second year, the Division of Student Affairs hosted the Community Block Party in Charleston to create an opportunity for students and members of the community to interact.
- Dr. Frank Tuitt, an expert on inclusive excellence in the classroom gave two presentations sponsored by the Office of Civil Rights and Diversity and the Office of the President.

1) *Political realities and financial conditions indicate continuing attention needs to be paid to the overall funding of the University. Real dollar reductions in state appropriation efforts to pay competitive salaries (particularly for faculty), insurance benefit costs, and limits on tuition increases may combine to place EIU in financial peril.*

   Response: Eastern faces a significant decrease in revenue due to decreases in state appropriations and enrollment, increasing pension costs, accumulating deferred maintenance, and escalating institutional aid to students (waivers and scholarships). These financial losses have been offset to some extent by a strong capital campaign that was completed in September 2012, nearly two years before its intended target completion date of June 2014. The campaign raised $63,696,747—a 27% increase over the $50 million goal. Furthermore, unrestricted net assets and cash reserves can be used in the short term to help offset decreases in revenue.

   In addition, a Program Analysis Committee was commissioned by President Perry to prepare a report that would "provide guidance for future decisions made in dealing with the changing fiscal environment, consistent with our strategic plan imperatives of academic excellence, financial sustainability, global competition and changing demographics, emerging technologies, marketing and communication, and campus and community life." That report, completed in Spring 2014, and President Perry's subsequent message to the university outlining a series of budget actions will provide guidance for investment, allocation, and reallocation of resources, as necessary, over a multi-year period. As a result of the program analysis, the university is currently implementing recommendations targeted at reducing budget expenses by approximately 8%.

Criterion three: Student Learning and Effective Teaching

1) *With the moratorium lifted on revision of the current iteration of the General Education plan, the team hopes that the University moves beyond minimal recommendations and become more inclusive of multiple disciplines on campus (e.g., integrate international education into the general education lineup).*

   Response: The moratorium was lifted soon after the 2005 NCA site visit. General Education courses have been added and revised over the last several years, including the addition of Study Abroad courses to general education. Although there has been no comprehensive discussion of the general education curriculum, the university has revised the four general education goals from 1999 into five explicitly articulated undergraduate learning goals that will shape the general education curriculum and the undergraduate learning experience as a whole. Furthermore, in Fall 2014, the Council on Academic Affairs will establish a general education committee to implement regular review of general education courses and maintain the quality of general education as a whole.

2) *The department Assessment Plans appear uneven in their collection and use of relevant data to improve student learning.*

   Response: A Primary Trait Analysis for departmental assessment based on the 2002 NCA matrix shows that in 2013, most major programs have reached levels 2 and 3 (1 is low, 3 is high), indicating maturity of assessment plans as evidenced by measurement of student learning goals, analysis of the resulting data, and use of the data to improve student learning. As of Summer 2013, 31 out of 101 graduate and undergraduate programs filing assessment reports had moved to a two-year reporting cycle, indicating high maturity; no programs had achieved these levels of maturity in 2005 (see Table 4.10).

3) *General Education Assessment might be better served if it is performed by individual units at the time annual assessment reports are due.*

   Response: After the 2005 NCA site team report indicated that general education goals should also be assessed by departments, departments were asked to adopt at least three of the four

general education/undergraduate learning goals for assessment (Critical Thinking, Global Citizenship, Writing, and Speaking) in their major plan. Currently, adoption and assessment of each of these four goals by undergraduate programs range from 72% of programs (Global Citizenship) to 93% (Writing), a substantial increase over figures from 2009 when they ranged from 23% to 67%. (See Figure 4.5.)

Criterion Four (Acquisition, discovery, and application of knowledge) and Five (Engagement and service) had no areas needing organizational attention in the 2005 report.

Self-Study Process

Preparation for the 2014 self-study began in Fall 2012 with Provost Lord's selection of the co-chairs, Dr. Robert M. Augustine (Graduate School dean) and Dr. Jeffrey R. Stowell (Psychology). Dr. Mary Herrington-Perry, EIU's Accreditation Liaison Officer, was assigned as the liaison to the Office of the Provost. Drs. Augustine and Stowell selected subcommittee co-chairs for each of the five NCA criteria, ensuring that each pair of subcommittee co-chairs had a faculty member and an administrative member.

Criteria subcommittees were organized to ensure representation from all four academic colleges, all major governance committees (Faculty Senate, Council on Academic Affairs, Council on Graduate Studies, Council on Teacher Education, and Council on University Planning & Budget), department chairs, deans and associate deans, and all four vice presidential areas. Some committee members were recommended to serve on the self-study leadership team, while others volunteered for service based on solicitations issued directly to deans and directors and through a call for faculty volunteers from the Chair of the Faculty Senate. A representative from Charleston's Chamber of Commerce was invited to serve on the Criterion 1 (Mission) subcommittee. Finally, student representatives were solicited through the deans' offices to ensure student engagement with the self-study. Approximately 12–15 volunteers were selected for each of the five subcommittees. The final lists were forwarded to Provost Lord and to President Perry, who sent letters of appointment.

We invited department chairs and unit heads to invite up to two members (faculty and students) of their unit who would be interested in serving as ambassadors for the NCA self-study. Community ambassadors were selected from local government offices and community organizations. University and community ambassadors were invited to collaborate with the NCA Leadership Committee to help inform members of their department or office about the NCA accreditation process, to explain to colleagues how they could participate in the process, and to encourage the entire Eastern community to be part of the Self-Study program.

Meetings of the Leadership Committee began in March 2013. The Leadership Committee attended the 2013 NCA Workshop and Annual Meeting of the Higher Learning Commission. After the NCA workshop, the Leadership Committee developed three goals for the 2014 self-study:

1) "Living the Mission" of offering superior undergraduate and graduate programs and achieving its vision, values, and strategic themes.
2) Engaging the campus community in the self-study process through technology and traditional engagement tools.
3) Unifying the Eastern community in their commitment to promote the self-study process and celebrate the past and future achievements of the university.

Orientation for all subcommittee members was held in June 2013, to provide an overview of the expectations for participation, a timeline for completion, and preliminary discussion about evidence that could be included to meet each criterion. In August 2013, a campus kickoff for the NCA ambassadors was held to create a unified expression of support that the entire campus community is important to the process. To engage the campus community in the work of the committee, members of the Leadership Committee visited all major university committees and councils, sharing a video that highlighted the mission of the university, conveyed the importance of accreditation, provided an overview of the

evaluation criteria and timeline for completion, highlighted some major accomplishments during the past decade, and promoted ways that the Eastern community could participate in the NCA self-study process. During Fall 2013, the leadership committee heard updates from the subcommittees, reviewed progress, gathered evidence from campus constituents to meet the criteria, and prepared written drafts of their respective chapters.

On the first Friday of each month from October 2013 through April 2014 (except January), an early morning meeting was hosted on campus for anyone to attend. Each of the five subcommittees had the opportunity to use one of the First Friday meetings to seek input from attendees, update the campus on its progress, and present summaries of highlights and challenges from their chapter. A second major kickoff event is planned for Fall 2014 to prepare the campus for the site visit on October 20–22, 2014.

A site was developed for the self-study effort (http://www.eiu.edu/nca2014) to inform campus and community members of our committee membership, timeline, scheduled events, survey results, presentation media, and to view and comment on drafts of the report. The first public draft was made available in April 2014 for three weeks to allow the campus community to provide feedback, which led to significant improvements in the accuracy of the document. A revised draft was then shared with the vice presidents and president in July 2014 for final comments, after which the final draft was completed in August.

Data Collection

Eastern's constituencies provided input for the self-study report in a variety of ways. Academic department chairs responded to an electronic questionnaire designed to collect information about departmental operations. Data pertinent to budgets, budget allocations, and budgeting processes were provided by the Office of Planning, Budget, and Institutional Research (PBIR). Institutional, divisional, and departmental websites provided rich resources as well, including:

1. Planning documents and student data available from the website developed by the PBIR;
2. Student learning assessment information made available by the Center for Academic Support and Assessment;
3. Program/departmental assessment information provided by the Office of Academic Affairs' Major Assessment Profiles;
4. Reports from the Registrar's Office;
5. Internal Governing Policies.

2013 Eastern self-study survey

An online survey was developed to allow students, employees, and off-campus constituents to respond to questions related to the five evaluation criteria. The survey was created and administered with Qualtrics, an online survey program. The survey was available from August 28, 2013 through September 16, 2013 and was advertised to all faculty, staff, and students through email, with email tracking enabled so reminder emails could be sent before the deadline to those who had not yet participated.

A total of 2,544 individuals responded to one or more questions on the survey, with an impressive response rate of 49% of faculty/staff and 15% of students. However, of the 5,140 email invitations sent to external constituents (community members, annuitants, alumni, or other interested parties), only 3% responded. Overall, the response rate was 15%.

Of the total number of participants who provided data for the online survey, the majority were students (56%). Table 0-1 shows the number and percentage of survey respondents out of the total sample for each category of participants.

Table 0-1: Online Survey Participants, by Respondent Category		
Respondent Category	**Responses (N)**	**Percent of Sample**
Faculty	441	17%
Staff, including administration	508	20%
Student	1,431	56%
External constituent	164	6%
Total	2,544	100%

Each constituency responded to a common core of sixteen items, as well as additional questions geared to the specific audience. Throughout this self-study, we have collapsed the categories "agree" and "strongly agree" when reporting the percentage of respondents who supported a statement. Survey items most closely aligned with the highlights of the report include the following:

- Students are Eastern's highest priority (83%)
- Eastern supports freedom of expression (86%)
- Eastern encourages and enforces academic honesty and integrity (91%)
- Eastern promotes academic excellence (85%)
- Eastern engages in systematic and integrated planning (78%)
- Eastern's employees (e.g., faculty, staff, and administrators) are appropriately qualified and trained (83%)
- Eastern's resources, structures, and processes are sufficient to respond to future challenges and opportunities (71%)

Among students, 93% agreed that faculty in their major care about teaching and student learning. The top five factors that influence students' choices to come to Eastern are shown in below.

Table 0-2: Top Factors Influencing Students' Decision to Come to EIU	
Factor	**Percent**
Receiving a good education	68%
Low cost of attendance	65%
Location	63%
High quality of major program	60%
Positive relationship with faculty/staff	56%

Report Highlights

Eastern's self-study yielded a wealth of information on which to base conclusions about how well the institution meets the criteria required by the Higher Learning Commission. Just as important, it also offered critical insights into what has made a university with hundred-year-old roots in the state normal school tradition into a vibrant, twenty-first century teaching and learning institution well respected by its stakeholders and well known for providing high-caliber education in the arts, humanities, sciences, and professions. These attributes of Eastern's excellence include the following:

1. An emphasis on academic excellence in an integrated learning environment
2. A network of services that support student achievement
3. A commitment to partnering with the community
4. A strong program of assessment that shapes curricular revision and growth
5. A pro-active, data-driven approach to using resources wisely and building for the future

Each of these characteristics is described below in conjunction with a summary of relevant initiatives Eastern has undertaken or enhanced since its last self-study.

An emphasis on academic excellence in an integrated learning environment

Eastern's success in providing "superior, accessible education" within a "student-centered campus culture" can be attributed to several long-standing features of our university:

- A productive, highly qualified faculty, dedicated to teaching, learning, and the discovery of knowledge.
- Small classes and a small student-to-faculty ratio that provides excellent opportunity for faculty to mentor student research and development. In AY2014, the student-faculty ratio was 14:1, and 78% of course sections seated fewer than 30 students (2013–2014 Common Data Set)
- A dedicated, well-qualified staff who provide services and learning opportunities appropriate to the needs of the students.
- Accessibility of faculty and staff, both for curricular and co-curricular programs. In Eastern's 2013 self-study survey, 92.6% of students agreed that faculty in their majors were "accessible to help students."

Since the last self-study, Eastern has increased its commitment to leveraging these strengths by creating integrative learning opportunities for all Eastern students—both inside and outside the classroom. Through Eastern's successful integrative learning initiative, students benefit from coherent learning experiences in the classroom, significant learning and life experiences outside the classroom, and opportunity for guided reflection. Integrative learning opportunities at Eastern include internships, service-learning, undergraduate and graduate research, co-curricular education, classroom observations and practica, interdisciplinary programs, and study abroad and study away. These initiatives are discussed briefly in this section; Criterion 3 discusses in detail Eastern's integrative learning initiatives.

Eastern is committed to providing students with applied learning experiences that extend beyond the classroom. In addition to service-learning and client-based projects in classes, 32 academic departments offer internship programs, and from 2005–2013, Eastern undergraduate students enrolled in more than 5,700 internships.

University-wide efforts have led to increased student scholarship at both the undergraduate and graduate level. Since 2004, the Honors College has awarded 206 Undergraduate Research and Creative Activity Grants to students working on a research project with a faculty mentor. The academic colleges also offer several programs that encourage student scholarship, frequently in partnership with a faculty mentor. The increased university commitment to undergraduate research has led to success for Eastern students. Participation in the National Conferences for Undergraduate Research has steadily increased, from 11 students in 2009 to 44 students in 2014, as has participation in other undergraduate conferences.

The MS in Sustainable Energy program exemplifies Eastern's move toward interdisciplinary programs that allow students to integrate content from multiple disciplines. This degree program, which focuses on preparing leaders and managers for the energy industry, offers coursework from ten different departments. Eastern also offers the Professional Science Master's in Geographic Information Systems as well as 18 undergraduate interdisciplinary programs in fields such as Neuroscience, Medieval Studies, and Print/Textile Design Technologies. The development of the International Center for Global Diversity (ICGD) also exemplifies Eastern's support for interdisciplinary work. The ICGD, founded in 2008, promotes education, fosters research, and helps coordinate the work of interdisciplinary majors/minors in Africana Studies, Asian Studies, Latin American and Latino/a Studies, and Women's Studies programs.

Eastern provides substantial opportunities for integrative learning through its co-curriculum as well. Incoming students have the opportunity to participate in two programs—EIU Reads and Jumpstart 2 G.I.V.E. (Get Involved in Volunteer Efforts)—in the week before fall classes start. Started in 2007, EIU Reads provides incoming freshmen with a common intellectual experience as they begin their educational journey. Facilitated discussions of the chosen book introduce first-year students to the rewards and rigors of academic dialogue; foster a common academic community; and give students an important opportunity

to form connections with faculty, staff, and peers. In 2013, 93% of the incoming freshman class participated in the EIU Reads program. Jumpstart 2 G.I.V.E. engages incoming freshman and transfer students along with more than 60 faculty and staff members in service projects in the surrounding counties and on-campus. In 2013, 1,413 students participated in service on this day. The service projects and related social issue discussions challenge students to integrate their personal interests and skills to meet the needs of the community.

A number of programs within the Division of Student Affairs also provide integrative learning opportunities for students. For example, in AY2013, the Health Education Resource Center hosted 164 presentations (with 3,930 participants) on topics such as alcohol, nutrition, sexual health, sleep health, and tobacco; distributed 68 bulletin boards to go; provided 1,343 safer sex packets; conducted 86 nutritional analyses and consultations; led 11 tobacco cessation sessions; made approximately 4,000 contacts with students at informational tables; and had approximately 3,000 contacts with students through other modes (walk-ins, phone, email, etc.).

A network of services that support student achievement

As a university committed to academic excellence, Eastern strives to promote optimal learning environments for all students. Eastern's strong network of support services brings together staff and faculty from across the university in supporting student achievement. Although many support services at Eastern have been run successfully for more than a decade, Eastern remains committed to continual improvement. This commitment is exemplified by the introduction in Fall 2011, of the Early Alert System (EAS), which identifies at-risk students early in their academic careers and directs them to needed support services. Automatic emails are sent to these students, and a follow-up email, phone call, or in-person visit is made. Students living in the residence halls receive a visit from their RA while students living off-campus are contacted by the EAS Graduate Assistant via phone and email. The EAS tells the student that a faculty member is concerned about the student's performance and provides opportunities for the student to learn about resources to aid his or her success.

Students identified through the EAS are encouraged to visit the Student Success Center (SSC) for help. Opened in 2007, the SSC was made possible by a five-year, $1.85 million Title III Institutional Development Grant from the U.S. Department of Education. The SSC focuses on improving the performance of at-risk students by offering programs and services to aid in student success and retention. Through more than 200 workshops and classroom presentations, more than 11,000 students have received services from the SSC thus far. In 2012, the SSC implemented the Summer Institute for Higher Learning (SIHL), a bridge program offered to select freshman students each year through the Office of Undergraduate Admissions. This five-week program is designed to help students transition successfully from high school environment to Eastern.

This section has highlighted only a few of the student support services offered at Eastern. Specialized supports are also available for first-generation students, students from low-income households, students with disabilities, transfer students, and student athletes. Our support services for veterans and military personnel earned Eastern the Governor's Award for Excellence in Education in recognition of Eastern "going above and beyond basic veterans' services while fostering a veteran-friendly atmosphere." Along with the strong relationships students build with faculty and staff, Eastern's extensive network of student support services plays a critical role in ensuring that Eastern students are retained and graduate at rates higher than state and national averages. Criteria 1, 3, and 4 discuss Eastern's student support services in detail.

A commitment to partnering with the community

Over the past decade, Eastern's commitment to civic engagement has continued to grow. In 2012 and again in 2013, Eastern was named to the President's Higher Education Community Service Honor Roll. In addition, Eastern was one of 73 colleges and universities in the nation selected for the Lead Institution,

a national initiative on civic learning and democratic engagement established by NASPA—Student Affairs Administrators in Higher Education.

In 2010, President Perry set forth a goal for Eastern to meet 100,000 service hours and 8,000 student volunteers (annually) by June 30, 2013. By June 30, 2012 the campus community had already eclipsed the service hours goal with 108,545 hours of student community service completed. In the AY2013, more than 75% of Eastern students participated in some form of volunteer civic engagement. This growth can be attributed in large part to the opening of the Student Community Service (SCS) Office in Fall 2008. The SCS office coordinates community needs with student abilities and interests to provide rich, mutually beneficial volunteer opportunities. The SCS provides weekly service opportunities with 55 unique community partners, 90% of which are located in the tri-county area of Coles, Douglas, and Edgar counties. The SCS also hosts three major campus service days each year.

Other groups around campus also support volunteer initiatives. For example, the Athletics Department has hosted the Eastern Panthers in the Community (EPIC) program, a team-based competition that awards points for community service, among other areas. In Spring 2013, the Greek community at Eastern hosted four service days during Greek Week, which resulted in more than 3,500 volunteers and 4,200 hours of service. The Student Volunteer Center, run by the Newman Center at Eastern, offers a number of programs, including Alternative Spring Break, a series of service trips held for one week each March when Eastern is closed. From 2005–2013, 800 Eastern students participated in Alternative Spring Break at approximately 30 different physical locations.

Departments in the Division of Academic Affairs provide service to the community through service learning, internships, practica, and faculty and staff volunteerism. Students in the Research and Evaluation in Leisure Studies course (REC 4740), for example, partnered with the Edgar County Highway Department in Paris, Illinois to conduct a trail and greenway interests study. Faculty from the School of Technology present information on renewable technology to science classes at Charleston High School, while faculty from the Biological Sciences serve on Charleston's Tree Commission and other environmentally related area organizations. Established in 2009, The Business Solutions Center works with entrepreneurs and students in an eight-county region to spur economic growth by providing entrepreneurship education and assisting people in actualizing their business ideas. In 2013, the Center provided coaching, education, or training to 4,490 people as well as one-on-one, free, confidential entrepreneurial coaching to 59 new and existing businesses. Another important resource is Eastern's Renewable Energy Center (REC) and the Center for Clean Energy Research and Education (CENCERE). In addition to the potential environmental benefits of operating an experimental facility that researches sustainable methods for producing steam heat, CENCERE "contributes to the local economy by initiating or attracting companies to develop technologies in collaboration with Eastern Illinois University."

With the opening of the new Doudna Fine Arts Center in 2008, Eastern is realizing its goal of becoming a center for arts in east Central Illinois. The Tarble Arts Center maintains a 1000-piece permanent collection concentrated on art from Illinois and the region. It also presents changing visual arts exhibitions, education and outreach programs, and other performances. Together, the Doudna and Tarble offer year-round programming featuring nationally recognized artists, musicians, and performers. Since 2008, the Doudna and Tarble have averaged more than 166 events per year with an average annual attendance of 27,000 patrons.

A strong program of assessment that shapes curricular revision and growth
Eastern's assessment program adheres to established best practices. Academic programs at Eastern are encouraged to set a high bar for their students and are encouraged to establish ways to help struggling students reach those ambitious goals. Evidence is gathered and used at the program and central level for the undergraduate and co-curricular goals and at the program level for graduate goals. Eastern's process has been used as a model by other institutions seeking a centralized assessment process for graduate and undergraduate assessment.

Since 2005, Eastern has raised significantly the consistency and quality of assessment across campus. Following the 2005 NCA accreditation visit, major departments were asked to adopt at least three of the four general education undergraduate learning goals for assessment in their major plan. As a result of this push, most undergraduate programs now assess critical thinking (97%), global citizenship (78%), writing (94%), and speaking (86%). At the graduate level, 100% of graduate programs have incorporated all four graduate learning goals into their assessment plans. In 2013, more than 90% of undergraduate and graduate programs are at levels 2 and 3 (1 is low, 3 is high) indicating maturity of assessment plans as evidenced by identification and measurement of student learning goals, expectations for student learning, analysis of the resulting data, and use of the data to improve student learning. As of Summer 2013, 31% of graduate and undergraduate programs that file assessment reports had moved to a two-year reporting cycle, indicating high maturity; no programs had achieved this level of maturity in 2005.

Assessment data at Eastern is used to improve educational programming and student learning. After multi-year study of assessment data provided by the Committee for the Assessment of Student Learning (CASL), the university's Council for Academic Affairs (CAA) revised the four general education learning goals (first established in 1999) and adopted them formally as undergraduate learning goals; a fifth goal of quantitative reasoning was added. Implementation of these five undergraduate learning goals will begin in Fall 2014, and major programs will be required to incorporate all five into their assessment plans.

Another example of curricular growth connected to assessment is the First Choice initiative, which was developed as a review and recognition program for excellence in graduate education. Programs wishing to obtain First Choice Status must demonstrate strong assessment practices and use of assessment data to improve student learning. All graduate programs that have achieved First Choice status must use multiple measures of assessment data to improve student learning outcomes. Programs then use these direct and indirect assessments to make course and programmatic changes to strengthen the quality, diversity, and internationalization of the university's student body; foster advanced scholarship; and expand a program's curriculum with rigorous advanced courses and options.

In Fall 2010, Eastern designated a Student Affairs Assessment Coordinator to help the Division of Student Affairs assess more systematically Eastern's co-curriculum. Student Affairs units now provide the Vice President of Student Affairs with annual reports that include assessment of student development goals. The Health Education Resource Center (HERC), for example, routinely collects pre- and post-test evaluations of student learning related to programming in alcohol and substance abuse, nutritional programming, and sexual health. Criterion 4 discusses Eastern's assessment program in detail.

A proactive, data-driven approach to using resources wisely and building for the future

In 2014, Eastern faces serious financial challenges as appropriated funding from the state of Illinois continues to decline while enrollment has dropped 21% from its high in 2006. Eastern has met these challenges head-on, engaging in mission-driven planning processes based on a sound understanding of our current and projected capacity. This planning includes the following:

- A dynamic Strategic Plan that is continually updated for performance, new initiatives, and fulfillment of the established themes. The plan represents the collective effort of the university as a whole, its aspirations, and its commitment to core mission-centric values and perpetual growth.
- A comprehensive Strategic Enrollment Plan to improve retention and increase enrollments.
- An in-depth Program Analysis Process to review more than 130 university academic and administrative units for vitality and mission focus. Results of the Program Analysis Process are being used to guide future budget allocations.
- Development of an Online Programs Board to help enact recommendations by the Online Learning Committee to expand the number of Eastern's online courses and degree programs.

These planning processes and others are discussed in more detail in Criteria 1, 4, and 5. All of these planning processes have been undertaken with a sound understanding of Eastern's current and projected

capacity. Institutional plans are designed to anticipate the possible impact of fluctuations in the university's sources of revenue, such as enrollment, the economy, demographic shifts, and state support. In addition, planning at Eastern takes place within a collaborative governance structure that fully engages faculty, staff, and students in helping to improve the university.

Eastern's Division of University Advancement has played a significant role in helping the university respond to the financial uncertainties presented by reductions in state funding. The university's "Expect Greatness" campaign raised $63,696,747—a 27% increase from the $50 million goal—and consisted of more than 43,000 individual gifts.

Despite financial challenges, Eastern has continued to improve its physical facilities in the last decade. Capital improvements at Eastern (discussed in Criterion 5) have strengthened the infrastructure to support excellence in teaching and learning, increased safety, reduced energy consumption, and improved the physical appearance of our campus.

Structure of the Report
This report is organized by chapter according to the five NCA self-study criteria. The report concludes with Eastern's vision for the future.

Throughout this decade of growth and innovation for Eastern, we have remained committed to our mission and core values of upholding excellence in all we do; strengthening personal relationships and experiences; being accessible; and supporting service to each other and to our community, region, state, nation, and world. Although challenged with declines in state funding and enrollments, Eastern has maintained its international, national, and regional profile. Evidence in this report documents Eastern's success in these areas and our capacity to achieve our vision to be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students' academic success.

Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Overview: The University Mission as Foundation and Guide

As discussed in the introduction, Eastern's mission statement serves as its foundation and has guided the university through this decade of reflection and innovation. Change began with revising the mission itself, a need identified by Eastern's own self-study team in the 2004 NCA report. The revision of the mission was undertaken in 2005 and the version below on the right received final approval from Eastern's Board of Trustees in 2007.

Table 1-1: Eastern Illinois University Mission Statement, before and after 2007	
Previous Eastern Mission, (1994–2006)	**Current Eastern Mission, (2007–Present)**
Eastern Illinois University offers superior yet accessible undergraduate and graduate education. Students learn the methods and outcomes of free inquiry in the arts, sciences, humanities, and professions guided by a faculty known for its commitment to teaching, research/creative activity, and service. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world.	Eastern Illinois University is **a public comprehensive university** that offers **superior, accessible** undergraduate and graduate education. Students learn the methods and results of free and **rigorous** inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its **excellence** in teaching, research, creative activity, and service. The University community is **committed to diversity and inclusion** and fosters opportunities for **student-faculty scholarship** and **applied learning experiences** within a **student-centered campus culture**. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and **leaders**.

The revised mission remains true to Eastern's long history of

1. providing all students with a liberal arts education that emphasizes academic excellence overseen by highly qualified faculty for whom students are a priority;
2. preparing students to contribute effectively in their careers and to society as a whole.

The revised mission statement embraces Eastern's role as an Illinois university that strives to provide an inclusive, accessible education. The mission asserts Eastern's commitment to providing students with applied curricular and co-curricular learning experiences, such as scholarly partnerships with faculty, community-based learning, internships, and practica. The revised mission highlights the intentional design of Eastern's campus culture around the needs of its students. Finally, the revised mission statement goes much further than the previous mission in emphasizing the importance that diversity plays on campus and in students' education.

Once revised, the mission statement became the unifying force behind what has been a decade of mission-driven priority setting. Examples of these advances will be discussed later in this chapter. At a foundational level, the revised mission guided Eastern in reshaping its statements of core values and vision.

Eastern's Core Values

When President William Perry came to the university in 2007, he embarked on a year-long series of meetings with 40 departments and student groups on campus. Based on those meetings, he released the [Presidential Initiatives Letter](#) in January 2008. In that letter, Perry articulated Eastern's core values: "We value excellence, personal relationships, accessibility to an EIU education, and service." The President then expanded these values into four strategic objectives, which were later reframed as the four Core Values that now guide university actions. Here are those Core Values as they appear in the [2012 Strategic Plan](#):

- We uphold excellence in all we do;
- We value personal relationships, and we strive to strengthen the personal experience at Eastern for all members of our campus community and all whom we serve;
- We believe in the accessibility and affordability of an EIU education and the opportunities it creates;
- We support service to each other and to our community, region, state, nation, and world.

These four Core Values remain central to Eastern's priority setting. As in the university mission statement, **excellence, personal relationships, accessibility, and responsible citizenship** are highlighted in our core values, driving institutional priorities across campus.

Eastern's Vision

Eastern's mission and core values help Eastern to shape and then achieve its vision. Re-written by the Strategic Planning Steering Committee in AY2012, Eastern's vision statement projects the university's mission statement into the future to describe the institution that Eastern will become. In Eastern's vision statement, the university aspires to be "a premier comprehensive university," one step beyond the "public comprehensive university that offers superior, accessible undergraduate and graduate education" described in Eastern's mission statement. Eastern's vision statement also speaks of the university being "global in its reach and impact," similar to the mission statement's commitment to "diversity and inclusion" and to the development of students who "become responsible citizens and leaders." Finally, the university's vision statement foresees the "personal connections" that Eastern students will build with faculty and staff; this is reflective of the "student-centered campus culture" promised in the university's mission statement.

Table 1-2: Eastern's Current Mission and Vision Statements	
Eastern Mission Statement (2007–Present)	**Eastern Vision Statement (2012–Present)**
Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.	Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students' academic success.

During the past decade, Eastern has achieved excellence in a number of areas that serve as evidence that the university is achieving its vision. For example, Eastern is currently home to two CASE (Council for the Advancement and Support of Education) Illinois Professor of the Year, one in English and one in art, a national recognition of faculty excellence that aligns with our vision of being a premier institution. Through recruitment and financial aid offerings, Eastern significantly increased the number of international students on campus. The university also approved policies to offer joint international degrees, further evidence that we are achieving our vision of global outreach. Eastern earned national recognition for advancing more undergraduates toward the Ph.D. than any other comprehensive institution in Illinois and for the civic engagement of its students. These forms of recognition acknowledge the personal connections our students attain with faculty and staff and reflect advancement of our vision in this area.

The remainder of this chapter will demonstrate how Eastern's mission and its related documents are reflected in the work done at Eastern. This chapter will also discuss Eastern's commitment to diversity and to the public good, two areas that are integral to Eastern's mission as a public comprehensive university.

1.A. The institution's mission is broadly understood within the institution and guides its operations.

Over the past decade, Eastern has endeavored to take a mission-driven approach to its operations. This recommitment to the mission began with Eastern's 2004 NCA self-study, which raised concerns that the university mission statement was in need of formal review and that faculty, staff, and students "would benefit from a clearer understanding of the relationship between the mission and university priorities and practices." In response to this report, then President Lou Hencken charged the campus with reviewing the university mission. A year-long collaborative process involving constituents from across the university resulted in the revised mission statement. In keeping with Eastern's commitment to campus governance, this new mission statement was approved by the Council on University Planning and Budget (CUPB)—a university committee with campus-wide representation—in May 2006 and by the Board of Trustees (BOT) on January 19, 2007.

Results of Eastern's 2013 self-study survey highlight employees' awareness of the university mission: 90% of faculty and 81% of staff agreed that they were "familiar with Eastern's mission." A smaller percentage, although still a majority, of students (56.4%) and external constituents (67.7%) agreed that they were familiar with the mission statement. (Within the survey, "external constituents" includes Eastern alumni and community leaders in Coles County.)

The pervasive familiarity with the university mission among employees stems, in part, from the central role the mission statement plays in guiding university operations. Over the past decade, as Eastern has continued to adapt to changing demographics and economic realities, the university has engaged in thoughtful, sustained planning across all areas of the university. In each case, the university's mission has served as the primary guide in helping to determine how Eastern might best direct its efforts and resources. President Perry's 2008 Presidential Initiatives Letter, discussed above, guided university planning from 2008–2012. The letter identified five major priorities, all closely aligned to Eastern's mission:

- Enhance support for excellence in faculty scholarship and teaching, in particular faculty-mentored undergraduate research, scholarship, and creative activities
- Enhance service and leadership opportunities for students
- Enhance fine arts programming and outreach
- Enhance study abroad opportunities
- Enhance honors programs

During this five-year period, each of the vice presidential areas implemented strategies and programs that helped the university realize these presidential initiatives. For example, the university enjoyed significant gains in undergraduate research and had record numbers of students participating in the National Council on Undergraduate Research conference (See Criterion 3.B.). The university earned national recognition for its civic engagement (See Criterion 1.D.). The Doudna Fine Arts Center opened, giving rise to award-winning fine arts programming (See Criterion 1.D.). The university adopted polices to embed study abroad into its general education programming. The Honors College has developed and encouraged research and leadership opportunities for Honors students (See Criterion 3.D.).

As the Initiatives Letter began achieving its intended goals, it guided the development of two more comprehensive planning documents. In 2010 the Master Plan Update was approved by the university. The goals of the Master Plan include a new science building to enhance instruction and research in the sciences and a new student services building to consolidate services in one facility. Both of these additions would support Eastern's mission, core values, and vision.

In 2012, the Presidential Initiatives Letter was replaced when the Board of Trustees adopted a new Strategic Plan for the university. The Strategic Planning Committee (SPC) brought together constituents from campus and the community to review comprehensively Eastern's strengths and needs as a university. The final report prepared by the SPC begins with this statement: "This plan is *a rededication to our mission*, *a reaffirmation of who we are*, and a reflection on our accomplishments" (italics added). The report goes on to assert the four core values first introduced in President Perry's 2008 Presidential Initiatives. Extending and enhancing the initial institutional priorities, the 2012 Plan developed six strategic themes:

- Academic Excellence
- Global Competition
- Emerging Technologies
- Campus and Community Life
- Financial Sustainability
- Marketing and Communications

Consistent with the mission, core values, and earlier planning documents, Eastern's key themes include academic excellence, global diversity, and a student-centered campus culture. Each theme included goals assigned to various campus entities. Each of the six strategic themes is also shaped by the university's mission statement. For example, the goal of the Academic Excellence theme is summarized as follows: "Eastern Illinois University will provide its students, whether residential, off-campus or online, with rigorous, relevant curricula and personal attention in a collaborative, supportive educational environment. Academic programs will be increasingly integrative and interdisciplinary, developed by an accomplished faculty who use their research and creative activities to inform their teaching and engage students." Throughout this statement, connections are apparent to the university mission statement's focus on rigor combined with accessibility, commitments to student-centered support, applied learning, and strong faculty. The Strategic Plan is currently in full implementation.

Following the adoption of the Strategic Plan, the University determined that two areas of focus—enrollments and resource allocation—required additional supplemental plans to achieve the advancements desired. The 2014 Strategic Enrollment Plan emerged following a comprehensive analysis by the Noel-Levitz consultants and provides strategic guidance on the steps that Eastern will take to stabilize and build its enrollments. The 2014 Program Analysis Plan provided a structured template to study all units across campus and will be used to guide future budget planning. The template for this program analysis asked each unit to address nine areas, the first of which was an articulation of that unit's relevance to the university mission. (The Strategic Enrollment Plan and Program Analysis are discussed in more detail in Criterion 5.C.)

Throughout this self-study report, links are made between the activities of the university and its mission. For example, Eastern's commitment to "diversity and inclusion" is reflected in our enrollment profile (Criterion 1.C.) and in student support efforts directed at students from underrepresented groups (Criterion 4.C.), while Criterion 5.C. discusses additional ways that Eastern's planning and budgeting priorities are guided by its mission.

As a result of this consistent focus on fulfilling Eastern's mission, university members easily connect the work of their individual units and departments to the overall mission of the university. In Eastern's 2013 self-study survey, faculty (96%), staff (92%), and students (88%) overwhelmingly agreed that their departments; programs and services support the university's mission. Examples of connections between the university and unit mission statements are discussed below.

1.B. The mission is articulated publicly.

Eastern's mission statement, vision statement, Core Values, and major planning documents are publicly available online. Seventy-seven percent of department mission statements are also available online.

The university's mission statement serves as the foundation for the mission and/or vision statement for each vice presidential area, academic college, and department of the university. For example, the vision statement for the Division of Academic Affairs states

> Eastern Illinois University provides the best undergraduate education of any public university in the state. This tradition of excellence is continued in high-caliber masters and post-baccalaureate programs appropriate for the region it serves. EIU's strengths are evidenced by a general education program grounded firmly in the traditional liberal arts and sciences, by excellent teacher-preparation programs, and by an array of professional and liberal arts and sciences programs appropriate for the region. Above all, EIU is committed to providing a superior learning environment for all students.

With this statement, the provost and vice president for Academic Affairs describes the tradition of excellence found in Eastern's degree programs, a reflection of the "superior yet accessible undergraduate and graduate education" noted in Eastern's mission statement. Academic Affairs' vision statement concludes, "Above all, Eastern is committed to providing a superior learning environment for all students." This promise mirrors the "student-centered campus culture" described in Eastern's mission statement and alludes to the commitment to diversity and inclusion articulated in the mission statement.

Academic Affairs' commitment to its vision statement is reflected in initiatives developed and supported by the provost. In President Perry's 2008 Presidential Initiatives letter to the university community, he recognized Eastern's potential: "Eastern Illinois University can be the best in the nation in the integrated academic and personal development of students." To move towards that goal, Provost Lord developed an integrative learning initiative for the university, designed to encourage students to explore and determine who they want to be and what they want to do with their lives. Integrative learning experiences take place in both curricular settings (classroom, lab, studio) and co-curricular settings (residence life, recognized student organizations, fraternity and sorority programs, Athletics, community service, etc.). Eastern's integrative learning initiative is discussed in detail in Criterion 3.B.

The colleges and departments within Academic Affairs are, in turn, guided by the missions of the university and Academic Affairs. The dean's message on the College of Sciences website references the pride that faculty members take in "offering numerous special learning environments to both undergraduate and graduate students." For example, Eastern's Observatory serves as one of those special learning environments that facilitate integrative learning through classes, research, and community outreach. Completed in 2004, the observatory features a 16-inch Schmidt-Cassagranian telescope that is computer controlled for positioning and data acquisition.

Work within the Division of Student Affairs is also guided by the university's mission. This division's mission statement focuses on the role Student Affairs plays in the development of the "responsible

citizens and leaders" mentioned in the university's mission statement. The Division of Student Affairs also recognizes five core values—collaboration, diversity, service, citizenship, and professionalism—all of which are hallmarks of Eastern's mission:

> The Division of Student Affairs is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs that facilitate formal, informal, and collaborative learning. We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership, and citizenship.

Departments within the Division of Student Affairs focus and implement the overall mission of the division. For example, Student Affairs' commitment to "the development and growth of the whole student," is reflected in the Health Education Resource Center (HERC) mission "to prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities." To achieve that mission, in FY2013, the HERC hosted 164 presentations (with 3,930 participants) on topics such as alcohol, nutrition, sexual health, sleep health, and tobacco; distributed 68 bulletin boards to go; provided 1,343 safer sex packets; conducted 86 nutritional analyses and consultations; led 11 tobacco cessation sessions; made approximately 4,000 contacts with students at informational tables; and had approximately 3,000 contacts with students through other modes (walk-ins, phone, email, etc.) (HERC FY2013 Annual Report).

Eastern's Constituents

Eastern's mission, vision, and major planning documents work together to define its constituents.

Students and Faculty: Eastern's mission of "superior, accessible education" relates directly to all of its primary constituents. These include regional, state, national, and international undergraduate and graduate students who seek Eastern's rigorous programs in the disciplines specified in the mission. During the past decade Eastern has intentionally changed its tuition policies, online course offerings, and scholarship investments to include an increasingly diverse and international student body and has succeeded in advancing its mission of accessibility. Similarly, Eastern's mission of excellence has guided development of its next essential constituency: a well-regarded faculty. Eastern has invested in attracting and maintaining a diverse and highly qualified faculty by maintaining a high ratio of tenure-track faculty, providing released time to assist faculty with advancing scholarship, and offering strong faculty development and technology development programs.

Community and Alumni: In service to its mission as a public comprehensive institution, Eastern also values and supports its regional citizens through an impressive range of programming and service discussed in Criterion 1.D. The university is also true to its mission of creating a "student-centered campus culture" and personal connections to faculty by offering specialized programs for alumni through the Office of Alumni Services, the Graduate School, and the Office of International Students and Scholars. Each of these units has created a pipeline of alumni who remain life-long partners with the university.

Education, Business, Industry, and Government: The university is committed to its constituents in education, business, industry, and government, who practice responsible citizenship and leadership through service on university advisory boards, philanthropy groups, or legislative forums. These constituents provide guidance, resources, and support to further enhance the mission of superior, accessible education. Also significant to this constituent base are our 35 global partnerships, the largest number in Eastern's history; these partnerships advance our reach and provide applied learning experiences and new career pathways for our students.

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

Eastern takes seriously the commitment to diversity and inclusion described in its mission. In the 2012 Strategic Plan, "Global Competition and Changing Demographics" emerged as one of the six themes guiding the future of the university. According to the Strategic Planning Executive Summary: "Eastern will be home to an increasingly diverse community of students, faculty, and staff who are globally aware and globally connected." Eastern will equip its graduates with the skills, knowledge and abilities they need to be productive and successful in an interdependent world." Eastern supports this goal through its programming and funding priorities. In FY2013, more than $5.65 million was expended across campus in support of programming and services related to diversity and inclusion within Eastern's student body and staff.

Diversity and inclusion have been key forces guiding major planning processes over the past ten years, and Eastern has developed a wide array of programming and services that address the recruitment, needs, interests, and expectations of its increasingly diverse student body and employees. Many of these recruitment results and initiatives are described in this section. Other initiatives focusing upon student services, support services, learning support, preparation support, and campus programming tied to the mission are discussed in Criterion 3.D. and 3.E.

The Office of Civil Rights and Diversity (OCR), which reports directly to the Office of the President, is responsible for

- monitoring the overall delivery of all programming related to underrepresented groups and other protected groups;
- collecting and analyzing data and information on these subjects;
- serving on a number of campus and community committees charged with addressing some component of these topics;
- delivering training to faculty, staff, and students on discrimination, harassment, and diversity;
- and investigating all student and employee complaints of discrimination.

Eastern's constituents recognize the university's commitment to diversity. Results of Eastern's 2013 self-study survey showed strong agreement among students (86%), faculty (81%), staff (85%), and external constituents (88%) to the following statement: "Eastern's processes and activities reflect its commitment to diversity as articulated in the mission statement." In addition, the majority of students (82.7%), staff (81.4%), and faculty (72.1%) agreed that "Eastern addresses its role in a multicultural society."

Diversity by Geographic Area

The Illinois Public Agenda for Higher Education stresses the importance of expanding higher education access to a broad segment of Illinois residents; as a public comprehensive university, Eastern takes seriously its role in providing access to higher education to students across the state. In Fall 2013, 94% of all students were from Illinois and came from 96 of 102 Illinois counties. The largest number of students came from the Chicago metro area (Cook County) and its "collar counties," which is the most densely populated region within the state. In Fall 2013, 44% of all students (48% of undergraduates) came from this region. Although the majority of students came from urban/suburban communities, students from rural/underserved communities continue to be well-represented within the student body; in Fall 2013, 23% of undergraduate students came from Illinois counties considered to be rural/underserved in comparison to the 8% percent of the state population that reside in these areas.

Although Eastern's commitment to Illinois students remains strong, we also recognize the need to serve other students in the region. In Fall 2011, Eastern began offering in-state undergraduate tuition to residents of Indiana, Iowa, Kentucky, Missouri, and Wisconsin. During the same time period, six Admissions recruiters expanded their regions to include parts of neighboring states.

Economic Diversity

In Fall 2013, 49% of Eastern's undergraduate students were from low- to low-middle-income families, according to U.S. Health and Human Services (HHS) definitions. Thirty-three percent were classified as middle- or high-middle-income families and 18% from high-income families. Low- to low-middle-income families grew by 6 percentage points from Fall 2008.

In response to the economic change in student household incomes, Eastern has remained steadfast in its commitment to provide affordable education. To assist students with greater economic need, Eastern introduced Panther Promise in August 2011, following the passage of Senate Bill 1798. This initiative increased Eastern's tuition waiver limitation in order to increase access to college and make college more affordable for undergraduate students. The Panther Promise pilot program began in AY2013 to assist students who met the following criteria:

1. Must be first-time, full-time students who are Illinois residents admitted to Eastern Illinois University
2. Must file the Free Application for Federal Student Aid (FAFSA) by March 1st each year
3. Must reside in a household with an income range of $33,000–$71,000 (i.e., meets the definition of low-middle and middle-income ranges for household income, based on 2011 HHS Poverty Guidelines)

Waivers of up to $2,500 towards tuition are given for each year of school; freshmen are allowed to receive the waiver for four years and transfer students for two years. It was anticipated that approximately 500 students would receive the Panther Promise with each new academic year. In AY2015, 440 students will receive $1,098.289 in tuition and fee waivers.

To assess the impact of this new opportunity for students, 379 survey emails were sent to Panther Promise recipients in September 2012. Sixty-seven percent of student respondents reported that receiving the Panther Promise influenced their decision to commit to attending EIU. Thirty-eight percent of respondents reported feeling a reduction in stress as a result of receiving assistance with tuition. Thirty-three percent of respondents reported feeling better able to work toward their educational goals as a result of receiving the award. By act of the state legislature, the Panther Promise pilot has been extended for an additional three years, through 2019.

The Office of Financial Aid continues to work aggressively to meet the needs of economically disadvantaged students. In Fiscal Year (FY) 2012, 78% of the student body received $114,083,508 in financial aid disbursements. Improvements in technology and organization led to a 17% increase of FAFSAs filed and a 14% increase in financial aid packages. A number of new initiatives have been implemented since the 2004 NCA self-study. These initiatives have resulted in increased efficiency in meeting the needs of disadvantaged students.

Diversity based on Gender, Sex, and Sexuality

Eastern recognizes attention to gender, sex, and sexuality as an important part of creating a diverse, inclusive institution. For more than a decade, women have comprised a majority of Eastern's student body (60% in Fall 2013), a larger percentage of Eastern's student body than at all but two other Illinois public university campuses (Chicago State University and Governors State University). The percentage of women at Eastern also exceeds the percentage of graduating female Illinois high school students (50%). Although Eastern, like most schools, does not collect data from students during enrollment processes or retention assessments regarding sexual orientation, Eastern's OCR invites students to self-identify in its biennial campus climate survey; in Fall 2013, 89% of the undergraduate population described themselves as heterosexual, while the remaining 11% of students described themselves as gay, lesbian, bisexual, transgender, other, or preferred not to say.

Academic curriculum explicitly related to gender, sex, and sexuality is offered through the Women's Studies Minor. WST 2309G (Women, Men, and Culture) is a general education course students can take

to fulfill their cultural diversity and/or social science requirements; the course enrolls 150 students each academic year. In a new addition to the Women's Studies curriculum, the coordinator of Women's Studies partners with staff members of local sexual and domestic abuse organizations to provide education on gendered violence along with the curricula for Illinois's state-mandated 40-hour training program for volunteers and employees working in the fields of intimate personal violence and/or sexual assault. After completing the course, students may apply for Illinois state certification to pursue internships or careers in organizations working to combat domestic abuse and sexual assault. Eighteen additional courses across campus, representing all four academic colleges, are cross-listed with the Women's Studies minor, covering gender and sexuality issues in discipline-specific ways; in addition, other classes and co-curricular groups host presentations from area nonprofits specializing in gendered violence. For example, between 2005–2013, HOPE of East Central Illinois—which provides free, confidential services for those in need due to domestic violence—provided programming to 70 classes and more than 100 campus groups and Registered Student Organizations (RSOs). During that same time period, Sexual Assault Counseling and Information Services provided educational programming to 288 classes and campus groups, reaching more than 12,000 students, staff, and faculty on Eastern's campus.

In addition to coursework, Eastern has a number of programs and services dedicated to providing gender-related services, including the Women's Resource Center, Women's History and Awareness Month, the Women in Science and Mathematics program, and the Women Exploring Business and Technology program.

Over the past decade, Eastern has become increasingly aware of the need to address explicitly the needs of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on campus. In 2007, the LGBTQ Advisory Committee was formed under the Division of Student Affairs. This committee, which brings together representatives from all four vice-presidential areas as well as student representatives, has spearheaded a number of LGBTQ-related initiatives, including the following:

- **Safe Zone program:** Established in 2010, this program provides workshop-style presentations to educate participants on LGBTQ-related terminology, topics, and resources with a focus on college-aged students. At the end of the workshop, participants have the option to sign a statement of intent designating their work or living space a campus "Safe Zone." Since 2010, 348 students, 67 faculty, 125 staff, and 9 community members have chosen to sign statements of intent. The Safe Zone program has now added follow-up workshops on topics such as "How to be an Effective Ally" and "Trans* 101."
- **LGBTQ Resource Center and WebCenter:** The LGBTQ Resource Center was opened in the Cultural Center in Fall 2013. Staffed by a graduate assistant, the Center is currently open each weekday morning. The LGBTQ WebCenter provides online information for current and potential students and their families.
- **Housing options:** The LGBTQ Advisory Committee works closely with Housing to provide Safe Zone training and other programming and information for all residence hall staff. In 2011, Housing established gender-neutral bathrooms in every residence hall to accommodate the needs of transgender students on campus. In Fall 2013, Housing opened its first gender-neutral floor in McKinney Hall. Housing's Social Justice and Diversity Committee provides diversity-related programming, such as the Tunnel of Oppression, an interactive educational display that explores the impacts of oppression related to sexual orientation, gender identity, race, and more.

The RSOs Women's Empowerment League and PRIDE also provide education, activism, and social support to the campus in regards to gender, sex, and sexual orientation.

As an institution, Eastern includes sexual orientation in its nondiscrimination policies, such as *Internal Governing Procedure (IGP) 174—Diversity, Discrimination, and Affirmative Action* (adopted 2005):

> America draws its strength and vitality from the diversity of its people. Eastern Illinois University is enriched by building a campus that celebrates and draws upon the talents of

all its students, faculty, and staff…. Discrimination based upon race, color, sex, religion, age, national origin, ancestry, marital status, disability, veteran status, sexual orientation, or any other basis of discrimination precluded by federal and state statutes, is strictly prohibited….

Effective June 1, 2014, the state of Illinois recognizes full marriage equality. Prior to that date, the university had offered domestic partner benefits that were similar, but not the same as, the benefits provided to heterosexual married couples. University forms do not currently allow students or employees to indicate a gender identity other than "male" or "female" or to designate a preferred name for use within the institution; however, a committee is working on addressing this issue. In August 2014, three IGPs were revised to prohibit discrimination on the basis of gender identity: *IGP 173—Discrimination Complaint Procedures; IGP 174—Diversity, Nondiscrimination, and Affirmative Action; and IGP 175— Sexual Harassment*).

One issue of concern on Eastern's campus has been university responsiveness to reports of sexual assault. The university took several steps to improve its sexual assault prevention efforts for AY2014:

- An associate director was hired for Eastern's Counseling Center. This individual focuses on counseling survivors of sexual assault and leads the university's sexual assault prevention efforts.
- A website dedicated to sexual assault and interpersonal violence resources was created. A direct link to this website was added to Eastern's homepage, noted by a teal ribbon and the words "Sexual Assault Prevention."
- An online training module was designed to begin to educate university employees on sexual violence and interpersonal violence. Through this module, employees learn about some of the warning signs of violence, bystander intervention, university policies and procedures, and local resources. During the Fall 2013 semester, this training became mandatory for all new university employees. Existing employees have been strongly encouraged to complete the training.
- University policies and procedures (including *IGP 175—Sexual Harassment* and the Student Conduct Code) were updated in accordance with changes to federal regulations.
- Officers from the University Police Department (UPD) and other local law enforcement agencies participated in training on sexual assault investigations.
- Dr. Alan Berkowitz, an expert on health and social justice issues, visited Eastern's campus in October 2013 and April 2014 to provide bystander intervention training.

These efforts are in addition to the university's existing sexual assault prevention efforts. Existing efforts have included safety programming for new students during move-in weekend, the Red Flag Campaign, self-defense classes taught by UPD officers, participation in the Safer Spring Break Fair, and special programming during Sexual Assault Awareness Month in April. Many of these efforts are led by members of the university's Sexual Assault Task Force, first convened formally in May 1999. The task force's membership includes faculty, representatives from community agencies that serve survivors of sexual assault, and representatives of university departments including the Counseling Center, Housing and Dining Services, Health Service, Fraternity and Sorority Programs, Student Standards, UPD, Office of Civil Rights and Diversity, and Office of the Vice President for Student Affairs.

Diversity based on Race and Ethnicity

Since the last NCA self-study, Eastern students who are members of minority groups increased from 10% of the total student body in Fall 2004 to 24% in Fall 2013. Members of minority groups comprised 26% of the undergraduate student population and 11% of the graduate student population in Fall 2013.

Table 1-3 shows Eastern's student population broken down by race and ethnicity. Here, we discuss specifically Eastern's recruitment of two groups: African-American/Black students and Latino/Hispanic students.

Table 1–3: Student Demographics based on Race and Ethnicity: 2005, 2008, 2011, & 2013				
	2005–2006	**2008–2009**	**2011–2012**	**2013–2014**
American Indian or Alaska Native	0.2%	0.3%	0.3%	0.2%
Asian or Pacific Islander	1.1%	1.2%	0.9%	0.9%
Black	7.0%	9.6%	13.5%	16.2%
Latino/Hispanic	2.2%	2.7%	3.4%	4.5%
International	1.1%	1.2%	1.3%	2.2%
Race/ethnicity unknown	3.3%	5.8%	4.4%	2.7%
White, Non-Hispanic	85.1%	79.3%	75.2%	71.6%

Source: Office of Civil Rights and Diversity

The enrollment of African-American and Black students has increased at Eastern, both in number and as a percentage within the student body. In Fall 2004, African-American students comprised 6% of the student body at Eastern; by Fall 2013, African-American students comprised 16% of the total student body (including 18% of the undergraduate student population and 7% of the graduate student population). In 2005, 8 of the 12 public university campuses in Illinois had a greater percentage of African-American and Black students enrolled than Eastern. By 2012, however, only 3 of the public university campuses in Illinois had a greater percentage of African-American and Black students enrolled than Eastern. (Of the three campuses with a higher percentage of African-American and Black students in 2012, one of those—Chicago State University—is a Historically Black University.) In addition, Eastern's undergraduate population of African-American students meets or exceeds the percentage of graduating African-American high school students in the state of Illinois.

Eastern's enrollment of Latino/Hispanic students, a rapidly growing segment of the state population, remains modest. Latino/Hispanic students comprised less than 5% of all Eastern students in Fall 2013, up from 2% in Fall 2004. Most of Eastern's Latino/Hispanic students are undergraduate students; only about 2% of Eastern's graduate students are Hispanic/Latino. Hispanic/Latino students comprised more than 9% of all students enrolled in Illinois public universities. The percentage of Latino/Hispanic students enrolled at Eastern exceeds that of two other Illinois public universities (Southern Illinois University-Edwardsville and University of Illinois-Springfield) and is within 1% of three other downstate public universities. Hispanic/Latino students comprised 16% of Illinois high school students earning degrees, according to the latest available data.

Eastern is actively recruiting prospective Latino/Hispanic students. Eastern employs two admissions counselors who are native speakers of Spanish and familiar with the Latino community. Since 2006, Eastern has published multiple recruitment pieces, such as brochures and fact sheets, in Spanish. In 2012, an "en español" tab was added to Eastern's admissions website. Most recently, a bilingual DVD developed by the Hispanic Scholarship Fund is being used to acquaint families with "the why's and how's of colleges." This DVD has been sent to every Latino/Hispanic student admitted to Eastern for the Fall 2014 semester, along with a letter—written in both English and Spanish—to the parents of newly admitted students. Although each of these initiatives has been helpful in the recruitment of Latino/Hispanic students, the Strategic Enrollment Planning Committee recognizes that careful planning and an infusion of new resources will be necessary to recruit and retain Latino/Hispanic students.

Created in 1990, the Office of Minority Affairs endeavors to pursue, promote, and maintain programs that will heighten the awareness, presence, and success of minorities and other under-represented groups on Eastern's campus. A number of programs, services, and activities are run through this office. The Gateway Program, which enrolls approximately 150 incoming freshmen annually, is a provisional admissions program designed to meet the needs of students who have potential to do college work but who do not meet Eastern's regular admissions requirements. The Peer Helper Program helps African-American students successfully transition to Eastern by pairing new freshman and transfer students with

trained upperclassmen who serve as mentors and friends. The Office of Minority Affairs manages seven scholarships for incoming and current students from under-represented groups. It also coordinates cultural heritage months throughout the year and hosts the EIUnity Diversity Conference each February; participation in this conference increased from approximately 20 registered individuals in 2009 to 163 in 2014.

Other Academic and Student Affairs staff also work closely together to deliver a full array of programming on many multicultural and diversity initiatives. Residence Life, for example, includes dedicated diversity training for both professional and student staff. Each residential community is required to host at least two diversity programs per semester. In another example, the College of Education and Professional Studies offers the Minority Teacher Identification and Enrichment Program, designed to recruit and retain minority students interested in becoming teachers.

RSOs on campus include the Black Student Union, Asian American Association, Latin American Student Organization, Minority Student Health, and the Women Improving Lives chapter of the National Association of Colored Women's Clubs. Representatives from the university's multicultural RSOs work together through the Diversity Action Council, coordinated by the Student Life Office. Six of the nine National PanHellenic Council fraternities and sororities have chapters at Eastern. The Cultural Center, located across the street from Old Main, provides meeting space and support for members of a number of student groups.

Academic degree programs that enrich the curriculum and provide synergy for diversity and multi-cultural programming include Africana Studies, Latin American Studies, and Asian American Studies. Together with Women's Studies, these programs are coordinated through the Interdisciplinary Center for Global Diversity (ICGD). Additional courses across campus, representing all four academic colleges, are cross-listed with the ICGD programs, covering race and ethnicity issues in discipline-specific ways. In Eastern's 2013 self-study survey, 90.7% of students agreed that their major curriculum prepares students to meet the demands of a global society.

The report that Eastern received after the 2004 NCA site visit noted that international and minority students indicated feeling welcomed by the university but less than welcomed by the Charleston community. The evaluation team's report included a recommendation that "emerging efforts to address university/community relationships may need to include attention to issues of diversity." We recognize that this remains a challenge needing institutional attention and resources.

After concerns regarding the treatment of minority students in the local community were raised during the Spring 2013 semester, President Perry established a work group to develop recommendations to address the concerns. That work group developed five specific goals, each with specific action steps, some of which were met shortly after students returned from the summer break. For example, the group recommended top-down diversity awareness training with Eastern's president, vice presidents, deans, city mayor, city council members, and other appropriate city administrators participating. The group also recommended that diversity awareness training be offered for faculty. In August 2013, Lee Mun Wah, a nationally recognized expert in diversity training, met with President's Council and conducted two seminars that were open to students, faculty, staff, and members of the community. Other actions taken have included the following:

- Dr. Lunden MacDonald presented two workshops on Universal Design for Learning (UDL). UDL provides a model for making courses more accessible for students from diverse backgrounds as well as for those with diverse academic strengths.
- The Division of Student Affairs implemented RESPECT floor meetings in the residence halls to facilitate discussions on intolerance and its effect on a community. Additional print materials were also created for distribution in residence halls to call attention to the importance of respect and civility.

- Members of President's Council continue to meet with city leaders on a quarterly basis to maintain an ongoing dialogue and to identify potential actions to promote partnerships.
- For the second year, Student Affairs hosted the Community Block Party in Charleston to create an opportunity for students and members of the community to interact.

In August 2013, the [Mayor's and President's Advisory Committee on Diversity](#) was established. This group is designed to advise the mayor of Charleston and Eastern's president on issues of diversity and race in our community. The initial memorandum sent to members of the advisory committee concluded, "The committee will play a major role in continuing to improve the relationship between the Eastern Illinois University campus and the Charleston community."

Global Diversity

Creating a "globally aware and globally connected" student body is a priority for Eastern as reflected in our mission, vision, and core values. Global awareness and connections are made, in part, through the recruitment of international students. In Fall 2013, the Office of International Students and Scholars (OISS) enrolled 211 international students, representing 44 countries, the largest intake of international students in more than 30 years. The OISS incorporates Eastern's mission into its day-to-day operations in other ways:

- **Ensuring an efficient and reputable admissions process for international student applicants.** The international admissions application process is efficient and is administered by a staff member with more than 35 years of international student admission and transcript evaluation experience. In the past academic year, an additional staff member was trained to assist in this process. The OISS admissions staff members know that rapid processing and return of non-immigrant visa documents to students results in a higher rate of acceptance. The application process is clearly described and simple for students to use. The OISS office has membership in NAFSA: Association of International Educators and uses its Advisor Manual and online resources to stay abreast of changes to non-immigrant visa regulations. In addition, all members of the OISS admission staff are certified through the United States Citizenship and Immigration Services online training modules.
- **Creating and promoting a positive and sustaining Eastern experience for international students that will result in graduation.** The OISS office emphasizes international student support services. At the beginning of each semester, student transportation from O'Hare airport is provided free of charge. The office then hosts a comprehensive three-day orientation program for arriving students, which covers all elements of successful integration to campus and the local community. Online academic advising is provided prior to arrival to assist students with enrollment. During the semester, international student academic progress is closely monitored, and conferences are held with students whose academic performance is judged to be poor.
- **Fostering cross-cultural awareness between Eastern's domestic and international students.** The OISS office hosts several programs that help integrate international students into the campus and local community. Family Friends and Conversation Partners are two programs that pair international students with local families, staff, and fellow students and allow for pleasant and fruitful sharing of cultures and language development.

Eastern also encourages global awareness and connectedness through its curriculum. Since 1992, global citizenship has been one of the four learning goals of the undergraduate general education curriculum: "EIU graduates will demonstrate the ability to function as responsible global citizens." This general education goal has been incorporated into the following more specific undergraduate learning goal, effective Spring 2014: "Be active, responsible citizens in diverse personal, professional, and civic contexts." In addition to the globally focused majors and minors offered through the Interdisciplinary Center for Global Diversity, majors across campus explicitly address global issues in discipline-specific ways. In [Eastern's 2013 self-study survey](#), 90.7% of students agreed that their major curriculum "prepares

students to meet the demands of a global society," while 79.1% of faculty agreed that their department's curriculum "prepares students to meet the demands of a diverse workforce."

Eastern also encourages global citizenship through its Study Abroad program. The 2008 Presidential Initiatives letter identified "enhanced study abroad opportunities" as one of five priorities for his presidency. As a result of that priority, Eastern's Office of Study Abroad (OSA) has devoted resources to developing new partnerships and funding opportunities for students. Study Abroad numbers rose from 250 students in AY2005 to a high of 347 students in AY2010. Due most likely to enrollment declines and financial hardships for families of Eastern students, that number has since declined to 211 students (2% of the undergraduate student body) in AY2013. The OSA has responded to this decline with increased efforts to help students interested in studying abroad to secure financial assistance. In AY2013, 63.6% of the students who applied for financial aid to study abroad were awarded funding totaling $63,800.

Nontraditional Students and Veterans

Although traditionally aged students (18–22 years old) remain the largest group in Eastern's undergraduate student body, the percentage of students who are at least 25 years old (referenced as "nontraditional students" after this citation) has increased from 10% in Fall 2004 to 14% in Fall 2014. Increasing the university's offering of online courses and programs is one step of many required to build its nontraditional student enrollment. The Bachelor's in General Studies, offered though the School of Continuing Education, is among Eastern's larger undergraduate degree programs, enrolling 556 students in Fall 2013. This program, offered online and/or face-to-face, provides access to students who may work or have other obligations that prevent residential study.

Recognizing the rapidly changing educational needs of a global, lifelong learning society, the School of Continuing Education (SCE) extends the academic resources and services of the university beyond campus boundaries in an affordable manner and provides access to on- and off-campus higher education programs for nontraditional students. Most of the students in the General Studies (BGS) degree program do not attend classes on the main campus. Advisors from Charleston schedule advising appointments at Parkland College in Champaign on a regular basis. In addition, a full-time advisor is located in the Chicago area at Triton College and the University Center of Lake County where Eastern offers courses. The director of the BGS program regularly visits classes in the Chicago area and Parkland College. To connect with this geographically diverse group of students, webinars have been developed on special topics of interest, such as job search techniques and applying to serve as the university commencement speaker. In addition, luncheons and other events are scheduled at off-campus sites for students, faculty, and staff to connect with each other.

SCE provides an online handbook to assist returning students in selecting a major, applying, and paying for coursework. The SCE provides information on scholarships and helps students identify financial aid options. The SCE advocates for returning and nontraditional students by identifying a number of issues that can serve as roadblocks to successful acclimation to an educational environment. Recently, the office began to host a "Nontraditional Student Week" to recognize nontraditional students and highlight their accomplishments. In addition, the SCE office helped to designate an area in the MLK Union as a nontraditional student lounge.

In Spring 2013, Eastern's nontraditional student population included 342 students—263 veterans and 79 family members of veterans—registered with the Military Student Assistance Center (MSAC). MSAC synchronizes support and provides a one-stop location to ensure that military service members, veterans, and members of military families are afforded the greatest opportunities for success. Transition workshops, PTSD counseling, social events, and more are available. The newsletter DOGTAGS informs student veterans and military personnel of opportunities to participate in campus events. The RSO Student Veterans of Eastern provides an opportunity for camaraderie and service activities for veterans, family members, and the campus community. Staff members in many offices on campus also work with MSAC to support the successful transition of student veterans and their families to Eastern. Eastern has also

created a Student Veterans Resource Guide to assist veterans in getting to and succeeding at Eastern. In recognition of Eastern "going above and beyond basic veterans' services while fostering a veteran-friendly atmosphere," the university received the Governor's Award for Excellence in Education in January 2013. Eastern has also been designated as a "Military Friendly School" by *GI Jobs Magazine* every year since the inception of the award in 2010.

Diversity Related to Ability

The number of students served by Eastern's Office of Student Disability Services (OSDS) has increased from 245 students in AY2005 to 313 students in AY2013.

Figure 1-1: Students Served by Student Disability Services, 2005–2013
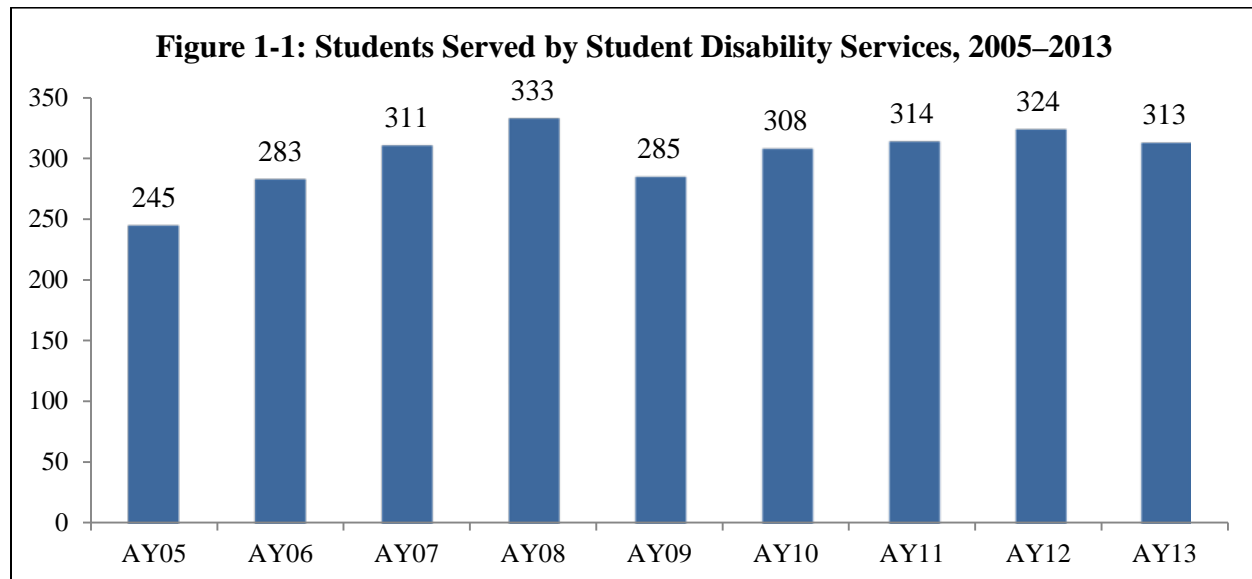
Source: CASA Annual Report AY 2013

The percentage of Eastern's student body registered with OSDS was the same or greater than the percentage of those registered within the student bodies at all other Illinois public universities. Eastern students who register with OSDS present a variety of disabilities, the three most common of which are learning disabilities (42% in AY2013), ADD (20% in AY2013), and psychological disorders (11% in AY2013). The most common accommodations provided include extended test taking time and alternative test taking locations, test readers, and note takers.

In AY2008, OSDS created the FOCUS program to teach specific compensatory strategies and skills sets to students with disabilities while increasing the students' academic confidence and desire to finish college. The FOCUS program plays a significant role in OSDS' effort to increase retention at Eastern. In AY2013, 27 students participated in the FOCUS program. Ten (67%) of the 15 participants who attended FOCUS during both semesters earned cumulative GPAs of 3.0–4.0 for AY2013; all 15 participants earned cumulative GPAs of at least 2.0.

Each semester, students who have received services from OSDS are sent an email asking them to complete an evaluation of their personal experience with the office. During the administration of the Fall 2012 and Spring 2013 evaluations, 95.2% of students agreed or strongly agreed with the statement, "My experience with the Office of Student Disability Services has been positive."

Other areas on campus also provide inclusive services to students with disabilities. The Office of Testing and Evaluation, for example, opened a new testing center for students with testing accommodations in Fall 2013. The general-use computer labs in the Gregg Technology Center and Booth Library provide ADA-accessible computers and multimedia stations for students with sight and hearing impairments.

Religious Diversity

Religious observances play an important role in the lives of students and increase their overall satisfaction with the campus community. Nine religious denominations are directly affiliated with Eastern as recognized student organizations. As part of the university's commitment to diversity and inclusion, students are supported and encouraged to observe their beliefs. Spaces for worship are provided for students whose needs are unsupported by local churches, mosques, and synagogues. A prayer room in the Cultural Center is used weekly. In addition to support services for worshipers, Eastern's curriculum offers a Minor in Religious Studies, an 18-hour study of a variety of religious observances from an interdisciplinary perspective. This minor draws upon six disciplines to address religious issues from varying perspectives. The program makes substantial contributions to the intellectual development of students and contributes to the university's mission of expanding support for diversity and helping students become responsible citizens in a world marked by increasing global and international connections.

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

Over the past decade, Eastern's commitment to civic engagement has continued to grow. As with all aspects of the university, Eastern's commitment to the public good is influenced by our university mission: Eastern's community-based work provides students with essential "applied learning experiences" and opportunities to develop as "responsible citizens and leaders"; offers sites for "high-quality faculty service, research, and teaching"; and honors Eastern's role as a "public comprehensive university" in the state of Illinois.

Eastern's success in areas of civic engagement comes from our close working relationship with the community. Community members play an important role in major campus initiatives, such as the 2011–2012 Strategic Planning process, which engaged a broad range of community members, including local and state-level government officials, business owners, nonprofit community organizers, and citizens. Community members also join with students, faculty, and staff to develop and deliver campus outreach programs. In Eastern's 2013 self-study survey, 75.6% of external constituents agreed that Eastern communicates effectively with its community partners. This effective communication has led Eastern to be responsive to the needs of its surrounding community, according to external constituents (76.5%), students (80.5%), faculty (70.3%), and staff (74.1%).

Eastern's civic engagement can be measured in four ways: volunteer service, service learning, campus programming, and facilities/research. The pages that follow provide data and stories on some of the many ways that Eastern's civic engagement strengthens both the community and Eastern itself.
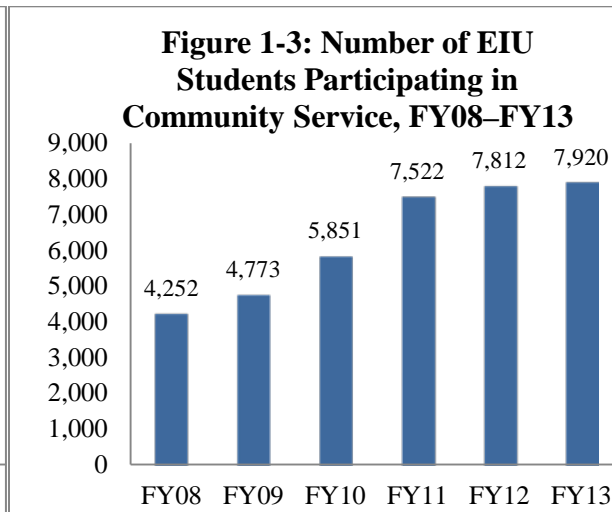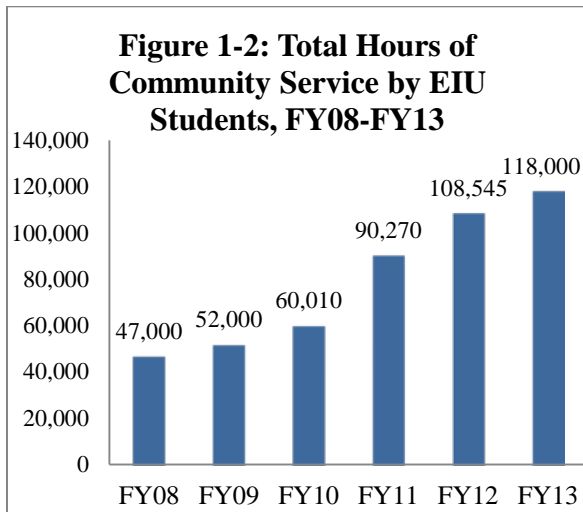
Volunteer Service

One form of civic engagement that sets Eastern apart is the strong enthusiasm on campus for volunteering. In 2012 and again in 2013, Eastern was named to President Obama's Higher Education Community Service Honor Roll; this national designation is "the highest honor a college or university can receive for its commitment to volunteering, service-learning and civic engagement." The honor roll recognizes institutions that deepen their practice of service in ways that lead to a greater sense of responsible citizenship among participants and members of the community. In addition to the honor roll, Eastern has been selected to participate in the Lead Institution, a national initiative on civic learning and democratic engagement. The university was one of 73 colleges and universities in the nation selected for this initiative by NASPA—Student Affairs Administrators in Higher Education, the leading voice for the student affairs profession.

Volunteerism and service have greatly expanded over the past five years (See Figures 1-2 and 1-3). In 2010, President Perry set a goal for Eastern to meet 100,000 service hours and 8,000 student volunteers (annually) by June 30, 2013. By June 30, 2012 the campus community had already eclipsed the service hours goal and by the following year came within 1% of meeting the goal for number of student

volunteers. In the 2012–2013 school year, more than 75% of Eastern students participated in some form of volunteer civic engagement. This growth can be attributed in large part to the opening of the Student Community Service (SCS) Office in Fall 2008. The mission of the SCS Office is as follows:

> Eastern Illinois University's Student Community Service office is dedicated to cultivating citizens of character and integrity. We do this by offering EIU students purposeful opportunities and resources to complement the academic experience. By participating in these programs and services, students are challenged to explore their leadership potential through student-centered programming, service, and experiential opportunities. Our programs and activities support Eastern's mission of enhancing the learning, educational growth, and development of students.

Figure 1-2: Total Hours of Community Service by EIU Students, FY08-FY13

FY08	FY09	FY10	FY11	FY12	FY13
47,000	52,000	60,010	90,270	108,545	118,000

Figure 1-3: Number of EIU Students Participating in Community Service, FY08–FY13

FY08	FY09	FY10	FY11	FY12	FY13
4,252	4,773	5,851	7,522	7,812	7,920

Source: Student Community Service Office

The SCS office coordinates community needs with student abilities and interests to provide rich, mutually beneficial volunteer opportunities. By visiting the SCS website, calling the SCS office, or meeting with an SCS staff member, students can learn about more than 55 on-going volunteer activities, 90% of which are in the tri-county area of Coles, Douglas, and Edgar counties. These volunteer activities include opportunities focused on animal care, advocacy, assistance for individuals with development disabilities, elderly care and support, Health Service, nature conservation, crisis relief and support, youth development and outreach, nutritional assistance, education, and tourism. For example, The Charleston Food Pantry has wanted, for years, to extend to evening hours but did not have the volunteer pool available to complete this goal. Last year, Eastern's SCS Office committed to year-round leadership to administer the food pantry on Thursday nights. The pantry is now open from 5:30–7:00pm each Thursday. During the academic year, it is coordinated, executed, and assisted completely by Eastern students. During breaks, Eastern faculty and staff volunteer. In addition to weekly service opportunities such as this, the SCS office hosts several major campus events each year:

- **Jumpstart 2 G.I.V.E.:** This community service event, held on the Saturday before fall classes start, puts incoming freshmen and transfer students into teams headed by an Eastern staff or faculty member; each group then performs a community service project. This program provides an opportunity for incoming students to engage with fellow students, faculty, staff, and the community while engaging in service. In 2009, the first year of the program, 51% of incoming freshmen and 30.2% of incoming transfer students participated; in 2013, those percentages grew to 73.5% of incoming freshmen and 56.3% of incoming transfer students. In 2013, more than 60 staff and faculty members joined the students in carrying out their service projects.
- **MLK, Jr. Day of Service:** This community service event is held each January on the Monday when classes are cancelled in honor of Martin Luther King, Jr. Student participation in this event

has increased from 100 students in 2009 to 250 students in 2014. Students are joined in their service by faculty, staff, and community members, beginning with just 10 volunteers in 2009 and growing to 65 in 2014.

- **Panther Service Day:** Started in 1993 by Eastern's Student Senate, this community service event, held on a Saturday each April, has been run by the SCS office since 2009. Participation in this event has also increased each year from 200 students in 2009 to 275 students in 2013. In this event, student volunteers are joined by Eastern employees and community members (45 in 2009; 140 in 2013).

The SCS Office has been welcomed by people across campus and the community. Its success over the past six years may be a leading reason why Eastern's 2013 self-study survey found approximately one-third of students (30.6%), community members (37.8%), faculty (31.3%), and staff (36.2%) believe that university-community relations have improved during their time at Eastern and/or in Charleston, as compared to a much smaller percentage believe that relations have declined (6.6% of students, 9.6% of community members, 11% of faculty, and 11.2% of staff). In addition to the opportunities offered through the SCS office, students, faculty, and staff also volunteer in the community through other areas of campus:

- **Academic Departments:** Eastern's faculty and staff are committed to volunteerism through their departments. For example, each February the Department of Mathematics and Computer Science hosts an Illinois Council of Teachers of Mathematics' math contest, which serves approximately 400 students from more than 15 local high schools. Since 2010, faculty volunteers in the department have also provided enriched math programming for third, fourth, fifth, and sixth graders in the Charleston school district's gifted education program. Similarly, the Department of Music offers an opportunity for exceptionally talented high school and middle school string players to perform with the Eastern Symphony Orchestra through the Symphonic Honors Initiative Program.

- **Residential Life:** Students have a wealth of volunteer opportunities through their residence halls. In 2012, for example, the Social Justice, Diversity, and Community Engagement (SJDCE) Committee within Residential Life created a program called Paws for a Cause in which each residential area chooses a local philanthropy to support through direct service and fundraisers. Eastern's chapter of the National Residence Hall Honorary (NRHH) is also active in community service; for example, over the past six years, the NRHH has sold breast cancer awareness t-shirts in the residence halls, raising $29,344 for the Mills Breast Cancer Institute in Urbana, Illinois.

- **Athletics:** Since 2009, the Athletics Department has hosted the Eastern Panthers in the Community (EPIC) program, a team-based competition that awards points for community service, among other areas. Eastern's softball team won the 2012–2013 EPIC trophy after participating in eight service events from September through February.

- **Greek chapters:** Fraternities and sororities at Eastern have a proud history of service. In addition to the individual philanthropies of each fraternity and sorority, community service is an integral part of Greek Week, held each spring. In 2013, the Greek community worked with the Student Community Service Office to hold four service days, which yielded more than 3,500 volunteers and 4,200 hours of service. During this week, Eastern students completed a baseball field, dugouts, and fencing for Humboldt Treatment and Learning Center—a $4,000 project.

- **Campus Ministries:** As discussed in Criterion 1.C., Eastern has an active network of campus ministries, which in turn, are actively engaged in civic engagement. The Newman Center at Eastern, for example, runs a number of programs through its Student Volunteer Center, including Alternative Spring Break. From 2005–2013, 800 Eastern students participated in Alternative Spring Break at approximately 30 different physical locations.

Overall, the volunteer service provided by Eastern students is valued by the community. In a 2013 survey of local non-profit organizations conducted by the SCS office, 90% of responding agencies agreed or strongly agreed that "In general, the student volunteers provided valuable services."

Internships and Service Learning

On the Academic Affairs side, service comes in the form of internship programs and classroom-based service learning. From 2005–2013, more than 5,800 students have participated in departmental internships. These internships vary in length, but the service is consistent and strong. A graduate intern from the English Department used a 150-hour internship to develop and run a therapeutic writing program for women with breast cancer at the Mills Institute for Breast Cancer. An undergraduate from Sociology completed a 400-hour internship with the United States Marshals Headquarters in Arlington, VA, where he worked on the electronic database for newly hired Deputy Marshalls. As another example, the Psychology Department places approximately 30 students each year in human services, human resources, child and/or adolescent services, or the criminal justice system. Psychology student interns have been placed with the Psychosocial Rehabilitation program (PSR) of Life Links, a local county mental health agency. These interns observe—and sometimes facilitate—group therapy sessions for individuals with chronic psychiatric disorders and accompany clients on community outings. Eastern interns provide greatly needed resources and tools to on-campus departments, non-profit agencies, and corporations.

All four colleges offer courses for students to engage in service learning. The Communication Disorders and Sciences (CDS) Department, for example, runs the Speech-Language-Hearing Clinic; seniors and graduate students in CDS provide diagnostic services, speech-language treatment, and aural rehabilitation treatment for people in east central Illinois with communication handicaps; the Speech-Language-Hearing Clinic is now being expanded to include an Autism Center. As a second example, 41 students in 2013 who were enrolled in the newly developed Elementary Education 3050 course (Diverse Contexts that Influence the Learning Process) fulfilled the course's lab requirement by partnering with the SCS Office to coordinate three local afterschool programs at the Salvation Army, ICCS Charleston Teen Reach, and Ashmore Elementary School. As a final example, students in the Department of Foreign Languages provide an after school enrichment program for local elementary school students through two courses in the department's curriculum. Students in FLF/FLG/FLS 3401: Cadet Teaching work in teams to develop a program to introduce elementary school students to the languages taught at Eastern and then go to local elementary schools to deliver the program. Non-teacher certification students in the department may participate in a parallel version of this service-learning project through FLF/FLG/FLS 3501: French/German/Spanish for Young Learners. These programs serve 40–60 local elementary school students each semester. Last, the University Foundations course offered to first-semester freshmen has a required global citizenship component, which is most often taught as a service-learning project. Figure 1-4 below shows the number of students participating in service through University Foundations as well as the number of service hours completed.

Figure 1-4: Number of Hours Volunteered by University Foundations Students, 2006–2013
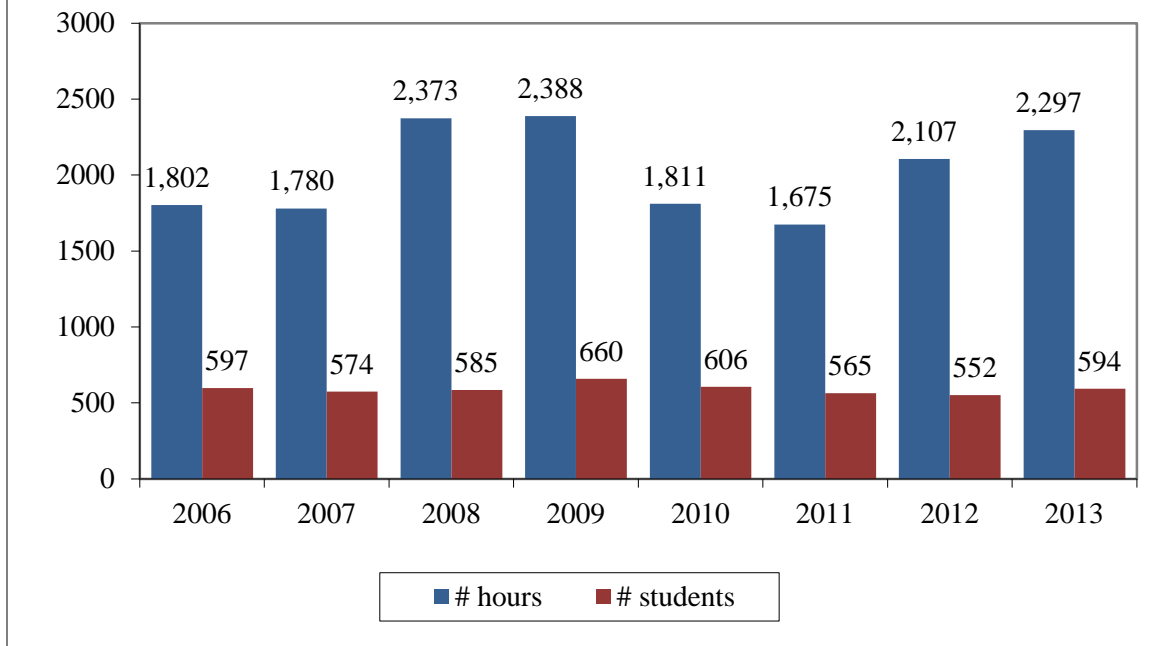
Source: University Citizenship Report, 2013

Campus Resources and Events

Eastern also contributes to the public good through free and low cost campus resources, events, and programming that are available to the local community. One of Eastern's greatest community services comes from the work of WEIU, the local radio and PBS television station, run by Eastern. WEIU provides rich local news and information that fills a great need in our community. With the addition of a new digital tower and transmission facilities in 2007, WEIU's reach has grown from fewer than 100,000 households to more than 525,000 households. Additionally, WEIU's student-manned daily local news program, *NewsWatch*, offers viewers in our broadcast area a unique version of nightly news centered on Coles County and bordering counties. WEIU programming is a six-time winner of regional student Emmy awards for broadcasting, among other recognitions. Additionally, since 2002 the WEIU-TV program *Heartland Highways* has introduced viewers to hundreds of unique people and interesting places in Illinois, Indiana, and Missouri. Other campus resources contributing to the public good include:

- **Child Care:** Eastern coordinates the Child Care Resource and Referral Support Center (CCR&R). Established in 1990 through the School of Family and Consumer Sciences, CCR&R serves six counties in east central Illinois. CCR&R offers referrals of child care providers to parents and families; provides childcare resources and technical assistance to parents, families, and childcare providers; and assists families in paying for childcare. Annually, this program serves an average of 500 families and engages more than 175 childcare providers.
- **Entrepreneurship and Small Business Development:** Established in 2009, the Business Solutions Center is a public-private partnership that aims to spur economic growth by fostering an eight-county region of entrepreneurs who work together to assist and actualize business ideas. During its inaugural year, the Business Solutions Center (BSC) collaborated with more than 30 organizations. That same year, the BSC launched its youth programming, engaging 340 area youth through summer camps, school seminars, and after-school programs geared toward planting the seeds of entrepreneurship (2009 annual report). Since its first year, the BSC has

continued to grow and expand in services and reach. In 2012, the Center experienced a 35% increase in the number of students participating in youth programming. In 2013, the Center provided coaching or training to 4,490 people through its outreach services as well as one-on-one, free, confidential entrepreneurial coaching to 59 new and existing businesses. This coaching generated seven new business start-ups, two business expansions, assistance with the purchase of one established business, the creation of 45 new jobs, and the retention of an additional 8 jobs. Six loans and two grants were secured, and a total of $540,000 in capital was raised (2012 and 2013 annual reports).

1. **K–12 Education:** Originally established as a Normal School, Eastern has always maintained close ties with area schools. One new collaborative program that has been established since the last self-study is the Eastern Illinois Writing Project (EIWP). Begun in 2008 as a chapter of the National Writing Project, the EIWP supports a yearly Summer Institute, professional development activities for teachers who have participated in EIWP, and in-service programming for area schools. For the past three summers (2011–2013), teachers from area school districts, seasoned coaches, and a director and co-director developed thoughtful research projects, created personal writing samples, and demonstrated practical writing across the curriculum lesson applications. As a result of participation in the EIWP, 21 teachers have secured grants for their schools and more than 70 teachers have presented papers and workshops at area schools and conferences. Grant funding also supports the Library of Congress' Teaching with Primary Sources at Eastern Illinois University (TPS EIU), which has been housed in the College of Education and Professional Studies since 2004. TPS offers professional development at regional K–12 schools through presentations and workshops to support educators in their use of primary sources to engage students in critical thinking.

Several units at Eastern host programming, workshops, and classes that are available to community members:

- **Academy of Lifelong Learning (ALL):** Since 2007, ALL has provided community members an outlet for their educational, social, and creative pursuits. The ALL offers multi-meeting courses, single-meeting workshops, social events, Lunch & Learn Lectures, field trips, travel opportunities, and intergenerational opportunities (activities suited for grandparent and child or parent and child); many of these experiences are taught or hosted by full-time or retired Eastern faculty and staff. By becoming Academy members, community residents also have access to free audited courses and discounted tickets to university events. In 2008, the Academy offered 47 classes; by 2013, the number increased to more than 60 different classes and experiences.
- **Tarble Arts Center Education & Outreach:** Each semester, the Tarble Arts Center offers art classes for children, teens, and adults. The Tarble hosts school-based programs in art enrichment, student exhibitions, in-service workshops for K–12 teachers, and an arts-in-education artist residency. In FY2013, Tarble served more than 3,500 people in the community.
- **Adult Fitness:** Hosted by the Department of Kinesiology and Sports Studies, and in collaboration with Sarah Bush Lincoln Health System, the Adult Fitness program is available to adults in Coles County and surrounding areas. Fitness assessments are conducted on all new members to guide the development of an individualized exercise program to help them meet their fitness goals. Members then have access to exercise facilities in the Student Recreation Center. Graduate students support the members through the exercise program. Each year about 200 adults participate in the Adult Fitness program.

Other campus resources include the low cost and free programming offered by the Doudna Fine Arts Center, Tarble Arts Center, and Booth Library. The Doudna and the Tarble provide rich cultural experiences that include student, faculty, and staff performers and artists as well as renowned national and international performers and artists. Since 2008, the Doudna and Tarble have averaged more than 166 events annually with an average annual attendance of 27,000 patrons. Booth Library hosts at least one

major public exhibit, usually in conjunction with public programming, each year. Additionally, Eastern Athletics provides a great community resource in low-cost games and free pre-game activities including home tailgate events, which offer activities and free fun for local families for three hours before the football kick off.

Research and Facilities

An additional area of civic engagement is the outstanding programmatic commitment to our local community through public service grants received by Eastern. These public service grants have provided outstanding new research and experiences for both our campus and community. Since 2004, Eastern has received $56,473,561 in public service funding for programs ranging across all disciplines and fields. One of the biggest grant-funded public service programs was the Peace Meal program, which was sponsored by Eastern from 1976–2013; in 2013, Peace Meal delivered 1,400 meals per day to seniors in 14 counties. (Sponsorship of the program moved to Sarah Bush Lincoln Health Center in 2013.) Additionally, since 2009, Eastern has been home to the Illinois Higher Education Center (IHEC), funded through an annual $225,000 grant from the Illinois Department of Human Services. The IHEC provides technical assistance and professional development for all Illinois institutions of higher education that wish to improve their substance abuse prevention programming and Federal Drug Free campus compliance. In another example of publicly funded service to the global community, through a grant from the US State Department, two School of Business faculty members conducted a week-long economic development workshop for a museum and six other local agencies in Erbil, Iraq.

Another important resources are Eastern's Renewable Energy Center (REC) and the Center for Energy Research and Education (CENCERE). In addition to the potential environmental benefits of operating an experimental facility that researches sustainable methods for producing steam heat, CENCERE contributes to the local economy by initiating or attracting companies to develop technologies in collaboration with Eastern. One example of this research is Eastern's partnership with New Leaf Energy, a local private company exploring the possibility of using recycled wood to supply power plants with pellet fuels. Presently, CENCERE is studying ways to make pellets out of recycled wood such as shipping pallets and scraps from a playground manufacturer. This type of partnership is mutually beneficial to Eastern and the community.

Finally, Eastern's commitment to the community can be seen through the use of its facilities to host camps, conferences, and other events. Of particular note are the diverse range of summer camps and conferences coordinated through University Housing. Since 2005, Eastern has hosted more than 500 camps with a total of more than 104,000 participants. Eastern students and staff provide logistical support to ensure that each camper or conference attendant has a positive experience at both the conference and Eastern. New camps and conferences come to Eastern every year and the return rate is incredibly high: a number of camps have been utilizing Eastern facilities and housing for more than 40 years.

Primacy of the Institution's Educational Responsibilities

Eastern has engaged successfully in civic engagement while maintaining the primacy of students' education. Eastern's 2013 self-study survey indicated that faculty, staff, and students believe that the university is committed to the "student-centered campus culture" described in the university mission. An overwhelming majority of students (80.7%), faculty (84.8%), staff (87.8%), and external constituents (84.7%) agreed that students are Eastern's highest priority.

In addition to campus sentiment, recent audit reports demonstrate that educational responsibilities take primacy over other purposes at Eastern. In May 2013, the Illinois Office of the Auditor General published its report of the Management Audit of Illinois Public Universities pursuant to Legislative Audit Commission Resolution Number 143. In FY2011, the nine Illinois public universities reported spending $1.9 billion on instruction, or 26% of their combined operating expenditures of $7.3 billion. In comparison, Eastern spent $94,171,743, or 40% of its total operating expenditures, on instruction in

FY2011. Only two Illinois public universities spent a greater percentage of their operating expenditures on instruction that year: Governors State University (46%) and Northeastern Illinois University (46%). By the audit's definition, instruction "includes activities carried out to elicit educational change and leads to credit towards a degree, such as general academic instruction; vocational/technical instruction; departmental research by faculty members in lieu of teaching; admissions, registration, and records; and support for instruction (e.g., computing support, curriculum development)" (p. 46). The percentage of Eastern's operating expenditures dedicated to instruction remained steady in FY2012 at 40% and grew to 42% in FY2013.

Eastern's commitment to its educational responsibilities is also evident through data pertaining to the university's administrators found in the May 2013 Management Audit of Illinois Public Universities. In FY2011, Eastern had 98.5 FTE students per administrator, the second highest FTE students per administrator among all Illinois public universities. (Only Northern Illinois University demonstrated greater efficiency, with 108.2 FTE students per administrator.) Eastern had the lowest total cost of administrators per student ($872) among all Illinois public universities in FY2011.

The focus on teaching at Eastern is also clear in Article 8 ("Evaluation and Evaluation Criteria") of the faculty contracts. Unit A (tenure-track and tenured) faculty members are evaluated in three areas to provide a basis for making decisions concerning retention, promotion, and tenure: teaching/performance of primary duties, research/creative activity, and service. Section 8.3.a of the Unit A contract states that "Teaching/performance of primary duties will be considered the most important of the three areas of evaluation." Unit B (annually contracted) faculty are evaluated solely on the effectiveness of their teaching or performance of primary duties (Unit B Contract).

Criterion 1 Strengths and Initiatives

As described in this chapter, Eastern Illinois University successfully addresses the core components of Criterion One: Mission.

The university mission statement, revised in 2007 through a process suited to Eastern's focus on broad representation and shared governance, guides day-to-day operations of academic programs and support services, as well as long-range planning and budgeting. Examples of mission-focused planning have included the Campus Master Plan in 2010, the Strategic Plan in 2012, the Strategic Enrollment Plan in 2014, and the Program Analysis process in 2014. Eastern expects each individual department to specifically identify how its mission explicitly aligns with the mission of the university. All major planning statements and 77% of Eastern's department mission statements are available online.

Eastern's mission statement articulates that the university is committed to diversity and inclusion. This commitment is evidenced by the university's broad definition of diversity and its resulting programming, support services, and funding commitments.

Eastern's mission also demonstrates commitment to the public good through responsible citizenship. That commitment is exemplified by Eastern's naming to President Obama's Higher Education Community Service Honor Roll in 2012 and 2013.

Eastern's funding decisions (as indicated by the university's audit reports) and the primacy of teaching in faculty contracts demonstrate that Eastern's educational responsibilities take priority over other purposes.

Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible

Overview

Eastern's practices, policies, and regulations reflect its commitment to ethics and integrity. Eastern works to ensure that all students and employees understand what is expected of them and know what it means to operate ethically and with integrity. Eastern demonstrates both transparency and responsiveness in its approach to ethics and responsible conduct: policies are developed, supplemented, and revised as needed. Regulations, policies, and processes are all made available on Eastern's website, and many are also available in print format.

Eastern's Board of Trustees (BOT) Regulations and Internal Governing Polices (IGPs) serve as primary guides for the operation of the university. The BOT Regulations outline the structure for Eastern's response to federal and state statutes such as the Family Education and Rights to Privacy Act (FERPA), Freedom of Information Act (FOIA), and Health Insurance Portability and Accountability Act (HIPAA). The BOT Regulations guide the development of Eastern's formal IGPs and the supplemental policies that extend these regulations via contracts, catalogs, and related documents. The BOT Regulations establish an administrative structure for the university and grant the establishment and management of these policies to administration, faculty, and staff. University Counsel monitors the BOT Regulations and guides the BOT when updates and revisions are needed. Eastern's more than 190 IGPs detail how the university and its employees should conduct many of its functions. The process for review and revision of each IGP falls to a policy monitor named in the most recent update of each policy. The nature and scope of the policy determines who is named monitor of that policy. Compliance with the IGPs is the responsibility of every Eastern employee and student.

Other guidelines appear in documents such as the 12 Collective Bargaining Agreements, the undergraduate and graduate academic catalogs, the Student Conduct Code, and the policy on Responsible Conduct of Research.

Eastern's 2013 self-study survey shows that 86.8% of students, faculty, staff, and community members believe that Eastern operates ethically and with integrity. This chapter will illustrate how Eastern has earned such confidence in its practices.

2.A. Eastern Illinois University operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Regulation of Financial Functions

Eastern's financial functions are guided by a hierarchy of policies, including federal regulations, state statutes and policies, Illinois Board of Higher Education (IBHE) policies, BOT regulations and policies, and several university IGPs. To facilitate broad awareness of current policies and regulations, the university newsletter publishes notices of changes that have been made to policies and regulations. The university's Business Office regularly conducts training programs dealing with common issues, such as travel, budgets, and fixed assets.

BOT regulations establish basic policies for financial functions of the university. They direct the president to establish guidelines and regulations for financial processes for the university. The university's financial procedures are based on the recommendations of The National Association of College and University

Business Officers and the requirements of Illinois statutes as outlined in the Illinois comptroller's manual, *Statewide Accounting Management System.* These procedures are continually reviewed, and revisions are instituted as necessary. All policies and processes are available to the entire university community through the University Process Guide webpage, which also includes links to many other university business processes. Also, the university has published a Fiscal Agents Handbook to guide all university fiscal agents in efficiently managing budgets. An updated version of the Fiscal Agents Handbook is currently being prepared.

Mandatory ethics training related to financial functions

It is the responsibility of all employees to behave in an ethical and legal manner in all functions, especially financial ones. To ensure that employees are aware of expectations, annual ethics training of all university employees is required by the State Officials and Employees Ethics Act (5 ILCS 430/5-10); new employees complete this training within 30 days of the commencement of employment or appointment. This required training of all public-university employees includes topics related to proper use of university funds and resources and appropriate behavior in relationships with businesses that may have transactions with the university. Employees who fail to complete the training in a timely manner may be sanctioned with fines. Compliance with this mandate is 100% for faculty and professional staff and in the last year, there were only six instances of noncompliance among student employees. Additionally, to avoid conflicts of interest in financial matters, all employees with any procurement authority or other financial function are required by the Illinois Governmental Ethics Act to file annual Statements of Economic Interest with the University Ethics Officer, who reviews the statements and forwards them to the Illinois Secretary of State.

Monitoring of purchases and property control

All purchases must be made in accordance with BOT regulations, university policies, the Illinois Procurement Code (30 ILCS 500), the Joint Committee on Administrative Rules (JCAR) Administrative Code, and the Administrative Affairs' Purchases IGPs (IGPs 103–106 and 108–110). These purchasing regulations are written to ensure appropriate approval for purchases is obtained, to verify that vendors meet all requirements for conducting business with the state of Illinois, to provide evidence that competitive bidding processes are conducted fairly, and to determine that contracts are prepared in an appropriate manner that protects the interests and financial assets of the university.

Table 2-1 details the levels of approval needed based on purchase amount. For purchases of items up to $2,500, the university has instituted a MasterCard Purchase Card (P-Card) system. This increases the efficiency of making purchases but increases the risk of inappropriate purchases. To manage the risk, Eastern has established clear procedures for use of a P-card. For instance, the Business Office requires P-Card users to participate in mandatory training before use of a card, and clear procedures have been established regarding cardholder privileges to prevent practices that could lead to suspension of P-card privileges.

Table 2-1: Approvals Needed for Purchase Levels	
Purchase Amount	**Approval needed**
Up to $25,000	Financial Manager (or designated proxy) approval
Greater than $25,000; less than $100,000	Vice President
Greater than $100,000; less than $250,000	President
Greater than $250,000	Board of Trustees

Control of assets is guided by *IGP 163—University Personal Property Control*. The property control system includes online inventory lists of the property assigned to each fiscal agent. Table 2-2 shows how the different levels of property values are tagged and tracked.

Table 2-2. Property Control System Inventory Levels	
Value of Property	**Tag needed**
Up to $100	No tag needed
Greater than $100; less than $500	Blue tag
Greater than $500 or high-theft item	Red tag

A red tag carries a unique property identification number and associated barcode. Fiscal agents are required to perform an annual inventory of assets with initial purchase values of $500 or greater. Assets discovered to be missing during an inventory must be reported as lost or stolen to the University Police Department (UPD). The UPD forwards a report to the University Property Management Department, who requests that the state's Central Management Services (CMS) Department approve the tag as disposed. After Eastern's Business Office receives signed approval from CMS, the university marks the item with a code that signifies it was lost or stolen.

Excess property is disposed of in a manner consistent with the State Property Control Act (30 ILCS 605/) and procedures established by CMS. All excess property of value, based on purchase cost, must be transferred to CMS, which then handles the disposal of the property; all proceeds are retained by the state of Illinois. Any material that is deemed to be scrap is recycled by the university when possible; all proceeds from recycling must be remitted to the state of Illinois.

The annual inventory process is time consuming, with required visual confirmation of the tagged property. As a result, the university is continually researching ways to improve the efficiency and/or methods of managing this process. For instance, in 2012 an online system was developed to help address these issues. Current financial constraints, however, limit Eastern's ability to manage fully this function in a manner that meets standard business protocol.

Auditing and compliance

To ensure the university complies with its own policies and with federal and state regulations, Eastern has established an independent internal auditing department, as required by the Illinois Fiscal Control and Internal Auditing Act (30 ILCS 10). The internal auditors are responsible for providing information to the BOT and the president about the adequacy and effectiveness of the university's system of controls and quality of operating performance. The auditing department staff is required to adhere to the Illinois Fiscal Control and Auditing Act. This act established the State Internal Audit Advisory Board (SIAAB), which sets the standards for internal auditing in the state of Illinois. SIAAB has adopted the Institute for Internal Auditing's definition of internal auditing, code of ethics, and International Standards for the Professional Practice of Internal Auditing.

The qualifications of Auditing Department staff members exceed the minimum qualifications set by the state of Illinois. Auditing staff are members of the SIAAB. In addition, university policy requires that all auditing staff members complete a minimum of 80 hours of acceptable continuing professional education (CPE) over each successive two-year period. The quality assurance program addresses supervision, internal review, and external review of the internal auditing program. In support of CPE, the university provides self-study materials to the internal auditing staff. To conduct robust formal internal reviews, Eastern also relies on an annual external audit to assist in identifying any process or procedural deficiencies.

The Internal Auditing Department reports its results directly to the president of the university. A typical auditing report may find issues of noncompliance to an Illinois state statute, BOT Regulation, IGPs, or good business practice. The auditors discuss the issues with the staff members during the audits. In most cases, corrective action has been taken before the completion of the audit. For instance, during one audit, it was discovered that the employment office had the same system access as the payroll office; security

access was corrected immediately to establish proper internal control and separation of duties, thus eliminating a potential audit finding.

The Illinois Auditor General conducts an annual external financial audit and a compliance audit. On average, these audits have revealed five to ten findings annually, which is normal for state educational institutions. The FY2013 audit included five material findings, a marked improvement over the FY2012 audit, which included 16 material findings. The university promptly responds to correct any issues revealed by external audits. All annual external financial audits have concluded that the financial statements of the university fairly represent the financial position of the university. Additional information on Eastern's internal and external auditing processes can be found in Criterion 5.D.

The business office personnel are qualified for the functions of their positions. About one-third of the professional staff members hold master's degrees in Business Administration. The staff includes four certified public accountants, and several individuals on staff are members of appropriate professional organizations. Continued professional development is encouraged. Staff participate in webinars and courses offered by the state comptroller, attend professional conferences, and engage in mentoring practices.

Regulation of Academic Functions

Eastern takes seriously its commitment to provide all individuals within the community a fair opportunity to pursue academic interests to the best of their abilities. The Preamble of the collective bargaining agreement between the university and the University Professionals of Illinois faculty union states:

> The Board of Trustees affirms that academic freedom shall not be abridged and joins the numerous other organizations that have endorsed this principle. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom of learning. Academic freedom as it relates to research and creative activity is fundamental to the pursuit of truth and the advancement of knowledge. The right of the faculty member to academic freedom carries with it correlative obligations and responsibilities.

Article II Section D of the BOT's Governing Policies addresses in greater detail Eastern's expectations of academic freedom and academic responsibility and is detailed in Criterion 2.C. To ensure that academic freedom in teaching functions is consistent with the mission, the university has three faculty governance organizations that approve academic programs, curricula, and academic regulations:

- The Council on Academic Affairs (CAA), responsible for the oversight of undergraduate programs and curricula;
- The Council on Graduate Studies (CGS), responsible for oversight of graduate programs and curricula;
- The Council on Teacher Education (COTE), responsible for oversight of all programs and curricula related to the preparation of school personnel.

These bodies set course approval methods and guidelines, approve new courses and changes to existing courses, approve new programs and revisions to existing programs, and establish academic regulations for their respective areas of responsibility. All three of these academic governance organizations are required by their bylaws to have broad representation from all academic colleges. Representation on each committee is fulfilled through faculty elections specific to each college and, in some cases, specific to a department.

Externally, the Illinois Board of Higher Education (IBHE) has oversight over programs of study and must approve any new degree program offered by the university; the IBHE also mandates reviews of existing programs (See Criterion 4.A.). IBHE approves and reviews programs based on the mission, focus, and priorities of the university. Since the last self-study, IBHE has approved ten new programs at Eastern:

- BA in Chemistry
- BFA in Art
- BS in Adult and Community Education
- BS in Nursing (RN to BS)
- MS in Geographic Information Sciences
- MS in Sustainable Energy
- Post-Baccalaureate Certificate in GISci for the Environmental Life Sciences
- Post-Baccalaureate Certificate in Public Planning
- Post-Baccalaureate Certificate in Reading Instruction
- Post-Baccalaureate Certificate in the Teaching of Writing

The addition of these programs demonstrates that Eastern continues to keep its curriculum both dynamic and relevant to public needs.

Student academic policies are stated clearly in the undergraduate and graduate catalogs; new policies must be approved by CAA, CGS, and/or COTE. These policies address both expectations of students and rights of students in their academic endeavors. Standard I of the Student Conduct Code defines appropriate student academic behavior: "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." The Conduct Code also clearly details violations of this standard, with the first of five violations explained as "conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data."

The Office of Student Standards is responsible for oversight and enforcement of the Student Conduct Code. Student Standards also encourages faculty to include in their syllabus the importance of academic integrity in the classroom and the potential consequences for dishonesty. The office provides ongoing training to faculty and students on academic integrity, and a Student Standards staff member meets with every new faculty member to explain the reporting and sanctioning process of academic integrity concerns. Faculty members can report academic integrity concerns online or in hard copy, presenting the original documents to be reviewed by a staff member of Student Standards. Faculty members are encouraged to meet with the student to address the academic integrity concern; faculty have the academic freedom to assign the grading penalty they believe to be most appropriate. If the student acknowledges academic dishonesty, Student Standards will generally assign an online educational sanction. If the student disputes the academic dishonesty, the violation is severe, and/or the student has a previous violation, a Student Standards staff person will meet with the student. The staff person then decides whether the violation can be resolved informally in the office or whether a hearing is needed.

Due process for students accused of academic misconduct requires substantiation of any charges before the university or a faculty member can initiate appropriate penalties. Sections 7–14 of the Student Conduct Code detail the process that students facing allegations have a right to pursue to ensure a fair application of the policies and potential sanctions. On average, there are 84 cases of admitted or determined academic misconduct each year.

Eastern has encouraged a culture of civility, honesty, integrity, responsibility, and ethical behavior in students' pursuit of academic and personal success. Students, faculty, and staff share responsibility for ensuring that these values and expectations are pursued and monitored. The annual ethics training, discussed above, addresses issues of academic ethics and integrity. The university's IGPs also provide guidelines for the ethical use of information resources, including *IGP 48.4—Use of Materials Protected by Copyright* and *IGP 74—Falsification of Records*.

IGP 11.1—Consensual Relationships prohibits consensual romantic or sexual relationships between students and educators, administrators, or staff while the educator, administrator, or staff is in a supervisory academic position of power or authority over a student. Eastern expects all employees,

including graduate assistants, to behave in a manner that reflects the highest level of professional and ethical responsibility and maintains the integrity of the teacher/administrator/staff-student relationship.

Regulation of Personnel Functions

The Department of Human Resources (HR) is responsible for the administration of payroll, compensation, benefits, and continued development of employees. The Office of Civil Rights and Diversity (OCR), which is an independent office outside of HR, oversees the process of recruitment and hiring of faculty and administrative/professional staff. These offices are responsible for ensuring that all personnel functions comply with local, state, and federal laws. Policies and procedures for recruitment and hiring can be found on the OCR and the HR websites.

Eastern is committed to civil rights protection, affirmative action, and diversity through the implementation of best practices, which is guided by the OCR. *IGP 174—Diversity, Nondiscrimination, and Affirmative Action* prohibits "discrimination based upon race, color, sex, religion, age, national origin, ancestry, marital status, disability, veteran status, sexual orientation, gender identity, or any other basis of discrimination precluded by federal and state statutes." *IGP 172—Affirmative Action Procedures for Specified Veterans and Applicants and Employees with Disabilities* specifically addresses procedures for veterans and those with disabilities. Accommodations for individuals with disabilities are further defined in *IGP 178—Discrimination Under the Americans with Disabilities Act*, including the appropriate personnel to contact for accommodations. Each year, the OCR prepares an Affirmative Action Plan containing these policies and provides guidance in the recruitment and hiring of all personnel. The OCR also investigates complaints of discrimination, recommends remedies to the appropriate university officials, and monitors the overall campus climate for diversity.

Transparent and comprehensive personnel hiring processes

Employees at Eastern are classified into one of five categories: (a) tenure-track faculty, (b) non-tenure-track faculty, (c) continuing administrative and professional, (d) non-continuing administrative and professional, and (e) civil service. Before any vacant position can be filled, the department chair/head must complete a Personnel Authorization Request (PAR) and forward it through the dean/director to the appropriate vice president. The president must authorize every PAR, whether the request is for a new position or to replace a position that has been vacated.

Civil service positions are defined by the State Universities Civil Service System (SUCSS), as dictated to all state-supported institutions in Illinois. Eastern has an open application process for civil service positions. The Office of Employment and Examinations in HR coordinates recruitment and employment of civil service personnel, administers the civil service examinations, and maintains the registers of those who have tested for civil service positions. Applicants who are veterans may receive additional points upon providing appropriate verification of veteran status. In order to eliminate bias, current employees in the human resources area interested in promotional lines have their exams graded by the SUCSS office. Those who receive passing scores on the exam are placed on a register for the appropriate job classification in descending order. Typically the top three interested applicants will be invited to interview for a vacant position with the hiring department. In accordance with SUCSS guidelines, units may request specialty factors be attached to positions when special skills are needed. The hiring department makes the decision of whom to hire, and they notify HR of their choice.

The OCR has established the procedures that must be followed when filling faculty and administrative positions. The hiring agent is responsible for completing four standard forms: Personnel Authorization Request (PAR or Form A), Recruitment Plan (Form B), Candidate Selection Form (Form C), and Request to Offer an Appointment (Form D). The hiring agent is responsible for developing a recruitment plan that encourages a large, diverse, qualified applicant pool, as well as assembling a screening committee. All vacancy announcements and advertisements must state the list of documents that constitute a complete file and the review and/or closing date for the position. In addition, the announcement must include the

statement: "Eastern Illinois University is an equal opportunity/equal access/affirmative action employer committed to achieving a diverse community." The hiring agent specifies which recruitment sources will be used, including national publications, professional newsletters, and the university newsletter. The OCR director must approve the recruitment plan (Form B). After the screening committee has completed its review of all applicants, the chair of the committee completes the Candidate Selection Form (Form C), recommending the candidates to be invited for campus interviews, as well as reserve candidates. The director of OCR is responsible for determining if the candidate pool was appropriate in size, quality, and diversity for the position, and may recommend reopening the screening process, filling the position temporarily, or canceling the screening process. To extend an offer of employment, the hiring agent completes the Request to Offer Appointment (Form D), securing signatures from the department chair, the dean/director, director of OCR, and vice president. Form D requires the hiring agent to list the names of all candidates interviewed but not recommended for appointment, with an explanation of how the candidates were less competitive for the position, including a list of strengths and concerns compiled from the screening committee and others who participated in the candidate's campus interview.

In the event that an administrative or faculty position is to be filled with a temporary appointment, a rationale must be prepared and approved by the director of OCR and the appropriate vice president. This rationale must include the reasons for filling the vacancy on a temporary basis, the process for consulting constituencies who will be affected by the temporary appointment, and the plan for conducting a search for a permanent replacement. In the event that a hiring agent is reassigning a staff or faculty member or expanding duties to fill a vacancy, a similar rationale must be completed and approved.

Finally, a number of positions at Eastern require that a background check be performed as a hiring contingency. *IGP 3—Background Investigations for Positions of Trust* identifies those positions that currently require background checks. Should the background check reveal any issues that require additional evaluation, the hiring manager and the HR Director would be consulted to determine if the findings would adversely affect any previous decision. Should the background check result in an adverse hiring action, the potential employee must be notified and given the opportunity to defend any nonfactual data.

Once hired, employees are regularly evaluated using a process that is similarly comprehensive and transparent. Criterion 5.D. discusses these processes.

Training for new and continuing employees

Eastern provides New Employee Orientation to new employees. The program provides information about the mission and operation of Eastern, as well as an overview of human resources, campus technology, and the processes and use of employee evaluations. Individual departments are responsible for providing both department-specific and position-specific training to new employees.

Eastern employees are required to complete up to four training programs, with new hires being required to complete these programs as soon as they are hired. First, all employees, including student employees, are required by the state of Illinois to complete annual ethics training, discussed above. Second, effective 2011, Identity Protection Act training is required for all employees who have access to social security numbers. Third, effective December 2012, all new personnel are required to acknowledge their understanding of their responsibility to report child abuse and incidents of neglect by completing training offered by the Illinois Department of Family Services. Finally, the Office of Civil Rights and Diversity provides training to all new employees regarding the identification and prevention of sexual harassment, per *IGP 175—Sexual Harassment*. Refresher training is required of all employees every three years.

A variety of additional training opportunities are offered to employees through offices such as Faculty Development, the Office of Training and Development, and the Center for Academic Technology Support (CATS). This training is discussed in Criterion 3.C.

Processes for dealing with employee conduct

Eastern believes in progressive discipline when there is a need to correct employee conduct. *IGP 35— Civil Service Disciplinary Management* and *IGP 31.1—Employment Actions: Administrative Employees* outline the appropriate forms of disciplinary action that may be used to address employee conduct. For Civil Service employees, the guidelines for supervisors are also specified, including the process for investigation and review of possible infractions. Civil Service employees may request clarification or provide a written statement at any step in the disciplinary process.

An employee can appeal a disciplinary action as outlined in *IGP 36—Civil Services Employees Grievance Policy* using a grievance procedure through the Office of Employee and Labor Relations. (Faculty grievances are handled through the faculty union, which has an appointed Grievance Officer.) The grievance procedure is clearly articulated; each step must be completed in order and according to a strict timetable. If the grievance is not resolved at one level, it continues to the next level:

1. Employees are encouraged to first attempt to resolve their concerns informally, with a decision being delivered to the employee within ten days of the initial meeting.
2. The grievance may be presented in writing using the appropriate form specific to the employee's employment status within five days of the informal decision. A response will be made within ten days of the presentation of the grievance.
3. The grievance may be submitted to the director of Employee and Labor Relations within five days of the previous response. The director will review the grievance and make a written recommendation to the appropriate vice president within ten days of the receipt of the grievance. The vice president will review the documentation and recommendation and respond in writing to the grievance within ten days.
4. The grievance form may be submitted to the chair of the Civil Service Council Grievance Committee within five days of the response from the vice president. The committee will review the grievance and make a written recommendation to the appropriate vice president within ten days of the receipt. The vice president will review the committee's recommendation and issue a written decision within ten days.
5. The employee may appeal the decision to the president within five days of the decision of the vice president, and may not introduce any new information. The president will review the grievance and any appropriate recommendations and make a decision in writing within ten days. The decision of the president is final.

In the past academic year, all nine civil service grievances were settled amicably. Two of the six faculty grievances were resolved or withdrawn; the others remain in progress.

An administrative employee may be terminated for adequate cause as detailed in *IGP—131.1 Employment Actions—Administrative Employees (Non-Negotiated)* at any time after notice to the employee and an opportunity to be heard. Adequate cause means one or more acts of omission that directly or substantially affect or impair an employee's performance or ability to fulfill his or her duties. The process of termination is initiated by the president, with a notice of termination being made in writing to the employee. The employee has the right to submit a written response within fourteen calendar days and may also request a meeting with the appropriate vice president. A decision must be provided to the employee within fourteen calendar days. If the decision is termination of employment, the employee may appeal the decision to the president within fourteen calendar days of notification. The decision of the president is final. Recently, an administrative and professional employee was terminated for falsifying his degree when applying for his position.

Regulation of Auxiliary Functions and Related Services

For financial reporting, Eastern's definition of "auxiliary services" is differs somewhat from the one offered by HLC. In the following discussion of auxiliary services, we include additional student services

that, while not technically auxiliary, might be considered as such by the HLC due to the nature of student service provided outside of the academic mission of the university. Each of these services is operated under the supervision of the Vice President of Student Affairs.

Textbook Rental Service

Textbook Rental Service (TRS) provides cost-effective access to textbooks. Students rent their textbooks each semester via a student fee rather than paying for them. TRS saves the average Eastern student about $600–$800 per year and provides students a single pre-determined fee per credit hour for textbook costs; for Fall 2014, the fee is $9.75 per credit hour. In 2008, with student approval, the TRS fee increased by $1.00 to help retire the construction debt of the TRS building that opened in 2010. TRS has four full-time staff members and typically 20 student helpers. Discarded textbooks are sold to students first, and the revenue goes back to TRS for purchasing new textbooks. The TRS Advisory Committee reviews policies and recommends cost limits.

Parking Services

The campus parking policy is detailed in *IGP 159—Parking and Vehicle Control*, and parking regulations are documented in *Parking and Vehicle Control Regulations*. By Illinois court decision, parking fees are a mandatory matter for collective bargaining. Regulations for parking are approved by the President's Council with recommendations from the University Parking Advisory Committee. By Illinois court decision, parking fees are a mandatory matter for collective bargaining. A fee is charged for all individuals who park a motor vehicle in a campus parking facility. The University Police Department (UPD) enforces parking rules. UPD officers are trained, state-certified peace officers; during fall and spring semesters, parking tickets may also be issued by student workers employed and trained by UPD. All collected parking fees and parking violation penalties are used to support the fiscal operations of UPD vehicle registrations, enforcement, and parking facility maintenance and improvement. The collection and expenditure of parking-related revenue is subject to the same financial rules and regulations established for the university in general. The parking regulations establish an appeal process for individuals who contest parking violations. Appeals are acted on by the University Parking Appeals Committee, which has broad campus representation.

Health Service

University Health Service operates a medical clinic that is subject to federal and state laws governing medical facilities. *IGP 83—Health Service Board*, establishes the Health Service Board, which has the responsibility to review, study, and make recommendations concerning University Health Service. The Health Service Board also has fiscal oversight for all student activity fee revenues received by Health Service and the Pharmacy. The medical clinic is open to all students, with general medical visits and health assessments provided to students at no cost. Additional medical services and health assessments may be offered for an additional fee. Health Service publishes its policy regarding definitions of student and non-student status and the corresponding fees based on these definitions. Health Service medical staff include three board-certified medical doctors, two nurse practitioners, one physician assistant, and nursing staff.

Health Service also operates the Health Education Resource Center (HERC). The HERC's mission is to reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities. The implementation of this mission takes the form of a proactive health program that includes a physical facility, a website, and educational events that provide information on alcohol use, nutrition, sexual health, sleep health, tobacco use, and more. The HERC is discussed in more detail in Criterion 1.B.

Martin Luther King, Jr. University Student Union

The Martin Luther King, Jr. University Student Union houses several retail operations, including a bookstore, a bowling alley, a convenience store, a food court, a copy service, a hair salon, and a coffee

shop. In addition, the Union staff manages space that includes a number of meeting rooms and two ballrooms that are available for student organizations, general university usage, and rental to externally sponsored events. A catering service operation serves all events that take place in the Union facilities as well as other events on campus.

All Union operations are governed by the university's financial rules and regulations and are subject to university auditing processes. In addition, several policies governing individual operations of the Union have been adopted, including space usage, catering policies, and liquor services at events. The University Bookstore operates an Internet commerce site, which collects personal data gathered through registration and purchases. As such, the University Bookstore has established an appropriate privacy policy to protect customer data gathered electronically. The Union's management staff continually solicits and reviews suggestions for improvement in the Union's function.

Campus Recreation

A high quality recreation program plays an important role in recruitment and retention of students and employees. The university recognizes students' need to have access to an appropriate recreational facility and program for their physical health and general well being. To serve these needs, the university has established *IGP 77—Campus Recreation Department*, which provides both informal and formal opportunities for students. The Recreation Department offers facilities and equipment for individual and non-structured group use, a fitness class program, and an intramural sports program.

Campus Recreation is funded through student fees and revenue generated by the sale of memberships to the non-student campus community. The Campus Recreation program offers its first-rate recreational facility and intramural sports program to students for a significantly lower fee ($6.04 per credit hour) than charged by peer institutions with equivalent or lower quality facilities and programs. The low cost to Eastern students is accomplished by making efficient use of a small number of dedicated, professional staff working together with graduate assistants and many student workers. Group fitness instructors and intramural sports officials are required to undergo appropriate training. The group fitness instructors are required to have a full semester of training and co-teaching experience with a qualified instructor. All Zumba course instructors, one Tabata instructor, and two group fitness instructors are nationally certified.

The Campus Recreation Department has established an Intramural Sports Handbook with policies for the use of its facilities and for participation in its intramural sports activities. These policies address issues of fair access to all students and non-student members, appropriate behavior, and consequences of rule violations. Eastern employees and spouses may purchase a membership to the facility. There is continual collection of feedback from users about policies and facilities. For example, when new exercise equipment is considered for purchase, a demonstration period is arranged with a manufacturer or vendor. During the demonstration period, users provide feedback on the equipment to inform the purchasing decision.

Safety of working environment

Guided by the department of Environmental Health and Safety, Eastern has performed well in keeping accidents at a minimum: reportable accidents have steadily declined from 137 (2006) to 81 (2009) to 41 (2013). In addition, advancements in fire prevention technology on Eastern's campus protect lives and property. Eastern has been recognized by the Illinois Office of the State Fire Marshal as being the first university in Illinois to install the required sprinkler system in all residence halls and Greek life buildings.

Safety and security are an integral part of Eastern's operational plan. For all major sporting and academic events hosted by the campus, Incident Action Plans have been developed, notifying responding agencies of conditions inherent with the event. As an entity of the state of Illinois, Eastern is the "Agency Having Jurisdiction" over building codes and life safety requirements, a responsibility it takes seriously, following all rules and regulations; all aspects of university campus safety policies reflect this commitment.

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

Eastern communicates effectively with respect to student recruitment, enrollment, program offerings, and costs through several web portals (accessible through Table 2-3). The effectiveness of Eastern's communication efforts is evidenced by the results of Eastern's 2013 self-study survey, in which only 3% of student respondents disagreed that Eastern's academic programs are clearly presented.

Table 2-3. Current Institutional Marketing Portals		
Recruitment and Enrollment	**Program Offerings**	**Costs**
Getting to Know Eastern	Undergraduate / Graduate catalogs	Costs to attend
Recruitment and Student Portal	Academic programs	College Portrait of Undergraduate Education
Eastern at a Glance	Programs by major	

Prospective students are guided through the application process from the admissions website accessed through Eastern's homepage. The website provides information on the admission process, requirements, and timelines; information about Eastern's campus; and instructions for scheduling a visit to Eastern. Additional information about academic programs can be accessed through a special portal labeled "MyEIU" that connects through Facebook. Additionally, prospective students can meet with faculty to discuss specifics regarding programs and academic requirements.

Each academic program's curriculum requirements are documented in Eastern's online undergraduate and graduate catalogs. The academic catalog provides a portal for learning more about undergraduate and graduate programs through links to departmental webpages. Eastern's 2013 self-study survey demonstrates the essential nature of this document: 82.2% of student respondents use the academic catalog to find information.

Eastern's 2012 Strategic Plan delineates strategies to further enhance communication and marketing. One strategy currently being implemented is to enhance Eastern's presence on social networks. In addition, a new project tracking system has been implemented to evaluate the impact of Eastern's marketing activities on student recruitment.

Tuition and Costs

Tuition rates for students are documented on Eastern's Academic Catalog portal. To assist students in comparing costs and financial aid, Eastern provides links to online cost calculators offered through the College Board and the Illinois Student Assistance Commission, as well as a financial aid calculator. In Eastern's 2013 self-study survey, 83% of student respondents agreed that Eastern's tuition rates are clearly presented. Another example of Eastern's clear presentation of costs to students is Textbook Rental Service, discussed above in Criterion 2.A.

In 2004, Eastern implemented a guaranteed tuition rate plan: during a student's first four continuous years at Eastern, the full-time tuition rate remains constant. In the Fall 2010, this statute was modified to extend tuition affordability. After four years, the student is switched to the hourly rate that was in effect the year after the student started; students keep this second rate for up to two additional years as long as they remain undergraduates. After that, students are assigned to a non-guaranteed undergraduate rate.

In November 2013, Eastern's Board of Trustees (BOT) voted not to increase tuition rates for AY2015, the first time since AY1993 that tuition rates will remain constant. The BOT also voted at the same time to keep room and board rates constant for the AY2015 year. This decision reflects Eastern's commitment to its role as a "public comprehensive university" and to providing "superior, accessible undergraduate and graduate education."

Faculty, Staff, and Accreditation

Eastern discloses the names, credentials, and academic units of its faculty in its online faculty directory. Department websites provide further information about faculty members' teaching assignments, curriculum vitae, and contact information. Eastern displays the accreditation status of its academic programs with the Higher Learning Commission (HLC) and other accrediting agencies on a number of university websites, including the Office of the Provost and Vice President for Academic Affairs, Eastern at a Glance, the undergraduate and graduate catalogs, and the 2014 Eastern NCA Self-Study webpage. Accreditation descriptions provide comprehensive information about the accreditation status of Eastern's academic programs to prospective students, current students, and the general public.

As an institution, Eastern is accredited by the HLC, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, and the National Collegiate Athletic Association (NCAA). Eastern holds two different levels of accreditation for teacher preparation. The initial teacher preparation (ITP) level includes all programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first teaching license, and the advanced teacher preparation (ADV) level includes all programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed the ITP or (2) the preparation of other professional school personnel. Criterion 4.A. lists 30 other accrediting bodies that accredit academic programs.

2.C. The Governing Board of Eastern Illinois University is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Eastern Illinois University is independently governed by its own Board of Trustees (BOT), which was constituted on January 1, 1996, after the dissolution of the statewide Board of Governors system. The BOT is established in the Illinois Compiled Statutes (ILCS) by Eastern Illinois University Law (110 ILCS 665/10-10), which states,

> There is hereby created a body politic and corporate which shall be styled the Board of Trustees of Eastern Illinois University . . . which shall operate, manage, control, and maintain Eastern Illinois University in accordance with the rights, powers and duties now or hereafter vested by law in that Board.

The BOT operates under the laws of the state of Illinois, specifically those found in the Board of Higher Education Act (110 ILCS 205/). This act describes specific duties of the BOT as well as limitations to its power. Seven of the BOT's eight members are appointed by the governor to six-year terms; the student representative is elected annually by the student body. No more than four of the appointed members may be affiliated with the same political party. Further details regarding membership, as well as the powers and duties of the BOT, are found in the BOT bylaws.

The BOT is committed to preserving and enhancing the educational mission of the university:

> The Board herewith adopts Bylaws, Governing Policies, and Board Regulations intended to encourage and facilitate cooperation among the Board, the President, faculty, staff, and students in their mutual efforts to strengthen, improve, and protect the integrity of the education provided at the University. (BOT Bylaws)

During its regular meetings, the BOT often recognizes members of the Eastern and Charleston communities for their work in advancing the university's mission. In Eastern's 2013 self-study survey, 73.7% of all respondents indicated that the BOT acts with the best interest of the institution in mind.

Openness of BOT Decision-making Deliberations

Regular and selected special BOT meetings are open to the public; the BOT holds these meetings in accordance with Section 10-25 of Eastern Illinois University Law (110 ILCS 665/) and the requirements of the Illinois Open Meetings Act (5 ILCS 120/). BOT regulations, bylaws, minutes, reports, and agendas are available on the Eastern BOT website, with audio of meetings also available since January 22, 2010.

The online index makes readily available the full bylaws, including powers and duties of each officer, membership, adoption/amendment of bylaws, authority and responsibility of the BOT, meeting dates and places, elections, executive committee, indemnification, removal from the BOT, university management, and special BOT meetings.

The BOT invites participation by members of the university community in the form of presentations to the Board. The president attends all regular BOT meetings and gives reports on issues of interest to the Board. The BOT invites reports from its three constituencies—the Faculty Senate, Staff Senate, and Student Government—at all of its regular meetings. The BOT also hears reports from external constituencies, such as the Alumni Association and Annuitants. Members of the public are afforded time for comments at the end of each BOT meeting.

BOT Independence

To protect the freedom of BOT members to act in the best interests of the university, the State Employee Indemnification Act (5 ILCS 350/) protects BOT members from civil litigation. In 5 ILCS 350/2, BOT members are defined broadly as employees of the state: "The term 'employee' means any present or former elected or appointed officer, trustee or employee of the state, …" Section 2 states that,

> In the event that any civil proceeding is commenced against any State Employee arising out of any act or omission occurring within the scope of the employee's state employment, the Attorney General shall, upon timely and appropriate notice to him by such employee, appear on behalf of such employee and defend the action.

As state employees, BOT members are required to discharge their duties responsibly and ethically according to the wide-ranging State Officials and Employees Ethics Act (5 ILCS 430/). For example, BOT members are restricted on giving and accepting gifts (5 ILCS 430/10-10 *et seq.*); prohibited from accepting employment from organizations involved in state contracts in which they held involvement (5 ILCS 430/5-45); and prohibited from making any offer or promise on the behalf of any state-administered program (5 ILCS 430/5-30). By performing their duties in conjunction with this law, BOT members are protected from undue influences from both internal and external constituencies.

BOT Delegation of Day-To-Day Management of the Institution

The BOT endorses the principle of shared governance within the framework of its governing documents, while recognizing that the mission of the university is complex and imposes interdependent relationships between the BOT and the university community. As the final institutional authority, the BOT delegates primary responsibility for management of the university to the president, with the understanding that provisions shall be made for advisory participation by faculty, staff, and students in university decision making. The responsibilities of the president as chief executive officer and chief budget officer for Eastern are summarized in Article 2B of the Board of Trustees Governing Policies (1997). Day-to-day management of the institution is delegated to the president or to those to whom the president has delegated specific responsibilities.

Although the BOT holds primary authority over the university's operations, it embraces shared governance. The BOT shares governance with three constitutional bodies: the Faculty Senate, the Staff Senate, and the Student Senate. The BOT also interacts with the Council on University Planning and Budget, which is comprised of faculty, staff, and students selected to represent academic and support areas broadly (Article 2E Board of Trustees Governing Policies pgs. 7–10).

Eastern Illinois University - University Professionals of Illinois (EIU-UPI) is the collective bargaining agent for the faculty and academic support professionals at Eastern. The BOT and EIU-UPI recognize that mutual benefits are derived from improvement of Eastern and that participation of employees in the formulation of policies under which they provide their services is educationally sound. The Preamble to the 2012–2016 EIU-UPI contract details the shared governance expected to be supported by the BOT. In

Eastern's 2013 self-study survey, 75.7% of faculty agreed that the BOT leaves the faculty to oversee academic matters.

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

Eastern is committed to freedom of expression and the pursuit of truth in teaching and learning both in the classroom and across the entire campus. Article II, Section D of the Board of Trustees (BOT) Governing Policies (January, 1996) includes a detailed statement of the university's responsibility for protecting freedom of expression, which reads in part

> The Board reaffirms that academic freedom should not be abridged or abused. … Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for knowledge and truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and publication.

The BOT bylaws also affirm Eastern's commitment to freedom of expression: "Board emphasizes its conviction that inquiry and discussion, safeguarded by tenure and academic freedom, are essential to the University's quest for truth and excellence."

Further evidence of Eastern's commitment to freedom of expression and the pursuit of truth in teaching and learning is made evident in the preambles to the EIU-UPI Unit A and Unit B faculty agreements (2012), which emphasize academic freedom.

The university recognizes the importance of maintaining the principle of freedom of expression in campus deliberations that take place outside the classroom setting, as illustrated by several Internal Governing Policies (IGP). Each of the policy statements below asserts Eastern's endorsement of the principle of freedom of expression:

- *IGP 91—Student Publications* provides general publication guidelines for all student media and staff;
- *IGP 138—Distribution of Materials in the University Union* explains how materials may be distributed in the University Union by students, faculty, staff, and the general public;
- *IGP 138.1—Posting and Distribution of Materials* indicates what can and cannot be posted/distributed as well as where materials may be posted across campus;
- *IGP 142—Use of University Facilities and Grounds* provides guidelines on the responsibility for scheduling different facilities at Eastern and allowable uses of those facilities.

Eastern is responsive to freedom of expression concerns as they have arisen on campus. In a letter to campus (2012) addressing a conversation concerning business practices of a vendor in the University Union, President Bill Perry wrote, "the university reaffirms its respect and diversity of opinion and its support for an environment for the exercise of academic freedom and the exercise of free speech as guaranteed by the First Amendment."

A second example of Eastern's responsiveness focused on the chalking of messages on campus grounds. Chalking, as a type of freedom of expression, is protected under the guidelines that are made available to the campus community, which were reiterated and clarified in the October 2013 EIU newsletter. The guidelines allow for washable non-commercial chalked messages on ground-level sidewalks, parking lots, and the Doudna Fine Arts Building Mellin Steps.

The effectiveness of Eastern's policies and procedures to protect freedom of expression and the pursuit of truth in teaching and learning is indicated by the campus community's confidence in them. In Eastern's

2013 self-study survey, more than 85% of all respondents agreed that Eastern supports freedom of expression (including 87.7% students and 82.1% faculty).

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Eastern recognizes that while individuals are responsible for the integrity of their research and scholarship, the university is responsible for providing oversight and support.

Oversight based on Formal Policies

Eastern's policies address the protection of both human and animal research subjects: *IGP 48.2—Protection of Human Subject in Research* and *IGP 48.3—Welfare of Animals Used in Teaching, Research, and Testing*. University policies require anyone who submits a proposal for federal research funding to be formally trained in the responsible conduct of research. Eastern also has a financial conflict of interest policy that applies to any investigator who applies for funding from—or is supported by—the National Science Foundation (NSF) or the National Institutes of Health (NIH). New policies or modifications to existing policies are communicated as specifically as possible to the individuals who will be affected. For example, in 2012, the provost announced new training requirements for faculty members who conduct federally funded research by issuing a letter to all deans and department chairs.

As a result of Eastern's coherent, widely known research and scholarship integrity policies, 85% of respondents to Eastern's 2013 self-study survey agreed that "Eastern encourages and enforces academic honesty and integrity," and 83.8% agreed that "Eastern's policies ensure the integrity of research."

Support Includes Training

Training is an important part of the early stage of any project regulated by Eastern's research and scholarship integrity policies and is a condition of conducting research and scholarship in federally funded projects throughout academia. In such projects, Eastern adheres to federal standards. But the university has also gone beyond minimum requirements by applying federal standards to a wider range of research and scholarship. Table 2-4 presents a training summary that shows how Eastern has extended federal standards beyond the minimum requirements. Training is delivered through online modules that Eastern obtains by subscription to the Collaborative Institutional Training Initiative (CITI), a commercial service provided the University of Miami.

Table 2-4. Training Requirements Related to Research and Scholarship		
Type of Training	**Federal Requirement**	**EIU Requirement**
Protection of Human Subjects	Researchers on federally-funded or regulated projects	All staff and students who conduct research involving human subjects
Protection of Vertebrate Animals	Researchers on federally-funded or regulated projects	All staff and students who conduct research, teaching, or testing involving live vertebrate animals
Responsible Conduct of Research	Students/postdocs funded by NSF and some students/postdocs funded by NIH	Students/postdocs funded by NSF, some students/postdocs funded by NIH, and all faculty who apply for federal research funds
Financial Conflict of Interest	All personnel who apply for Public Health Service funding	All personnel who apply for Public Health Service funding

Oversight and Support of Proposed Projects

Eastern typically has an active portfolio of 100 projects that involve human subjects and 50 projects that use vertebrate animals. Compliance with Eastern's policies on these and all research activities is overseen by the Institutional Official and coordinated by the Office of Research and Sponsored Programs (ORSP).

This office employs a compliance coordinator and maintains a website that centralizes all the policy statements and forms that document the compliance process.

The compliance coordinator is in regular contact with three federal agencies that oversee protection of human and animal subjects:

- Office for Human Research Protections;
- Public Health Service (PHS); and
- The United Stated Department of Agriculture (USDA).

The compliance coordinator submits annual reports to the Office of Laboratory Animal Welfare and the USDA and maintains and updates registrations and assurances according to applicable federal regulations. A USDA inspector conducts a yearly, unannounced onsite review of Eastern's Institutional Animal Care and Use Committee (IACUC) records; the compliance coordinator maintains these records and answers questions during the inspection. Eastern's first registration with the USDA was in June 2006. During the first site inspection in February 2007, three minor issues of noncompliance were identified; all three were remedied within 30 days. There have been no further instances of noncompliance.

Proposals for projects involving human subjects are reviewed by the Institutional Review Board (IRB), while proposals for use of vertebrate animals are reviewed by the IACUC. The membership composition of both bodies is designed to meet federal standards. Both committees require specialized training for members—training that goes beyond the level required of researchers. Both the IRB and the IACUC apply federal criteria to all research, whether federally funded or not. Projects are typically approved for one year, at which time a completion report or request for continuation is due.

Investigators who submit proposals to the NIH or the NSF are reviewed for possible conflict of interest. Investigators disclose the financial information (e.g., income and/or ownership in outside companies) that is required by these agencies. The Institutional Official reviews cases that present a possible conflict of financial interest and recommends either termination of the financial interest or a management plan that protects the research project from bias.

The university community is generally positive about the oversight and support it receives: in Eastern's 2013 self-study survey, 83.8% of respondents agreed that the university's oversight and support were effective in ensuring the integrity of research and scholarly activity.

Methods for Handling Noncompliance

Noncompliance and adverse effects in research at Eastern are rare. Both the IRB and IACUC offer several structured options whereby anyone with a concern can report possible misconduct. Both policies provide for investigation by the committee or a subset of the committee in order to determine whether misconduct has occurred. The IACUC, IRB, and Institutional Official are authorized to terminate or suspend a project. Both policies provide for communication with the Institutional Official, who will notify funding agencies if such communication is warranted.

IGP 58—Scientific Misconduct addresses research misconduct. An allegation of misconduct must be communicated in writing to the provost. The provost then appoints an inquiry committee, which determines whether the evidence justifies a formal investigation. If the inquiry concludes that evidence is sufficiently strong, an investigation committee is launched. The inquiry committee may determine that no misconduct has occurred, in which case the university endeavors to restore the reputation of the accused individual. A determination of misconduct may lead to sanctions as specified in the policies of the university and the BOT. There have been only two cases of academic misconduct by faculty members in the last five years, both instances of plagiarism. These cases were investigated in a manner consistent with the established policy, and appropriate sanctions were applied. The sanctions were not only of a penalizing nature, but included required education aimed at remediation.

Student Academic Honesty and Integrity

Faculty and staff share responsibility for the education, training, and enforcement of academic honesty and integrity. Upon enrollment, students are held accountable to standards of conduct which exemplify personal integrity and ethical behavior, and which advance the mission of the university, its traditions, and values. Those standards are codified in the Student Conduct Code as well as *IGP 75—Student Conduct and Discipline*.

Several individual colleges and departments provide additional training on academic ethics through departmental honor codes, codes of conduct, and codes of ethics. For example, the Lumpkin College of Business and Applied Sciences requires students to acknowledge and sign the School of Business Honor Code. The Journalism Department defines expectations of student conduct through its specific Student Code of Conduct. Various colleges take on the responsibility of setting expectations of students' code of ethics through their national governing bodies, such as the School of Family and Consumer Sciences' expectation that students in their discipline will follow the code of ethics of the American Association of Family and Consumer Sciences.

Students are provided information on appropriate use of information resources and academic honesty and integrity as they complete the orientation process through New Student Programs. The process provides in-person training through peer leaders and educational material training through the Guide to Thriving Your First Semester. Academic integrity education is also provided through speakers and case study discussions in University Foundations (EIU 1111), which is recommended to all incoming students with fewer than 30 credits. The Student Success Center also covers academic honesty and integrity in Strategies for Success (EIU 2919), which is required for all students on academic warning.

Librarians also assist with the ethical use of information resources. At the reference desk, librarians regularly assist library patrons with their questions on how to correctly cite works so as to avoid plagiarism. Faculty may request that librarians present bibliographic instructions sessions to individual classes; citation and plagiarism are covered in these sessions. This information is also provided in handouts around the library and on reference computers. Turnitin.com, a plagiarism detection website, is embedded in Eastern's course management system, Desire2Learn, and is commonly used by faculty to provide students with the skills and knowledge necessary to cite references while composing original and authentic written works for classes and professional publications. Turnitin.com also assists faculty in identifying potential academic dishonesty.

Criterion 2 Strengths and Initiatives

As described in this chapter, Eastern Illinois University successfully addresses the core components of Criterion Two: Integrity.

Through its extensive oversight and policies, Eastern ensures that the university operates with integrity in all areas. Eastern follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. The governing board of Eastern is sufficiently autonomous to make decisions in the best interests of the institution and to assure its integrity. Several laws and regulations make transparent the mission and work of the BOT. Furthermore, three faculty-run organizations, CAA, COTE, and CGS, work in conjunction with the BOT and the faculty union to ensure academic integrity.

Through web portals and some print materials, Eastern presents itself clearly and completely to its students and to the public with regard to programs, requirements, faculty, staff, costs, control, and accreditation relationships.

Eastern is committed to freedom of expression and the pursuit of truth in teaching and learning. Through Internal Governing Policies (IGPs) and public statements by the administration, Eastern actively encourages and promotes academic freedom and freedom of expression.

Eastern ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. Research and scholarly practice are enhanced at Eastern through a comprehensive set of compliance policies about which faculty and students are well educated.

Criterion 2 Challenges and Opportunities

At this time, IGP 3 does not require that background checks be performed on all new faculty hires. The self-study indicated that in order to ensure that Eastern implements best practices regarding campus safety, a review and update of this policy is indicated.

Criterion Three. Teaching and Learning: Quality, Resources, & Support

The institution provides high quality education, wherever and however its offerings are delivered.

Overview

Eastern Illinois University has long prided itself on engaged learning, high standards of achievement, and a supportive community for its students. The mission statement guides our efforts to provide students with opportunities for rigorous inquiry, applied learning experiences, and student-faculty scholarship. The student-centered culture extends to our online and off-campus programs. Faculty hiring and evaluation practices ensure that we continue to be known for "excellence in teaching, research, and service."

Over the past decade, Eastern has committed time and resources to the practice of integrative learning as a way of focusing on "student-faculty scholarship and applied learning experiences." Eastern encourages its students at all levels to make connections and apply learning gained in classes, regardless of the mode and location of delivery, to new, complex situations. Eastern provides significant learning and life opportunities—designed with the highest and most current standards in mind—through which students, faculty, and staff work together to connect academic, professional, and personal activities into a harmonious whole.

Eastern's recently completed Strategic Plan contains six strategic themes, all of which are designed to improve the quality of teaching and learning, defined broadly, at the institution. The theme most directly related to teaching and learning is Academic Excellence. This theme provides additional guidance and focus to our academic programs by stating that Eastern will provide its students, whether residential, off-campus or online, with rigorous, relevant curricula and personal attention in a collaborative, supportive educational environment. The goals for academic excellence developed from the strategic planning process are to

- Be the institution that creates a culture of academic rigor;
- Be the institution of opportunity and access for students, both traditional and non-traditional, who seek rigorous academic programs; and
- Be the institution that creates the best opportunities for success including degree completion, advanced studies, and career preparation.

This chapter outlines how Eastern lives its mission of offering "superior, accessible undergraduate and graduate education" in which "students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions" in an era of strained resources and constant change.

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

As a comprehensive university, Eastern offers a range of degree programs appropriate to its Carnegie class. These include programs in the arts and humanities; social, behavioral, and lab sciences; and professional programs. These undergraduate offerings are complemented by graduate programs offering master's degrees and post-baccalaureate certificates in select disciplines.

Several processes ensure that Eastern's degree programs are current and appropriately rigorous for higher education, with clearly articulated learning goals. Accreditations, external and internal program reviews, and faculty committees and councils charged with curricular oversight help to maintain consistency in quality across all modes of delivery.

External Reviews

Accreditations

In 2010, Eastern's teacher education programs were reaccredited by NCATE/CAEP, and its athletic programs were reaccredited by the NCAA. Many academic units offer accredited programs; the accreditation process also facilitates regular review of curricula to ensure efficacy. A full and detailed listing of these accreditations may be found in Criterion 4.A. (Table 4-2).

Through the process of self-study, report, and visitation, the university and each accredited program are able to reflect on how Eastern compares to national standards set by the accrediting organizations; Eastern also receives guidance in improving and updating its curriculum and processes. In a recent example, the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) report on the journalism program required that a strategic planning process be put into place to meet the demands of a rapidly changing field. The department has begun that process based on the recommendations of the ACEJMC and in alignment with the recently completed institutional strategic planning process. The ACEJMC also now requires that programs have a global focus. As a result, the journalism faculty is discussing ways to internationalize the curriculum.

State agencies, boards, and systems

State organizations provide another check on the quality and consistency of our programs. Illinois state law mandates that public universities review their undergraduate and graduate academic programs at least once every eight years, following guidelines developed by The Illinois Board of Higher Education (IBHE). The primary focus of the review process is to improve the quality and productivity of individual academic programs. The review process requires involvement of students, alumni, faculty, department chairs, deans, the provost, appropriate academic councils, and potential employers. The IBHE review process is described in Criterion 4.A.

All teacher education programs in the state of Illinois are redesigning their programs to include the new Illinois Professional Teaching Standards. Each program will need to be re-approved by the state. Additionally, K–12 classrooms are moving to a new set of standards (Common Core) and assessments (PARCC: Partnership for Assessment of Readiness for College and Careers). The Illinois State Board of Education (ISBE) helps coordinate these efforts. The changes will require pre-service candidates to have greater expertise in literacy, assessment, and working with students with diverse learning needs. The dean, associate dean, and department chairs in the College of Educational and Professional Studies regularly attend state meetings to stay apprised of changes in requirements; they share that information across campus so that teacher preparation programs embedded in subject areas can also keep pace.

Eastern also participates in the Illinois Articulation Initiative (IAI), a statewide transfer agreement, which allows students to transfer credit among more than 100 colleges and universities in Illinois. More than just a set of course equivalencies for general education, the IAI enables faculty participants to discuss articulation of major courses across the state. By attending these meetings, faculty and department chairs have the opportunity to consult with colleagues, learn of new developments in their field, and provide consistent quality in academic programs.

Optional external reviews and consultations

Not all programs have accrediting agencies. Many programs that do not have accreditation reviews seek additional consultation beyond the state program reviews through requests for external reviews. For example, an upcoming change of deans in 2010 prompted the Honors College to request a site visit from consultants from the National Collegiate Honors Council (NCHC). Preceded by a self-study, the two-day consultation gave the new dean guidelines for improvement and enabled faculty to hear from national leaders in the Honors community.

At the graduate level, in addition to IBHE program reviews and any subject-specific accreditation reviews, the graduate dean regularly attends meetings of the Council of Graduate Schools. Each fall, a summit is held on campus to review current and future challenges in graduate education and discuss how programs will rise to meet those challenges. Through these activities, Eastern advances graduate education nationally by sharing its own best practices. In 2011, Eastern won the Educational Testing Service/Council of Graduate Schools award for Innovation in Promoting Success in Graduate Education for the Integrative Graduate Studies Institute.

Many departments have arranged for informal external reviews or have developed advisory boards to assist them with continuous program improvement. For example, the School of Business meets with its external advisory board twice a year. Members are alumni, donors, potential employers, and internship site managers. In addition, the board meets with students to assist with professional development activities, such as job interviewing skills and resume review.

Internal Review Process

Eastern's three academic councils, the Council on Academic Affairs, Council on Graduate Studies, and the Council on Teacher Education, provide oversight on curriculum development and academic standards so that Eastern may articulate and differentiate learning goals for undergraduate, graduate, and post-baccalaureate certificate programs. More information on these governance groups can be found in Criterion 2.A. Departmental curriculum committees develop course and program proposals that the departmental faculty vote to approve or revise; college-level curriculum committees further consult and approve proposals prior to sending them for final approval to the university councils. This multi-layered process ensures that Eastern takes advantage of faculty knowledge and expertise while maintaining consistent standards and rigor at each level of instruction.

Undergraduate programs

The Council on Academic Affairs (CAA) updated the undergraduate learning goals in Spring 2014 with the intent of applying them across all programs and in the general education curriculum. The learning goals cover five broad categories:

- Critical thinking
- Writing and critical reading
- Speaking and listening
- Quantitative reasoning
- Responsible citizenship

Recently, CAA approved a five-year plan for infusing these learning goals into every degree program. A website was established to make transparent the work of CAA to the campus community. The revised learning goals are discussed in Criterion 4.B.

The Committee for Assessment of Student Learning (CASL) and the Center for Academic Support and Assessment (CASA) help departments design learning goals and set expectations. The 2005 NCA visiting team reported that more consistency was needed in the development of goals and expectations across the campus: not all programs had clearly stated, appropriate learning goals and expectations. A full accounting of Eastern's work to address this concern is included in Criterion 4.B. In 2014, 100% of undergraduate and graduate programs and post-baccalaureate certificate programs have learning objectives in place that are clear, programmatic, and based on student behaviors; the learning goals for 79% of undergraduate and 93% of graduate programs are measurable, span multiple domains, and are in keeping with the broader university education goals. In Eastern's 2013 self-study survey, 82.5% of faculty agreed that their department/unit has articulated clear student learning objectives to assess learning outcomes.

The Council on Graduate Studies ensures that graduate programs incorporate Eastern's graduate learning goals:

1. Depth of content knowledge
2. Effective critical thinking and problem solving
3. Effective oral and written communication
4. Advanced scholarship through research or creative activity

The graduate learning goals build on the undergraduate goals, with the expectation that the depth of learning and level of mastery will be greater at the graduate level. In addition, the graduate learning goals listed above include an *advanced* level of scholarship through research and creative activity.

Programs that excel in the assessment of these learning goals and also demonstrate sustained high levels of scholarly achievement for at least three years may be designated a First Choice program by the Graduate School. First Choice is an internal designation similar to an external accreditation process. The First Choice designation has been highly sought after by our graduate programs, and once achieved, is used as a tool to recruit high-quality students. More information on the First Choice program is included in Criterion 4.A.

Consistency across All Modes of Delivery

All courses—regardless of their mode of delivery, duration, and location—go through the same approval process, beginning in an academic unit and proceeding to the university councils. A credit-hour policy determines number of contact hours and expectations for credit. This standard applies to face-to-face, online, and study away courses. This policy conforms to standards set by the Higher Learning Commission Policy (North Central Association; Commission Policy FDCR.A.10.020) and the Federal credit hour definition (Federal Register 75 FR 66832 p. 66946).

Online degree programs are available or are planned in each of the four academic colleges as well as in the School of Continuing Education:

- BA in General Studies
- BA in Psychology (hybrid)
- BS in Family and Consumer Sciences, Family Services Option (hybrid)
- BS in Organizational and Professional Development
- BS in Recreation Administration (hybrid)
- MS in Communication Disorders & Sciences (hybrid)
- RN to BS in Nursing
- MA in Art, Art Education Concentration (hybrid—with one week on-campus residency)
- MA in Art, Community Art Concentration (hybrid—with one week on-campus residency)
- MA in Music, Music Education Concentration (hybrid—with six week on-campus residency, pending approval)

All courses in these programs were approved through the processes outlined above and conform to university and departmental expectations in terms of learning goals. As part of Eastern's Strategic Enrollment Planning, each college is developing hybrid programs for undergraduate or graduate students. Programs considered to be a hybrid are those that offer at least 50% (but less than 100%) of their courses online. Family and Consumer Sciences has developed a hybrid MS program targeted at high school teachers that will meet on campus during the summer for a two-week course, with a weekend course interspersed between those two weeks, while the remainder of the courses are offered online.

In addition to these programs, online courses are available in many disciplines. Any course offered in the online environment, even if it is an established face-to-face course, must be reapproved by the appropriate councils to ensure that its rigor and goals for student learning remain intact. The academic departments

assign faculty and host all online courses to ensure that quality is equivalent to that of face-to-face classes on Eastern's campus. To further support online programs, a task force was impaneled in AY2012 by the Faculty Senate and the provost to study online learning at Eastern. The Online Learning Committee Report issued by this committee provided a roadmap for the development of courses, faculty training, and support services. An Online Programs Development Board was established through the Graduate School to facilitate the implementation of recommendations from the Online Learning Committee.

Opportunity for Improvement

Ideally, curricular change emerges from careful, intentional planning on the part of the faculty as their disciplines change and their pedagogies evolve. Sometimes, however, change comes about in response to a challenge or crisis. Revision of the undergraduate learning goals was undertaken, in part, in response to lower than desired student scores on the Collegiate Learning Assessment. In addition, the decline in enrollment caused by demographic forces in the state and shifts in enrollment away from particular majors has motivated programs that may not have kept pace with changes in the educational landscape. The revision of the learning goals and the concerted effort by departments to make sure their curricula are relevant and accessible for 21st century learners have led to increased, substantive curriculum review across campus.

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

All academic programs at Eastern are designed to take students from guided inquiry to independent inquiry, discovery, and integration. Through our integrative learning emphasis, students learn to apply the knowledge and skills gained in their classes to new and challenging situations, whether through research and creative activity, study abroad, civic engagement, or practicum experiences. This process of learning, discovery, and application is infused in curricula at both the undergraduate and graduate levels, in courses on and off campus, and in both general education and more specialized programs.

General Education

General education at Eastern offers students an intellectual foundation for their future academic, professional, and personal lives. The mission of the General Education program is three-fold:

- To enhance student literacy and oral communication;
- To encourage students to think critically and reflectively; and
- To introduce students to knowledge central to responsible global citizenship.

The general education mission is closely aligned with the university mission: both statements focus on rigorous inquiry, applied learning experiences, and student-faculty scholarship that prepare students to be responsible citizens who can communicate effectively in a diverse world.

In the general education program, students explore ways of knowing through the disciplinary foundations of a liberal arts education. These courses help students become more mindful of the relationships among self, society, and the environment. Collectively, the general education courses encourage students to develop intellectual habits of critical and reflective thinking. In Eastern's 2013 self-study survey, 71.8% of faculty and 79.3% of students agreed that "Eastern's general education program prepares students for a life of learning."

As discussed in Criterion 3.A. above, in 2014, the general education goals were incorporated into comprehensive undergraduate learning goals that will guide undergraduate program development in both general education and the majors. This move resulted from a year-long study of assessment results, syllabi, and needs of a global citizenry.

EIU Senior Seminar

The capstone of the general education program at Eastern is the senior seminar, a cross-disciplinary experience in which students apply concepts and skills developed in both their general education and major courses. Information about topics of major importance (e.g., the Holocaust, Social Movements, Women in Science, Controversies in Education, and Sociobiology) is read, analyzed, discussed, and written about in a three semester-hour seminar led by a faculty member of a discipline different from those of the students. To allow ample time for writing and discussion, senior seminars are capped at 25 students. Students may opt to take the Study Abroad Capstone course (STA 4000G) to fulfill this requirement if they have completed an approved Eastern study abroad program and 75 semester hours. As a capstone, STA 4000G requires students to exercise their abilities to think critically about their global education experiences and apply them to their future plans. All versions of the senior seminar incorporate university assessment activities, which include writing, speaking, a critical thinking exam, and a global citizenship survey.

Area for improvement

In their 2005 report, the review team made note that at that time, Eastern had a moratorium on new general education courses. That moratorium, intended to stabilize the general education program, was lifted soon after the visit to allow for growth. Courses have been added and revised over the last several years, but there has been no comprehensive discussion of the general education curriculum. In Spring 2014, the Council on Academic Affairs is discussed the idea of creating a general education committee to steer the future and maintain the quality of general education offerings.

Integrative Learning: Acquisition, Application, and Integration of Knowledge

The core of student success is a culture of intellectual inquiry. Eastern grounds its integrative learning experience in high-impact practices identified by the Association of American Colleges and Universities (AAC&U). Through our successful integrative learning initiative, Eastern ensures that all degree programs engage students in collecting, analyzing, integrating, and applying broad learning skills. Eastern's emphasis on integrative learning means that students benefit from coherent learning experiences in the classroom, significant learning and life experiences outside the classroom, and opportunity for guided reflection. Eastern's website provides videos about integrative learning and examples from each of the colleges.

Foundations for integration: Collecting, analyzing, and communicating Information

Research methods are infused throughout the curricula at Eastern, and the development of these skills starts in first-year courses. First-year composition and speaking classes (ENG 1001G, 1002G, CMN 1310G) all include research components that guide students in collecting and analyzing information. Many majors also have lower-division courses that introduce the research methods of the discipline: for example, Introduction to Research Methods in Africana Studies (AFR 2500) and Health Education Research Methods I (HST 2800). Biology Forum (BIO 1150) helps freshman and transfer students develop skills in using the library, interpreting graphs, and engaging in critical scientific reading. Numerous courses at the upper division level require students to master modes of inquiry or creative work. These may be straight research/creative inquiry courses, such as Research in Professional Nursing (NUR 3703), or, more often, courses that require research and creative activity as part of the assignments for the course, such as Europe Since 1945 (HIS 4840). Research and creative activity are further discussed in Criterion 3.B.

Integrative learning in practice: Adapting skills to changing environments

The integrative learning experience at Eastern particularly emphasizes application of skills developed in traditional courses. The Provost's Award for Integrative Learning recognizes excellence in this area: in 2013, the Department of Communication Studies received the award for the Social Marketing Internship Program, a year-long internship experience in which students plan and implement programs designed to

bring about social change using concepts from commercial marketing. Interns work with their client, Eastern's Health Education Resource Center, to create social marketing campaigns that address health issues specific to Eastern's campus.

Students are engaged actively in these integrative experiences throughout much of their time at Eastern. For instance, the Department of Secondary Education and Foundations infuses fieldwork experiences at multiple stages: observations, a practicum, and student teaching. From the introductory "Inquiry into Teaching" course that requires students to complete 20 hours of observation and tutoring in local schools to the 15-week student teaching capstone experience, students are able to apply what they have learned in the classroom to a real-world setting and reflect on what they learn.

Other recent examples of integrative learning demonstrate a wide variety of high-impact practices that encourage students to apply their skills in new settings:

- **Music:** Student brass quintets were chosen to participate in the University of Nebraska Chamber Music Institute in 2011 and 2012, where they had the opportunity to study with experts in their field and perform for a regional audience, thus applying their skills in a new, challenging setting.
- **Family and Consumer Sciences (FCS):** A graduate student was hired for a highly competitive internship at Kleinfeld Bridal in New York that offers one of the largest and finest bridal gown selections in the world. Additional hands-on experiences for students in FCS include the infant/child development laboratory, the foods laboratory, and the print and textiles laboratory, all of which allow for practical and integrative application of knowledge.
- **Educational Leadership:** Many classes in this graduate program include practicum experience to provide practical applications of theory. To become a principal, graduates of the master's degree program must apply and be accepted into the principal preparation program. This program consists of one course and a calendar-year-long internship.
- **Political Science:** Pre-law students participate in Moot Court competitions both on and off campus. Through these experiences, students learn how to read and analyze Supreme Court cases and congressional statutes while building their speaking, argument, and critical thinking skills.

Several programs require students to develop a professional portfolio as part of their capstone experience including the BA in General Studies, the BS in Organizational and Professional Development online program, the BFA in Art, and majors in the School of Family and Consumer Sciences. In addition, all pre-service teachers complete an education portfolio using LiveText. In the portfolios, students summarize what they have learned and relate it to their chosen profession. Eastern's 2013 self-study survey results indicate that 88.9% of students agreed that their education at Eastern has provided them the opportunity to participate in curricular and co-curricular activities that promote socially responsible use of knowledge.

Interdisciplinary activities

Eastern provides opportunities for students to integrate knowledge from multiple disciplines in an intentional way under the guidance of faculty in interdisciplinary programs, courses, and out-of-class experiences. In these interdisciplinary programs, students collect and analyze information from diverse sources and master modes of inquiry in multiple disciplines.

For example, the College of Sciences' Tempestas et Caelum Productions (TCP), which means "weather and climate" or "storm and sky," was established by geographer, climatologist, and documentarian, Cameron Craig, to provide students of science, broadcast meteorology, technology, humanities, and the arts experience in producing documentaries. Students in the program have produced a number of short film productions, which can be viewed on TCP's website.

The recently created Center for the Humanities offers a sophomore-level Introduction to the Humanities (HUM 2000G) and a senior seminar course. Both courses are problem-based and train students in

methods of investigation and analysis used by humanities disciplines. The Fall 2013 offering of HUM 2000G focused on suicide and cyber bullying through the foregrounding of the Tyler Clementi case.

To integrate fully student learning with the opportunities afforded by the Renewable Energy Center (REC), Eastern established the Center for Clean Energy Research and Education (CENCERE), adjacent to the REC. The new building includes a biomass storage and processing area, a room for the laboratory-scale gasifier, and an analytical lab. The new building also houses an "idea incubator," where students and faculty can connect with local businesses and community members. The interdisciplinary MS in Sustainable Energy has already been created to take full advantage of these new facilities. Three colleges participate in this program.

To further promote interdisciplinary study, the Council on Graduate Studies and Graduate School established the Interdisciplinary Studies Board. Through the board, several interdisciplinary and dual-degree graduate programs have been developed:

- Professional Science Master's (PSM) in Geographic Information Sciences
- MS in Sustainable Energy
- MS in Technology and MS in Sustainable Energy (dual degree)
- MBA and MS in Sustainable Energy (dual degree)
- MS in Health Promotion and Leadership (pending IBHE approval)

Co-curricular integrative learning activities

Integrative learning is exemplified in campus professional development and mentoring programs such as Women in Science and Math (WiSM), Minority Mentoring in Mathematics and Science (M3S), and Women Exploring Business and Technology (Web@). Through these programs, students plan events, hear speakers in their respective disciplines, network with other students, and engage in career preparation and planning.

Through co-curricular integrative learning activities, students witness and reflect on the impact their efforts have on the quality of life for those they serve. Experiences such as the Adult Fitness Program (Kinesiology and Sports Studies Department) and the Annual 2.5K Homecoming Race (Department of Recreation Administration) provide outreach and educational experiences for students while positively contributing to the quality of life within the community. In Eastern's 2013 self-study survey, 79.5% of faculty that their department or unit supports the quality of learning experiences that occur outside of the classroom.

Study abroad and National Student Exchange programs

Through study abroad at Eastern, students are able to adapt their skills to changing environments. Eastern offers a variety of experiences: a student might study in Italy or Guatemala during spring break or for a semester in South Africa or Florence. In 2013, Eastern offered 46 different study abroad opportunities in multiple formats that include faculty-led, customized, exchange, and partner programs. Eastern also belongs to the Consortium for Overseas Student Teaching; eight students participated in AY2014.

For students who might not feel ready for an out-of-country experience, Eastern has participated since 2006 in the National Student Exchange: students can experience college life at another university, gaining a variety of experiences, both in and out of the formal classroom context. Eastern is the only member of the nearly 200-member consortium in the state of Illinois.

Excellence and inclusion

Eastern enacts its integrative learning model by combining high standards of excellence with extensive supports for students. Helping all students succeed is integral to the mission of the university. In his 2012 address to the campus community, the provost noted, "For the students of today, we must never abandon high expectations. It also is true that merely imposing high expectations without the other pieces will not

be sufficient for any student. It strikes me, however, that when Eastern is referred to as a superior teaching institution committed to the success of its students, and we are often referred to in this way, it is because we have always connected high expectations with the other pieces of support." Consistent with this view, 78.5% of faculty and 90.1% of students responding to Eastern's 2013 self-study survey agreed that their department sets high academic standards. Support for student learning is addressed in more detail in Criterion 3.D.

AAC&U has challenged higher education to make excellence inclusive. Inclusive excellence means ensuring that all students who are invited into higher education are given the opportunity to achieve excellence: "excellence will be determined by high expectations coupled with high support, high hands-on practice and a very high degree of faculty and staff collaboration to ensure an intentional educational experience" (AAC&U). The College of Arts and Humanities has assembled a faculty learning community to take on this challenge.

Inclusive excellence carries into the graduate program through the Integrative Graduate Studies Institute. The goal of the Institute is to integrate information about graduate education within the Eastern undergraduate experience so that *all* students are better informed about the opportunities and benefits of graduate education and better prepared to pursue an advanced degree. The Graduate Network for Undergraduate Students is available to connect undergraduates to those who are already pursuing advanced degrees. Through this peer-to-peer network, undergraduates can find answers to questions about graduate research, funding and assistantships, time management, graduate admission applications, and other issues students experience in pursuit of graduate degrees. This is a great opportunity for graduate students to apply what they have learned about graduate school by mentoring undergraduates.

Another example of direct integration is found in departmental honors programs that require undergraduates to take a graduate seminar. This experience gives advanced, academically talented students in the major an opportunity to sample graduate education. All seniors with a GPA of 2.75 of higher may petition to take graduate courses for reserve graduate credit.

Diversity

As part of the general education program, all students complete a course with a focus on cultural diversity. Diversity courses are designed to develop and strengthen those attitudes and behaviors integral to responsible global citizenship, such as application of ethical behavior, promotion of civic participation, understanding of history, and appreciation of diversity both at home and abroad.

To receive the cultural diversity designation, courses must

1. Include one or more of the following as their focus or as a means to explore some other topic:
    a. the study of diverse peoples (including issues of class, disability, ethnicity, gender, race, and sexual orientation) in the U.S. and abroad;
    b. the history, language, and/or traditions (anthropological, artistic, literary, philosophical, political, or sociological) of other countries or cultures;
    c. the role of cultural sensitivity in making informed and ethical decisions.
2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented groups) to better understand human history, culture, and decision making.
3. Include among their outcomes the goal of enabling students to appreciate, live, and work with people who are different from them.

In Eastern's 2013 self-study survey, 79.1% of faculty agreed that their department or unit ensures that its curriculum prepares students to meet the demands of a diverse workforce.

EIU Foundations (EIU 1111) is recommended to all incoming freshmen during orientation. Through in-class discussions, activities, and assignments, EIU Foundations instructors emphasize cultural diversity

and actively address issues of oppression, racism, discrimination, intolerance, homophobia, and stereotyping.

The general education diversity requirement is enhanced by a number of academic and co-curricular programs. For example, students may major in Africana Studies or minor in Women's Studies, Latin American Studies, and Asian Studies. These interdisciplinary programs draw upon courses in the liberal arts and sciences. The Interdisciplinary Center for Global Diversity (ICGD) coordinates efforts among these programs and sponsors events on campus ranging from guest speakers to research symposia to cultural events. In addition, diversity is infused into most department curricula, such as Education in a Diverse Society (EDF 2555G), American Multicultural Literatures (ENG 3705), and International Health Issues (HST 2600). Criterion 1.C. discusses additional curricular and co-curricular activities that support cultural diversity.

Research, Scholarship, and Creative Activity

Faculty research

Student contributions to scholarship, creative work, and the discovery of knowledge depend in large part on having a faculty engaged in research and creative activity. *IGP 48—Research* states "The University endorses the principle that the search for new truths and the expansion of knowledge through research are among its important functions. Research is essential to professionalism in university teaching, as well as to the recognition of the quality of the University, its academic departments, and its faculty."

Analysis of faculty research and creative activity indicates that Eastern's faculty are active scholars and artists. Faculty members may choose to submit their research and creative activities for recognition at the Celebration of Publications, Creative Works, and Grants reception each October. In 2013, 165 faculty were recognized for their 374 publications and creative works in the past year. Some departments, such as Chemistry, Communication Studies, and the Lumpkin College of Business and Applied Sciences, regularly report faculty scholarly output; these documents show that faculty are actively engaged in a broad range of scholarship. The Keep, Eastern's institutional repository, makes full-text copies of faculty research and creative activity publicly available. As of July 8, 2014, 119 faculty had 1,060 publications stored in The Keep; those documents had been downloaded 53,530 times, a number that increases daily. A report generated in Spring 2013 identifies 493 Eastern faculty publications (listed separately for each co-author when authored by more than one Eastern faculty member) published over the prior five years in journals for which Eastern has access via subscription databases. Evidence from across the university demonstrates that Eastern's faculty are active as scholars and artists and that their work has substantial impact beyond the university; this self-study process has highlighted, however, that Eastern lacks a centralized process for tracking the full scope of faculty publication and creative activity.

Eastern also encourages the pursuit of external funding for research. In FY2013, grants received through the Office of Research and Sponsored Programs (ORSP) totaled $5,613,512. The amount was lower than the total of $6,776,721 received during FY2006. The decrease is consistent with the experiences of many universities during a time of economic slowdown and increased competition for funding offered by granting agencies. Our faculty remain competitive at receiving grant awards from the National Science Foundation, National Institute of Health, National Endowment for the Humanities, USDA, Illinois Geographical Society, and Illinois Department of Natural Resources, among others.

Eastern encourages the pursuit of external funding through the President's Fund for Research and Creative Activity, which supports projects with potential to lead to significant external funding of research and/or scholarship. The ORSP will distribute up to $100,000 from this fund in FY2015. Other funding and resources provided to support faculty research, creative activity, and professional development are discussed below in Criterion 3.C.

Graduate research

The Graduate School provides a [number of awards](#) that promote and honor graduate student research. For example, graduate thesis writers are eligible to compete for the Distinguished Master's Thesis Awards. The Graduate School Research/Creative Activity Awards provide financial support for outstanding graduate research and creative activity projects with external sponsors; approximately ten $1,000 awards are provided annually. Similarly, Williams Travel Awards provide travel support for graduate candidates whose research or creative activities have been accepted for presentation at regional, state, or national conferences. The Hamand Society of Graduate Scholars recognizes degree-seeking graduate candidates nominated from among the class of Distinguished Graduate Students whose achievements in both scholarship and service have had a documented impact on the discipline and the community; the quality and impact of the scholarship and service achievements of Hamand Society Scholars reflect the highest ideals of the engaged graduate student. All graduate candidate awardees are recognized at the annual Graduate Student Exposition. The academic colleges also provide funding for graduate student research when possible. For example, the Graduate Student Investigator Award (GSI) program was developed by the Dean of the College of Sciences to support graduate research.

Undergraduate research

One of the primary high-impact practices integrated into students' experience at Eastern is research, scholarship, and creative activity, an important way for students to demonstrate their ability to apply and integrate knowledge and skills. Students contribute to research/creative activity in their respective disciplines through university or departmental honors, non-thesis capstone experiences, publications, presentations, works of art, and music performance.

In many undergraduate courses, students are required to complete research papers or creative activity projects that are then showcased within the department or community. For example, the annual Economic Inquiry by Undergraduates at EIU showcases economics projects. In Research and Evaluation in Leisure Studies (REC 4740), students design and implement community-wide research studies to assess a community's park and recreation agency. Working directly with the agency, students are actively engaged in each phase of the research process with the course culminating in the students presenting the results of their research to community leaders and stakeholders.

The Honors College sponsors three rounds of Undergraduate Research and Creative Activity (URSCA) Grants per year, open to any undergraduate student with a 3.0 or higher GPA who is working on a research project with a faculty mentor. Grants during the fall and spring are $500 for the student and $250 for the faculty mentor, and summer grants are $3,000 for the student and $500 for the faculty mentor. The Honors College distributed 21–26 URSCA each year from 2005–2013. Additionally, the Honors College hosts "[Showcase EIU](#)" (Showcase of Exploration and Inquiry of Undergraduates). Initiated in 2009, this annual campus-wide event features posters, presentations, and performances by Eastern's undergraduates.

Eastern's participation in the National Conference for Undergraduate Research (NCUR) has increased substantially from 11 students in 2009 to 43 students in 2014 (See Figure 3-1).

Figure 3-1. Number of Students Participating in NCUR
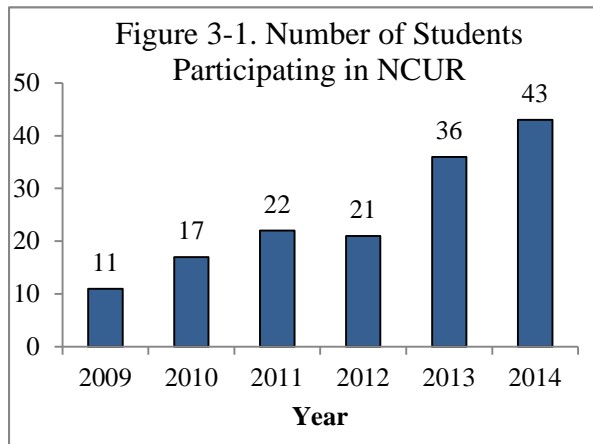
Similarly, the College of Sciences promotes undergraduate research through its Scholars in Undergraduate Research at Eastern (SURE) Awards. The SURE program facilitates student research through an incentive program. Students are encouraged to present their research in a professional setting (a local or state conference, student association/club meeting or classes) and at ScienceFest, held each spring. In addition to NCUR participation, 53 undergraduates in the sciences made national presentations in AY2014. Two SURE award recipients—a chemistry student in 2008 and a physics student in 2012—went on to receive the Barry M. Goldwater Scholar award, the premier national undergraduate award in the areas of science, math and engineering. The College of Education and Professional Studies showcases both student and faculty research at its Professional Studies Research and Grants Fair. The visual arts are recognized though undergraduate, graduate, and faculty shows in the Tarble Arts Center.

Undergraduate and graduate students often collaborate with faculty in research/creative activity. In the Lumpkin College of Business and Applied Sciences, the Scholarship and Undergraduate Retention First award requires a faculty mentor. Faculty applying for the Faculty Award for Interdisciplinary Research must demonstrate that a student will assist with the research. Similarly, the Undergraduate Research and Creative Activity Award requires student participation with the proposed project. The Lida G. Wall Mentor award recognizes a faculty member in the College of Sciences who has served as a research mentor to one or more undergraduate students.

In Eastern's 2013 self-study survey, 79.2% of faculty agreed with the statement, "I involve students in my scholarly/creative work." Furthermore, 83.2% of students indicated that presentations of research/creative activity added "some" or "a lot" of value to their educational experience.

New initiatives in research/creative activity
Awarded for the first time in Spring 2014, the Provost's Undergraduate Research Faculty Mentor Award recognizes faculty who exemplify the highest ideals of faculty/student engagement in research and creative activity. Each college made one award, presented at the Showcase EIU event in spring. This award is patterned after Eastern's Rodney S. Raines Graduate Faculty Mentor Award. The Raines Mentor Award recognizes faculty whose mentoring serves as an example to the graduate community by combining a commitment to scholarship, professional, clinical, or creative work with innovative and effective graduate teaching.

To stimulate more undergraduate mentored research, the provost hosted a Council on Undergraduate Research (CUR) Institute on campus in May 2014 on sustaining and institutionalizing undergraduate research and creative activity. Teams of faculty from each college participated in the institute and created action plans for infusing undergraduate research, scholarship, and creative activity (URSCA) more fully in the colleges. As part of the preparation for and continuation of the institute, each college created an inventory of URSCA practices and accomplishments.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
Eastern has a rich history of providing superior education by a well-qualified, dedicated, and talented faculty. Eastern places great importance on teaching and high-impact learning experiences for students and recognizes the strategic role faculty plays in this process. In fact, more than 80% of all courses at Eastern are taught by full-time faculty with terminal degrees in their disciplines.

Recognizing faculty's critical role in the institution's overall educational quality, Eastern has a system in place to support faculty in delivering effective, high-quality programs and student services. From faculty-led curricula and assessment practices to sound faculty evaluation processes and professional development support, Eastern continually invests in faculty as the primary creators of varied and integrated learning environments.

Faculty Numbers

Eastern maintains sufficient numbers and a continuity of faculty to carry out both classroom and non-classroom roles. Eastern's student-centered campus culture is achieved largely through developing and fostering opportunities for student-faculty applied learning experiences and scholarship. Many of these experiences occur in the classroom, where Eastern has maintained optimal student-to-faculty ratios, averaging around 15:1 from 2005–2013, despite fluctuations in overall numbers of both faculty and students.

Table 3-1: Student Enrollment, Number of Faculty, and Student-to-Faculty Ratio				
	Fall 2005	**Fall 2008**	**Fall 2011**	**Fall 2013**
Total Student Enrollment	12,129	12,040	11,178	9,775
Unit A Faculty (Full-Time)	436	434	423	400
Unit B Faculty (Full-Time)	171	208	176	167
Part-Time Faculty	148	165	142	144
Total Faculty (Full-Time + Part-Time)	755	807	741	711
Student-to-Faculty Ratio	16:1	15:1	15:1	14:1

Source: Planning and Institutional Studies

As illustrated in Table 3-1, the campus has seen a decline in the number of Unit A (tenure-track) faculty and a fluctuation in Unit B (non-tenure track faculty positions) and part-time faculty numbers. Despite these trends, Eastern students continue to experience close student-faculty bonds formed as a result of small class sizes and caring faculty. In Eastern's 2013 self-study survey, 92.8% of students agreed that faculty in their major care about teaching and student learning, and 82.6% of students agreed that labs were staffed adequately enough to deliver a high level of instruction. These findings suggest the numbers of faculty at Eastern continue to support the university's mission of superior teaching and learning.

Faculty Qualifications

Eastern's hiring system ensures instructors are appropriately credentialed across all programs, modes of delivery, and locations. In 2013, 91% of tenured or tenure-track faculty held terminal degrees in their fields of study, and 78.3% of this faculty had earned tenure. Furthermore, all faculty positions require a master's degree or doctorate relevant to the position description, with appropriate terminal degrees required for Unit A faculty. Candidates recruited through national searches are screened, interviewed, and selected by a screening committee chairperson and/or the department chairperson with the entire process being managed by the provost's office. Criterion 2.A. provides a detailed overview of Eastern's faculty hiring process. Teaching assignments are made at the department level by department chairs, subject to dean and provost approval. This process ensures that each course is taught by faculty with appropriate credentials and areas of expertise in their given disciplines.

Eastern's commitment to "superior, accessible undergraduate and graduate education" is evident across all modes of delivery, including the institution's delivery of online programming. Faculty members teaching in online or hybrid learning environments undergo the same selection and hiring process as those teaching in face-to-face settings. Specifically, Eastern adopted the Technology-Delivered Course Policy in Fall 2012, which states that "any instructor(s) of technology-delivered courses/sections must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network's Master Online Teacher certificate or another documented and equivalent training activity before teaching

the courses/sections for the first time." The Illinois Online Network's "Master Online Teacher" certificate is an externally recognized and endorsed program for online instruction, while the OCDI is an in-house, self-directed training series in which the instructor completes readings and learning activities on best practices for developing and teaching online courses. The 12-module program culminates in the instructor submitting an online course for peer review. Since the program's inception in Summer 2008, 115 faculty have completed the requirements for the OCDI.

Faculty Evaluation

Faculty are evaluated regularly in accordance with established institutional policies and procedures. The expectations and performance standards are clear and closely aligned with the university's mission. In Eastern's 2013 self-study survey, 85.4% of faculty agreed Eastern expects excellent teaching from their faculty, and 88.1% believe their performance is evaluated fairly. These high standards for faculty and the formalized evaluation system positively impact students: 90.8% of Eastern students believe their instructors have been effective in the classroom.

Although the specific policies and procedures of Eastern's annual faculty evaluation system are detailed in the EIU-UPI Unit A & Unit B Agreements, key aspects of this system are worth mentioning here. Evaluation of faculty members is completed on the basis of a Departmental Application of Criteria (DAC) document that is developed and amended in accordance with the Unit A and Unit B contracts. The document codifies performance metrics at three levels: teaching and the performance of primary duties, research/creative activity, and service. DACs must follow the guidelines set out by the contract, but each department can tailor the document to meet their specific disciplinary needs. The administration and UPI periodically agree to allow revisions to DACs to accommodate new developments in academic disciplines and departmental objectives. While the faculty members develop and amend departmental DACs, department chairs, college deans, and the provost have an opportunity to suggest changes to the document, which ensures the document conforms to contractual guidelines. Prior to submitting the annual portfolio, all faculty members are apprised of the evaluation procedures by the provost's office, which, along with EIU-UPI, hosts workshops in portfolio preparation.

Tenure-track faculty members (Unit A) along with those applying for promotion or a Professional Advancement Increase submit a portfolio with evidence of their teaching/performance of primary duties, research/creative activity, and service. Portfolios are evaluated at multiple levels to ensure a process of checks and balances. The levels include the Departmental Personnel Committee, department chairperson, college dean, University Personnel Committee, and finally the provost. According to the EIU-UPI Unit A Agreement, by their fifth year tenure-track faculty must be able to document "superior" teaching to be retained. To gain tenure, faculty must continue at this level (see Article 8.6 of EIU-UPI Unit A Agreement). Promotion to full professor requires a ranking of "superior" in all three categories of evaluation: teaching, research/creative activity, and service.

Given the nature of their duties, Unit B faculty members submit documents pertaining only to the category of teaching/performance of primary duties. Unit B faculty member portfolios are evaluated by the department chairperson and the college dean with reports submitted to the provost's office. Evaluation procedures in the Unit B Agreement (i.e., annually-contracted faculty) reward "highly effective" and "superior" rankings with seniority points that move faculty up the employment roster. Part-time faculty members are evaluated by department chairpersons largely on the basis of student evaluations from their courses.

Student evaluations are a mandated component of all of these evaluation processes. These evaluations must incorporate five core questions from the Purdue scale:

1. Instructor demonstrates command of the subject/discipline.
2. Instructor effectively organizes material for teaching/learning.
3. Instructor is readily accessible outside of class.

4. Instructor presents knowledge or material effectively.
5. Instructor encourages and interests students in learning

Each department may require additional questions. Because of Eastern's commitment to strong teaching, faculty consistently receive strong evaluations from students.

Methods for peer evaluation of online instruction are not formalized across campus at this time although some departments have developed strategies for doing so, such as giving course reviewers permission to access the online course to observe live interactions and review course content, including discussion. Consistent with all course delivery formats at Eastern, students in online courses are able to provide feedback through the student evaluation process.

Faculty Professional Development
Eastern is committed to enabling faculty to remain current in their disciplines and adept in their teaching roles. Eastern provides several high-quality professional development opportunities for faculty and staff, which may be publicized in the university newsletter, the online campus calendar, unit websites, and through the all-employee listserv. In Eastern's 2013 self-study survey, 70.5% of faculty felt supported in their professional development in terms of teaching/research/service. Additionally, 66.7% of faculty either agreed that existing professional development at Eastern adequately addresses their needs and interests.

The 2005 NCA Site Visit Report noted that Eastern promoted a life of learning for its faculty, administration, staff, and students, documenting that "increased attention and resources for Faculty Development Programming are fostering a culture of intellectual inquiry as evidenced by comments and accomplishments of faculty… [and that] there is an excellent program in staff development managed by human resources promoting and supporting the acquisition of knowledge and skills by university staff." (p. 15). In the last decade, Eastern has strengthened its faculty development efforts, making all opportunities more broadly known and available and creating other opportunities as needed. Some of those professional development units/programs, services, and opportunities are highlighted in the following two sections.

Faculty professional development programming and services
Since the 2004 self-study, the Faculty Development Office at Eastern has been re-visioned and its services greatly expanded. Housed in the library, it employs a part-time faculty director and two full-time staff members, who provide a wide range of programs and services. Faculty Development's programming serves as a significant resource for faculty to fulfill effectively their responsibilities in teaching, research/creative activity, and service to the institution. Faculty Development's programming includes the following:

- **Write-on-Site, Writing Partnerships, & Early Career/Pre-Tenure, Post-tenure/Mid-Career, & Senior Scholars Writing Courses.** Programs that help faculty further refine their writing skills and enhance the quality of their scholarly projects.
- "**Let's Talk Teaching" sessions.** A regular series engaging faculty in discussions on a variety of topics related to instructional design and delivery.
- **Visiting Scholars presentations and workshops.** Recent scholars include Dr. Michael Wesch (cultural anthropologist), Dr. Tom Tobin (learning technologies coordinator), and Dr. John Zubizarreta (2010 CASE Professor of the Year)
- **"Just in Time" teaching & learning resources; online videos in Magna Commons.** Resources made available to faculty to assist with their teaching and student development activities.
- **Early Career/New Faculty Orientations and Peer Mentoring.** Formal and informal programs to assist faculty in making the transition to full-time academic work and a career at Eastern. The Faculty Mentoring Circles Connection helps build relationships between new and existing faculty.

- **Diversity & Inclusivity focus group sessions & workshops.** Ongoing focus group and workshop sessions centered on diversity and inclusivity.
- **Faculty Reading Groups.** A service provided to encourage interdisciplinary conversations about teaching and academic life.

The Office of Research and Sponsored Programs (ORSP) facilitates applications, negotiations, and procurement of grant funding for activities that are consistent with the mission and role of the university. The ORSP also helps faculty ensure compliance with university, state, and federal regulations that govern the conduct of research. Since 2005, ORSP and Faculty Development have collaborated on several workshops to help faculty seek out and apply for grants. The work of ORSP is discussed in Criterion 2.E.

Originating in 2000, the Center for Academic Technology and Support (CATS) provides a variety of services, including technology-related training/workshops, individual consultation, digital and multimedia resources, mobile and web applications, online course development, research and creative activity application software resources and training, and the Gregg Technology Center (GTC). CATS is committed to supporting and promoting all academic departments in the use of information and communication technologies for teaching, research, and service activities at Eastern. In addition to providing the OCDI training for faculty teaching online courses, CATS also provides several training programs in online or hybrid formats. In 2014, CATS established a Center for Online Learning to provide faculty with more extensive training for online and hybrid programs.

Each year since 2005, the Office of Academic Affairs has sponsored an average of twelve faculty members to attend the Faculty Summer Institute (FSI), a three-day conference at the University of Illinois at Urbana-Champaign where higher education instructors and other professionals receive training on educational technology.

Eastern's colleges and several departments also offer development programs and services to faculty and staff. Places and programs such as the Instructional Technology Center (ITC), College Research Fairs, and the Interdisciplinary Center for Global Diversity (ICGD) are available to assist faculty with their teaching, research, and service endeavors.

Faculty professional development resources and support
In addition to delivering professional development programming and services, Eastern remains committed to providing resource support for faculty. Efforts have been made to maintain this commitment despite years of challenging economic conditions; however, in Eastern's 2013 self-study survey, a modest 60.8% of faculty felt supported in the pursuit of their scholarly/creative goals. This response suggests an area of potential concern for Eastern. For example, many faculty believe that funding for travel should be increased.

Despite tightening economic conditions and limited budgets, Eastern continues to make efforts to invest resources in professional development. For example, Council on Faculty Research (CFR) Grants are competitive research awards that provide research/creative activity support funds for faculty. Funds can be used for contractual services, commodities, and equipment supporting faculty research. Each year from 2004–2014, approximately 10 fall awards totaling $34,000 per year, and 20 to 22 summer awards totaling nearly $100,000 per year were distributed. As discussed above, the President's Fund for Research and Creative Activity supports projects with potential to lead to significant external funding of research and/or scholarship.

Faculty Development also offers support grants to faculty for the purposes of improving course content and instructional activity. Awards up to $500 are issued to faculty, with approximately $10,000 in awards distributed each year. In 2011, Faculty Partnership Grants were implemented to foster interdisciplinary teaching, research projects, and faculty partnerships. Awards up to $750 are available to faculty partners.

Tenured faculty may apply for half-year or full-year sabbaticals after five complete years of service to the university; after the first sabbatical, faculty may apply for subsequent sabbaticals in seven-year intervals. (See Article 28.2 of the EIU-UPI Unit A Agreement.) In addition to sabbatical release time, Eastern also makes available an annual pool of credit units for research/creative activity for tenured faculty. The credit unit pool is designed to supplement existing assigned and unassigned time for research/creative activity projects. Tenured faculty pursuing research/creative activity may apply for credit units to support their work in this area. (See Article 6.3.) All tenure-track faculty are automatically granted one semester of six or more credit units of reassigned time for "non-instructional activity" during year three, four, or five of their probationary period. In addition, instructional assignments for probationary tenure-track faculty are capped at 21 credit units as opposed to 24 credit units for all other faculty. (See Article 6.2.) Figure 3-2 shows the number of unassigned and research credit units the university provides each year.

Figure 3-2, Tenure/Tenure-track Unassigned and Research Credit Units, AY2006–2013

Year	Unassigned CUs	Research CUs
AY2006	536.1	193.2
AY2007	540.2	136.6
AY2008	526.4	125.5
AY2009	532.9	141.4
AY2010	487.5	129.7
AY2011	498.6	133.0
AY2012	523.3	148.0
AY2013	572.2	163.0
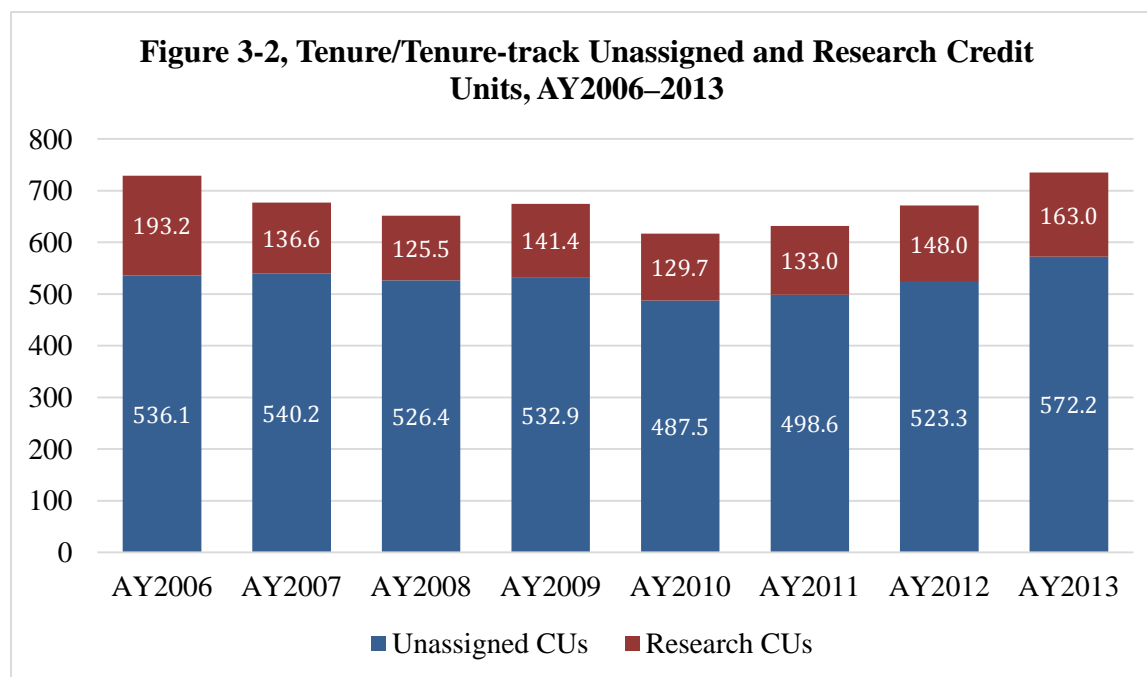
Note: Research Credit Units (CUs) are those CUs assigned as released time for the research/creative activity within the full-load range of 18–24 CUs. An unassigned CU is the difference between a faculty member's total number of assigned CUs and 24. The CUs of probationary tenure-track faculty, for example, are capped at 21 CUs to support research and professional development.

Through Eastern's Foundation, the Redden Grant provides an annual competition for instructional development grants of up to $1,500. The grants may be used for anything that improves undergraduate instruction, including software, equipment, guest speakers, conference registration, and teaching materials. In contrast to tightened resources in other areas, the annual level of funding in this area has grown during the past few years: funding has increased from 61 awards ($79,503) in 2005 to 128 awards ($165,229) in 2013.

Each college provides additional support for faculty research and creative activity. For example, the College of Sciences offers competitive funding (totaling $30,000 annually) for faculty in six areas: Visiting Scholars Awards, Early Research Support Grant Awards, Seed Grants, Study Abroad Initiative, Increasing Distance Education Access in the Sciences (IDEAS) Awards, and Interdisciplinary Research in the Sciences (IRIS) Grants. The purpose of this college-level funding is to promote scholarly activity among faculty to enhance the academic culture throughout the institution.

With recent reductions in Illinois state funding, support for faculty travel has fluctuated over the last decade. Prior to FY2010, average support for faculty travel remained consistent at $1,100 per faculty

member (full-time tenured and tenure-track faculty, including department chairs), an amount consistent with the findings of the 2004 NCA self-study. However, FY2010 and FY2011 showed a significant drop in support for faculty travel, with faculty averages dipping near $800 in FY2011. This decrease paralleled with the reductions in state support and the general economic recession. FY2012 did, however, show an upswing in support for faculty travel, returning to pre-FY2010 levels. However, at this time, travel funding is generally restricted to those who are presenting research and are listed on the conference program. Sources for faculty travel funding include individual departments, colleges, and Faculty Development. In addition, the Interdisciplinary Center for Global Diversity (ICGD) offers travel grants that reimburse faculty for documented travel expenses up to $500; upon completion of travel, recipients then present the funded projects at an ICGD interdisciplinary symposium.

Opportunities for faculty recognition in teaching, research/creative activity, and service as well as staff awards have remained robust since the 2004 NCA self-study. Awards recognizing faculty for their commitment to their respective professions include the following:

- **Achievement & Contribution Awards.** These contractually based awards recognize and honor outstanding faculty achievements and contributions in teaching/performance of primary duties, research/creative activity, and service.
- **Distinguished Faculty Award.** This award is one of the most prestigious honors available to faculty, including chairs, who best exemplify achievement in teaching/performance of primary duties, research/creative activity, and service. A total of 48 awards have been presented since 1979.
- **Faculty Laureate.** Each year, this award recognizes a faculty member who has demonstrated excellence as an undergraduate teacher. A total of 17 awards have been presented to faculty members since 1998.
- **Luis Clay Mendez Distinguished Service Award.** This award annually honors a faculty member who best exemplifies service to the university, to their profession, and to the community at the local, national and/or international level. The award is named in honor of a former professor of Spanish. Ten awards have been presented since 2004.
- **Distinguished Honors Faculty Award.** Honors students nominate faculty for this award, which recognizes outstanding honors teaching and service to the Sandra and Jack Pine Honors College.
- **Rodney S. Ranes Graduate Faculty Mentor Award.** This award honors faculty whose mentoring serves as an example to the graduate community by combining a commitment to scholarship, professional, clinical, or creative work with innovative and effective graduate teaching.
- **Roger Whitlow Award for Excellence in Teaching.** The School of Continuing Education gives this award to faculty who have demonstrated outstanding teaching and commitment to off-campus students.
- **Department Chair Leadership Award Recipients.** A total of 16 awards have been presented since 1998.
- **Celebration of Publications, Creative Works, and Grants.** Sponsored by the Office of Academic Affairs, this reception recognizes the publications, creative works, and successful grant applications of faculty and staff from across campus.
- **Provost's Undergraduate Research Faculty Mentor Award.** This award recognizes faculty who exemplify the highest ideals of faculty/student engagement in research and creative activity.

Faculty Accessibility

Eastern values highly faculty-student interaction. In Eastern's 2013 self-study survey, 92.6% of students agreed that faculty within their major(s) were accessible and/or available to help students. This represents an 11 percentage point increase over students' responses to the same question in the 2004 NCA self-study survey.

Eastern's faculty are dedicated to being accessible to and connected with their students. This focus is formalized in three ways. First, Section 6.8 of the EIU-UPI Unit A & B Agreements requires every teaching professional to maintain at least four office hours per calendar week spread over at least three days or at least five office hours per calendar week spread over two days throughout the academic year. Instructors who teach online and/or off campus are expected to make themselves available via e-mail or the online course management system (Desire2Learn). Second, faculty office hours must be listed on every course syllabus. Finally, faculty accessibility is assessed as one of the five core questions on student evaluations at the end of each course.

Student Support Staff: Qualifications, Professional Development, and Support

Eastern is committed to ensuring that the staff members who provide student support services—such as tutoring, financial aid advising, academic advising, and co-curricular activities—are appropriately qualified, trained, and supported in their professional development. Staff job descriptions are reviewed regularly to ensure listed qualifications reflect the knowledge, skills, and abilities necessary to provide exceptional student support services. Similar to faculty hiring processes, Eastern has in place a formalized system for recruiting and hiring student support staff. Once hired, student support staff complete appropriate orientation and placement training that familiarizes the new employees with the information and skills necessary for them to perform their duties effectively. Student support staff also are evaluated on an annual basis to ascertain performance levels for each employee and, when needed, to identify areas in need of development.

Eastern employees receive tuition waivers that allow them to enroll in up to six credit hours per semester to further their education. In addition, the Office of Training and Development (OTD) offers personal and professional development programming for staff. The office typically hosts 40 workshops per year, with an average attendance of 15–20 employees at each. In AY2013, the OTD launched "Owning the EIU Experience" focus workshops and Mandated Reporting Training. Human Resources (HR) also considers requests from employees for new training programs and provides access to a variety of training and development books and videos. Programming provided by the OTD includes the following:

- **Healthy Lifestyles.** In collaboration with the School of Family and Consumer Sciences and the Campus Recreation Center, HR coordinates workshops to support employees in living a healthy lifestyle.
- **Caregivers Series.** Offered in collaboration with the School of Continuing Education, this series addresses topics such as work-life balance, caregiver health and vitality, decisions about long-term care and caring facilities, and grief support.
- **Financial Manager Series.** This series helps financial managers understand complicated procedures and requirements.
- **The Leading Edge.** This one-year program provides the foundation for a common language and set of leadership strategies among supervisors and managers at Eastern.
- **New Employee Program.** This program provides general information regarding university operations, policies and procedures, performance expectations, and development opportunities.
- **Required Training for Employees.** OTD coordinates mandatory training in Ethics, Identity Protection Act, Abused and Neglected Child Reporting, and Sexual Harassment.

In Eastern's 2013 self-study survey, 71.9% of staff at Eastern agreed that their professional development is supported.

The Superior Performance Award, a three-year pilot program started in 2013, recognizes outstanding contributions of non-negotiated Civil Service and Administrative & Professional (A&P) staff who exemplify exceptional levels of work performance and display high regard and loyalty toward Eastern and to their job responsibilities.

Eastern's commitment to ensuring a qualified, well-supported staff extends to graduate and undergraduate students hired to provide support services. For example graduate consultants in the Writing Center are selected through a competitive process by the English Department's Graduate Studies Committee. Consultants then undergo two days of training prior to the start of the semester and are required to enroll in two pedagogy courses—Writing Center Theory Practice (ENG 5500) and Composition Theory and Pedagogy (ENG 5007) during the fall semester. During the spring semester, consultants are encouraged to take Mentored Composition Teaching (ENG 5502) during which they shadow a tenure-track faculty member teaching a writing centered-course. Through these processes, the Writing Center is able to maintain a qualified, trained, and well-supported staff. As another example, tutors for Eastern's Athletics study tables are selected through a competitive process from the university's Honors program. The tutors participate in orientation; in Spring 2014, a tutoring manual was developed and implemented as a supplemental resource.

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

Eastern is a student-centered campus. This value is reflected in decision-making related to programming and infrastructure investments for student learning and effective teaching. Even while confronting the economic uncertainty of the past 5–7 years, Eastern has continued to prioritize superior support services that are directly aligned with the needs of its diverse student populations. From the institution's educational and applied learning facilities to its academic support and career counseling, Eastern proactively delivers services to assist students before, during, and after their time at Eastern.

Student Advising and Consultation

Eastern's commitment to student retention and graduation is evident in its academic advising at all levels. Prior to registering for classes each semester, students meet with their academic advisor for 30–60 minutes. These collaborative meetings include discussions about the students' aspirations and goals, specific academic requirements, and strategies for success.

Eastern's academic advising system is extensive, with services delivered from multiple sources throughout each stage of the students' academic experience. All new freshman and transfer students are first connected with Eastern's Academic Advising Center (AAC). The AAC has eight professional advisors, a director, and two support staff who assist students with course selection, career goals, major selection, and academic policies and procedures. They educate students on making the transition to a four-year university. All students are advised in the AAC until they have completed 15 credit hours or have met the admissions criteria for their chosen program. Student satisfaction with the AAC continues to be strong. In 2013 student AAC evaluation data, most students rated advisors positively in several areas:

- helpfulness in answering general questions (87.2%);
- helpfulness in understanding university policies and procedures (83.1%);
- helpfulness in making important decisions related to the students' educational experiences (85.3%); and
- willingness to consider students' personal abilities, talents, and interests when advising (85.9%).

Once students have declared a major, they are linked with a professional or faculty advisor in their chosen academic department. This extensive network of departmental advisors includes more than 200 professionals and faculty. Students work one-on-one with these advisors, who mentor students' course selection process, provide suggestions for relevant workshops and conferences, and assist with fieldwork and/or internship placements that meet students' unique needs and interests. In addition to departmental advising, specialized advising is also delivered as needed, as discussed in the next section.

Advising for students in online programs or off-campus locations is an important component of Eastern's student advising and consultation system. Advisors are located at Parkland College in Champaign-Urbana and Triton College in the Chicago area, and full-time admissions counselors are available at Lake Land

College in Mattoon. Having staff in these locations allows Eastern to have a physical presence for a majority of off-campus students.

Due to the scope and diversity of advising services at Eastern, the Campus Advising Network (CAN) was established in 2001 to ensure consistent and superior advising. CAN promotes cooperation and circulates information to all advisors on campus. CAN hosts new advisor training sessions each fall and advisor coffees each semester; publishes at least two Advisorgrams per year; holds monthly meetings of the Steering Committee; and schedules other meetings and events as needed.

In addition to the career counseling and advising students receive from their academic advisors, full-time staff in the Career Services Department work directly with students throughout their college experience and beyond graduation. The Career Services staff provides individualized counseling, group meetings, and professional development training workshops; in addition, they coordinate multiple job fairs on campus each year. According to a 2011–2012 NACE Career Services Survey, the services available to Eastern students and alumni are comprehensive and reflect both the breadth of service offered at major research universities and the personalization typically found at small private colleges.

Delivering Student Support Services for a Diverse Constituency

Effectively delivering educational experiences to Eastern's diverse campus community requires a commitment to appropriate student support services. Simply put, if Eastern expects greatness from its students, we must provide excellent support services that promote optimal learning environments. Eastern recognizes this need and offers many support services, including the following, to guide in the success of students:

- **Student Success Center (SSC).** The SSC was made possible by a five-year $1.825 million Title III Institutional Development Grant from the U.S. Department of Education. The SSC focuses on improving the performance of at-risk students by offering programs and services to aid in student success and retention. More than 11,000 students have received services from the SSC since Fall 2007, including more than 200 workshops and classroom presentations. The SSC does not currently provide support to off-campus students. Support for online students is limited.
- **Honors.** Founded in 1982, the Honors College serves the needs of academically talented students. The Honors College includes more than 500 students representing all colleges and most majors. The Honors College is also home to the Presidential Scholars Program for honors students who have been awarded the university's most prestigious freshman scholarship; between 2004–2012, 172 students have entered this program. The capstone of the Presidential Scholars Program is the Honors Experience, which is individualized to expand upon the student's prior learning. The Honors College administers the National Student Exchange Program at Eastern and advises students interested in applying for national scholarships and fellowships. The Honors College also coordinates twenty-four Departmental Honors programs, ideal for students who want to prepare themselves for the highest levels of accomplishment in their chosen discipline.
- **Boost, Gateway, & TRiO Student Support Services.** The Boost program was implemented in 2005 and later absorbed into the Gateway program in 2012. These special admission programs are designed to meet the needs of students who have potential to do college work but who do not meet regular admissions requirements. TRiO is a comprehensive, federally funded program that serves low-income and first-generation college students and/or college students with disabilities. See Criterion 4.C. for a detailed discussion of these three programs.
- **Reading & Writing Centers.** The Reading Center provides individualized, workshop, and computer-aided instruction designed to improve students' reading and study skills. The Writing Center provides individual consultations as well as hands-on workshops. Online and off-campus students are also able to access the support services provided by the Writing Center via webcam consultations. The Writing Center provided 1,827 individual student sessions during AY2013. Feedback from these sessions was strong, with 96.5% of surveyed students describing their

consulting session as either "very helpful" or "helpful" ([EIU Writing Center Annual Report 2012–2013](#)).

- **Teacher Assessment Support Center (TASC).** The College of Education and Professional Studies provides study materials, study plan assistance, practice exams, and tutoring to support the teacher certification testing needs of students.

- **Early Alert:** Eastern's Early Alert System (EAS) was developed by the Committee on Retention Efforts (CORE). The EAS identifies at-risk students early in their academic careers and directs them to needed support services. The EAS and other retention strategies are discussed in Criterion 4.C.

- **Transfer Relations.** The Office of Transfer Relations (OTR) answers questions and provides assistance for students transferring to Eastern. The OTR oversees more than 170 2+2 articulation agreements and 10 dual admissions programs with Illinois community colleges. The OTR also delivers transfer-related programming throughout the year, such as Transfer-Friendly Fridays, a program where potential students spend the day learning about housing and dining options, financial aid and scholarship opportunities, and things to do in Charleston.

- **Panther Athletic Support Services (PASS).** PASS provides specialized support to student-athletes in light of the unique time demands, responsibilities, and rules governing participation in intercollegiate athletics. PASS services include academic study hours, academic monitoring, tutoring services, priority registration, study hall, counseling and mentoring, and travel notification.

- **Summer Institute for Higher Learning (SIHL).** Implemented in 2012, SIHL is a bridge program offered to freshman students by invitation only through the Office of Undergraduate Admissions. This five-week program is designed to help students transition successfully from high school to Eastern. The Student Success Center coordinates the program in collaboration with Admissions, CASA, Financial Aid, New Student Programs, and Housing.

- **Office of Testing and Evaluation (OTE).** OTE offers services such as scanning of exams, evaluations, and surveys. In FY2013, the OTE scored 95,716 exams, processed 60,295 evaluations, and created 44 surveys. In Fall 2013, OTE launched the Disability Testing Center for students with registered disabilities; during its first semester of operation, the OTE proctored 582 tests taken by 88 students.

- **Health Education & Resource Center (HERC).** Affiliated with Health Service, the HERC provides information on health-related topics through health programs, presentations, one-on-one consultations, and online and print resources.

- **Office of New Student Programs (NSP).** Committed to helping new students and their families connect and engage with the campus community, NSP helps students develop a solid foundation for subsequent academic and personal success. NSP services are available prior to students' first semester, with certain programs continuing into the first six weeks of the term or through the full semester. One major program hosted by NSP is Prowl, a mandatory program offered during the week prior to the start of the fall semester, which focuses on helping students make a smooth transition to their new lives as Eastern students.

- **Counseling Center.** Each year, the Counseling Center provides personal counseling to more than 600 undergraduate and graduate students. The Center is staffed by psychologists, counselors, and graduate students, and the services rendered to students are free, voluntary, and confidential. In [Eastern's 2013 self-study survey](#), 79.8% of students agreed that Eastern has adequate support services available for students who have emotional or psychological issues.

- **Office of Student Disability Services (OSDS).** The OSDS is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. In 2013, the OSDS served 313 students and had one or more contacts with an additional 136 prospective students. In [Eastern's 2013 self-study survey](#), 83.6% of students and

74.6% of faculty agreed the institution has an adequate amount and quality of support services for students with learning-related disabilities.

- **Veterans Services/ Military Assistance Center.** See Criterion 1.C. for a detailed discussion of the services and programs provided by the Veterans Services/Military Assistance Center.
- **Literacy in Financial Education (L.I.F.E.) Center.** Eastern was selected as one of 15 universities to receive a $40,000 grant from TIAA-CREF and the National Council on Graduate Studies. The L.I.F.E Center was created from this funding. Its mission is to change student knowledge and behaviors related to money management by providing financial education. The L.I.F.E. Center encourages students to practice responsible financial behaviors, reduce their discretionary spending, and graduate with a lower debt level.
- **Academic and Professional Development.** The office of Academic and Professional Development, within the School of Continuing Education, assists credit and non-credit lifelong learners from a variety of age groups. Students seeking credit opportunities participate in online and off-campus courses, summer sessions, and faculty-led study abroad programs. Those seeking non-credit options participate in conferences, workshops, camps, and the Academy of Lifelong Learning (discussed in Criterion 1.C.). The primary goal of the office is to help all learners acclimate to and thrive in the educational environment.

In Eastern's 2013 self-study survey, 85.3% of students and 75.6% of faculty agreed that Eastern has adequate support services for those students who experience academic challenges or weaknesses.

Infrastructure and Resources

High-impact experiences, both inside and outside the classroom, require significant investments in infrastructure and resource support. Recognizing this need, Eastern provides students and faculty with the infrastructure and resources necessary to support high-quality teaching and learning. To support academic excellence in the classroom, all 205 classrooms are technology enhanced with a variety of equipment configurations and seating capacities. Eastern's 61 science labs provide discipline-specific opportunities for hands-on student learning. The Geographic Information Systems (GIS) Laboratory, for example, is developed, maintained, and served by faculty in the Geography Program and contains computers with current GIS, Remote Sensing, and mapping software. Off-campus laboratory spaces include the Wesley Whiteside Botanical Garden and the EIU Observatory. Labs receive equipment and infrastructure updates, as needed, to support students and faculty in their teaching, learning, and research endeavors. The ATP Lab, for example, provides undergraduate and graduate students with hands-on learning experiences in conducting comprehensive physical fitness assessments, leading to the development of individualized exercise prescriptions for the patrons they serve.

Other colleges provide specialized laboratory spaces as needed. For example, the Securities Analysis Center (SAC) provides students in the Lumpkin College of Business and Applied Sciences with experiential learning opportunities in investment concepts. Through the SAC, students manage an actual portfolio and make decisions based on current market conditions and analysis. Pantera and the Café are student-operated, full-service restaurants run by students majoring in Family and Consumer Sciences. Integrated with the Commercial Quantity Food Production class (FCS 3784), Pantera provides students with hands-on, experiential practice and development of skills necessary for the professional workplace. Students in the departments of Communication Studies and Journalism gain real-world training on state-of-the-art radio and television equipment through WEIU onsite.

Through the Doudna Fine Arts Center, opened in 2008, Eastern provides cutting-edge instructional spaces, performance venues, and laboratories for students in art, music, and theatre arts. The Doudna includes a 600-seat concert hall, a 175-seat Recital Hall, a 300-seat proscenium-stage theatre, and a 150-seat black-box theatre. In addition to these performance spaces, the Doudna offers traditional classrooms, computer labs, well-equipped art studios, rehearsal halls, and a recording studio.

Eastern is committed to ensuring that all students—both on campus and off—have access to optimal learning spaces. In 2013, Eastern transitioned from WebCT to Desire2Learn (D2L) as the university's course management system. D2L offers a strong suite of tools to deliver effectively course content, assess learning, and promote student engagement; staff from the Center for Academic Technology Support have provided extensive training to help faculty optimize the learning experiences for students on D2L. In addition, Eastern staff located at Parkland College, Lake Land College, and Triton College serve as resources for prospective students attending these locations. Eastern also has established strong partnerships with offsite locations for learning: affiliated hospitals provide clinical experiences for students in programs such as Nursing and Dietetics; Illinois K–12 schools provide education students with sites for practica and student teaching; and area community organizations provide a wide range of internships and other experiential learning opportunities.

A comprehensive program of library services is also offered to students and faculty at Eastern. The Booth Library collection includes more than 978,209 cataloged volumes and approximately 1.2 million microtexts, as well as maps, music scores, and pamphlets selected to support the university's educational mission. Within the library, the Ballenger Teachers Center houses K–12 curriculum materials, an extensive juvenile collection, and a variety of non-print teaching materials. Booth Library also provides students and faculty with direct access to materials from 86 Illinois academic and research libraries through the online public catalog, I-Share. Additional electronic systems provide online access to a variety of research periodical and subject databases. Interlibrary loan services supplement Booth Library's resources by making available materials that are owned by other libraries. Reference Services faculty members provide individualized assistance, instructional materials, orientation tours, and specialized research clinics to help users access and use Booth Library resources. To support off-campus students, the library has developed the "Ask a Librarian" service through which patrons may access live, online help, 24 hours a day, 7 days a week. Booth Library's Technology Services also provide students with non-print media materials, open computer labs, and technology training workshops. Study carrels equipped for independent viewing and listening are provided in the library, as well as rooms for group studying.

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

The educational experience at Eastern integrates students' academic and personal development. For this reason, Eastern supports co-curricular experiences that provide opportunities for students to learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate the values of diversity, leadership, and citizenship.

Setting the Stage

The institution introduces students to Eastern's enriched integrative educational environment as soon as they arrive on campus through two high-impact experiences:

- **Eastern Reads** provides incoming freshmen with a common intellectual experience. All first-year students are asked to read the same book before their arrival on campus for the fall semester. Faculty, staff, and administrators lead book discussions engaging students in an exploration of the book's themes, concerns, implications, and expression. These discussions introduce first-year students to the rewards and rigors of academic dialogue in a non-threatening atmosphere, foster a common academic community, and give students an important opportunity to form connections with faculty, staff, and peers. Participation data for the Eastern Reads program can be found in Table 3-2. Throughout the fall semester, the book and its issues are incorporated into courses and campus events such as panel discussions, art exhibits, and lectures.

Table 3-2: Eastern Reads Faculty & Student Participation Data			
Fall Semester	Faculty/Staff Participants	Freshman Participants	% of Entering Class
2007	67	1298	75.9%
2008	82	1615	88.3%
2009	87	1506	88.3%
2010	71	1310	88.8%
2011	79	1177	86.6%
2012	69	1151	89.8%
2013	57	1231	93.1%

- **Jumpstart 2 G.I.V.E.** engages incoming freshman and transfer students along with more than 60 faculty and staff members in service projects in surrounding counties and on-campus. In 2013, 1,413 students participated in service on this day. The service projects and related social issue discussions challenge students to integrate their personal interests and skills to meet the needs of the community. This program sets the expectation that Eastern students will be challenged to apply learning and personal experiences to complex situations and become engaged and responsible citizens.

Multicultural Awareness

Eastern is committed to fostering an educational environment that embraces cultural diversity as a core value. The university provides numerous experiences and opportunities that foster multicultural awareness and understanding. Examples of this programming are discussed in Criterion 1.C.

Academic Co-Curricular Opportunities

Each academic unit sponsors activities, clubs, and honor societies that are open to students majoring in those disciplines. These clubs and honor societies provide academic and social leadership opportunities for their members. Many of these organizations have won national awards. For example, the Alpha Chi Chapter of Pi Omega Pi, the National Business Teacher Education Honor Society, ranked fifth in the National Chapter Award Competition for 2012 and consistently ranks in the top ten chapters in the nation. Eastern's Student Chapter of Sigma Gamma Epsilon (Geology honor society) has been awarded the Outstanding Student chapter award three years in a row. Competing with chapters from schools such as Purdue, Johns Hopkins, and Penn State, Eastern's chapter has the most awards.

Examples of other high-impact integrative academic experiences include the following:

- The Department of Special Education annually recruits 700–900 Eastern students to participate in the Special Olympics Fall Festival and organizes the involvement of 400–500 Eastern students in the Spring Area 9 Special Olympics.
- Creative and scholarly work by students is published in *The Vehicle*, a biannual literary magazine produced by Sigma Tau Delta (an English honorary society) and Student Publications; *Symposium*, a student-created Philosophy journal and blog; *The Blue Room,* which features student art and campus art resources; and *Historia*. Now in its 22nd year, *Historia* won a third-place award in the 2012 Phi Alpha Theta competition for student journals in history.
- Students work as editors and staff members with student media operations: *The Daily Eastern News*, WEIU Radio-TV, and the *Warbler* (yearbook). *WEIU-TV News Watch* produces more local news programming than any other college or university in the state of Illinois. The production is solely produced, anchored, and directed by Eastern students majoring in communication studies, journalism, and geography.

- The nationally competitive team that travels to other universities and colleges where students deliver speeches in multiple categories. Active members may be eligible for scholarships that assist with Eastern tuition.
- Hello, Dali and Lunch Box Voodoo are student-organized comedy performance groups that perform throughout the academic year.
- Eastern students participate in the Geology Outreach Program, which presents demonstrations to area schools in order to excite future students about Earth Science.

Involvement prospects

The Student Life Office supports more than 200 student clubs and organizations annually. These organizations represent a broad spectrum of interests including academics, athletics, Greek life, honorary societies, multicultural organizations, politics, religion, service, social organizations, and governance. In Eastern's 2013 self-study survey, 78.7% of students who participated in a recognized student organization believed their involvement positively contributed to their educational experience.

The institution also offers more than 90 intramural opportunities through the Student Recreation Center; an extensive calendar of sporting events; sponsored lectures and workshops; and a performing arts calendar that includes regional and national artists along with student-performed and student-produced events.

Leadership engagement

Eastern provides several venues for students to enhance their leadership and professional skills:

- **High-Impact Positions**. The university offers student positions that provide leadership and personal development. Students in these positions mentor peers, assist faculty and staff, facilitate programming, and interact with a broad spectrum of the community. Students selected for these positions often have broad autonomy and decision-making abilities. A prime example of such student leaders is the Residence Hall Assistant (RA), who is responsible for establishing a learning community comprised of 40–60 students.
- **Emerging Leaders and the Transfer Leadership Institute.** These one-semester programs offered by New Student Programs introduce new students to leadership. These programs help students discover their abilities, become involved in campus activities, and develop a leadership plan for their college experiences. In 2013, more than 380 students were nominated, and 31 were selected to participate in the program.
- **Governing Councils and Registered Student Organizations.** Activities such as Student Government, University Board, Residence Hall Association, and Greek Councils provide opportunities for students to lead their peers. These organizations participate as active members of university committees and provide a strong voice in the shared governance of the institution. Forty percent of seniors surveyed reported having held a formal leadership role in a student organization (NSSE 2013).
- **Professional Conferences.** Students holding a variety of leadership positions attend regional and national professional association conferences. These events promote the development of professional skills and provide educational opportunities. Attending these conferences allows students to showcase their talents through presentations, case studies, and competitions. Eastern has a strong history of students winning awards at professional conferences. For example undergraduate students have won case study awards at the National Orientation Director Association's regional conferences for nine of the past ten years. The Residence Hall Association routinely wins awards for best presentation at the Great Lakes Association for College and University Residence Halls.
- **Varsity Athletics.** Eastern has received the Ohio Valley Conference Commissioner's Cup, which recognizes excellence in athletics, for three out of the last four years and routinely receives a conference sportsmanship award. Intercollegiate athletics provides students, faculty, alumni, and

friends with opportunities to share in the life of the collegiate community. More than 450 students participate in NCAA athletics across 21 teams annually. Proving that they are students first, the overall GPA in AY2013 for all athletes was 3.19. These athletes also volunteer in the community for more than 2,000 hours annually.

Civic engagement
In 2008, the university established the institutional objective to "Support service to each other and to our community, region, state, nation, and world." See Criterion 1.D. for a detailed discussion of civic engagement experiences and activities at Eastern.

Student employment
Student jobs on campus provide meaningful opportunities to enhance career skills: in Eastern's 2013 self-study survey, 67.1% of students indicated finding additional value, beyond the financial, as a result of their employment on campus. There are more than 3,000 student employment positions in offices and departments throughout the university, ranging from being a fitness instructor or a lab assistant for a professor to serving as a tutor or photographer for the *Daily Eastern News*.

Criterion 3 Strengths and Initiatives
In delivering a high-quality educational experience across all delivery modes and locations, Eastern Illinois University has relied on the following key strengths and initiatives:

- A productive, highly qualified faculty dedicated to teaching and learning and the discovery of knowledge.
- Small classes and a small student-to-faculty ratio that provides excellent opportunity for faculty to mentor student research and development.
- A dedicated, well-qualified staff, who provide services and learning opportunities appropriate to the needs of the students.
- Accessible faculty and staff in both curricular and co-curricular programs.
- A robust faculty development program, dedicated to 1) improving teaching and learning for our diverse student body, 2) developing technology in support of teaching and learning, and 3) facilitating faculty research.
- A solid technology infrastructure for teaching and learning.

Criterion 3 Challenges and Opportunities
To continue delivering high-quality education, Eastern must be proactive in meeting internal and external challenges while remaining committed to efforts for potential growth and improvement. Challenges and targeted areas of opportunity include the following:

- Lower than desired scores on the Collegiate Learning Assessment and state demographic shifts impacting enrollments have motivated planning for the university and its academic programs. An important first response to this challenge has been the instituting of the new learning goals and the concerted effort by programs to make sure their curricula are relevant and accessible for 21st century learners. Now that the learning goals have been adopted, they must be infused into all undergraduate degree programs.
- Online learning and new delivery systems have increased at Eastern during the past 10 years. Efforts to maintain Eastern's current levels of high-quality education across all modes of delivery must continue if the university is to keep pace with these trends.
- Additional funding is needed to support faculty and student research, creative activity, and scholarship. In addition, a process is needed for more complete, centralized tracking of faculty scholarly and creative output.

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Overview

Eastern Illinois University has demonstrated its commitment to providing a high quality education by establishing and revising policies and procedures for awarding credit that are aligned with best practices established by accrediting bodies and related organizations. Eastern has continually monitored and improved its procedures for approving new courses to reflect current needs and trends in higher education. The university has improved its processes for assessing student learning outcomes using reviews and feedback from multiple sources to guide this important responsibility. In addition, outcomes assessment is integrated fully into the curriculum development process at both undergraduate and graduate levels. Eastern continues to analyze retention and graduation data even though it has a long-standing and impressive history of graduation and retention rates that are above the national average.

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

Eastern's quality assurance programs are based on the development of multiple internal and external review practices that advance the quality of educational programs.

Program Review Practices

External review

All undergraduate and graduate programs are reviewed every eight years following the Illinois Board of Higher Education (IBHE) guidelines. As noted on the Program Review Summary Form, each program describes any major changes in the program/disciplinary context (e.g., student demand, societal need) and actions taken since the last review. The review and summary typically include:

- A statement of program goals and intended learning outcomes;
- An assessment of student learning from multiple measures;
- A summary of feedback from key stakeholders (students, alumni, and employers);
- The documentation of processes to improve the efficiency and effectiveness of the programs; and
- A list of recommended actions to improve or enhance the program.

Program reviews are submitted to the college dean and to the provost, who provide feedback. (See sample reports and feedback.) In addition, undergraduate reviews are presented to CAA following the Council on Academic Affairs guidelines; these presentations are documented in the CAA minutes.

Reports on graduate programs are submitted to the dean of the Graduate School, who provides a response to the department and a brief summary of the program reviews to the Council on Graduate Studies. The Council may request an opportunity to read the entire review or invite a program representative to discuss the review.

Once the review is finalized, the provost's office—in conjunction with the college dean—assigns one of the following outcomes to the review prior to submitting it to the IBHE:

1. Program in good standing;

2. Program flagged for priority review; or
3. Program enrollment suspended.

"Flagged for priority review" means that the program review identified problems such as low enrollments, high costs, accreditation issues, below-average scores on certification or licensure exams, below-average employment placement rates, or low satisfaction ratings. Eastern reports every three years on programs flagged for priority review until the problems are resolved. Two programs were flagged for priority review during the past 10 years: the Business Administration program delivered at Parkland College and Africana Studies. Problems with the sequence of course offerings have been corrected successfully by the Business Administration program. The program review in Africana Studies identified enrollment concerns, which the program has worked to address in preparation for its interim review in 2015.

Specialized accreditation

In addition to IBHE program reviews, some programs engage in the regular program reviews required to obtain and maintain specialized accreditation. These reviews add an additional level of quality review based on discipline-specific criteria. The institution maintains specialized accreditation from 31 accreditors for 36 programs. (See Table 4-1.) In addition, 21 programs that prepare students for professional educator licenses are NCATE/CAEP accredited.

Table 4-1. Accrediting Agencies in Addition to NCATE/CAEP		
Accrediting Agency	**Program**	**Accreditation Through Year**
American Dietetic Association's Commission on Accreditation for Dietetics Education	FCS, Dietetics Internship (Graduate) Program and Didactic Program (Undergraduate)	2017
Accrediting Council for Education in Journalism and Mass Communication (ACEJMC)	Journalism (B.A.)	2018
American Association of Colleges of Nursing (AACN) Commission on Collegiate Nursing Education (CCNE)	Nursing (B.S.)	2014
American Association for Health Education (AAHE)	Health Education (B.S.)	2018
American Association of Museums	Tarble Arts Center (no degree program)	Reaccreditation in progress
American Association of Schools of Family and Consumer Sciences (AAFCS)	Family and Consumer Sciences (B.S.)	2022
American Chemical Society (ACS)	Chemistry (B.S.)	2015
American Council on the Teaching of Foreign Languages (ACTFL)	Foreign Languages with Teacher Certification (B.A.)	2018
Association for Childhood Education International (ACEI)	Elementary Education (B.S.)	2018
Association to Advance Collegiate Schools of Business (AACSB)	Accounting, Business Administration, Finance, Management, Marketing	2015
Association of Technology, Management, and Applied Engineering (ATMAE)	Applied Engineering and Technology (B.S.)	2017
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Athletic Training (B.S.)	2022
Council for Exceptional Children/National Council for Accreditation of Teacher Education	Special Education (B.S.Ed.)	2018
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Community/School Counseling (M.S.)	2015
Illinois State Board of Education (ISBE)	Educator Preparation Programs	2018

Table 4-1. Accrediting Agencies in Addition to NCATE/CAEP

Accrediting Agency	Program	Accreditation Through Year
Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA- ASHA)	Communication Disorders and Sciences (B.S.) (M.S.)	2016
Educational Leadership Constituent Council (ELCC)	Educational Leadership (Specialist, M.S.E.D.)	2018
International Technology and Engineering Educators Association (ITEEA/CTTE)	Career and Technical Education (B.S.)	2018
National Association for the Education of Young Children (NAEYC)	Early Childhood Education	2018
National Association of School Psychologists (NASP)	Specialist School Psychology	2018
National Association of Schools of Art and Design (NASAD)	Art (B.A) (B.F.A.) (M.A.)	2018
National Association of Schools of Music (NASM)	Music (B.Mus) (M.A.)	2015
National Association of Schools of Theatre (NAST)	Theatre Arts (B.A.)	2014
National Association of Sport and Physical Education	Physical Education (B.S.)	2018
National Council for the Social Studies (NCSS)	Social Science Education	2018
National Council of Teachers of English (NCTE)	English Language Arts with teacher certification (B.A.)	2018
National Council of Teachers of Mathematics (NCTM)	Mathematics Education (B.A.)	2018
National Recreation and Parks Association/American Association for Leisure and Recreations (NRPA/AALR)	Recreation Administration (B.S.)	2015
National Science Teachers Association (NSTA)	Science with Teacher Certification (B.S.)	2018
Society of Public Health Association/American Association of Health Education (SABPAC/AAHE)	Health Studies, Community Health Option (B.S.)	2014

Source: Assistant Vice President for Academic Affairs

Internal review

Eastern has two internal program review processes. The Program Analysis review was introduced in Fall 2012 by President Perry. All academic and nonacademic units with an appropriated budget account number conducted a Program Analysis for the first time in 2013. The program analysis process and specific criteria are discussed in Criterion 5.C. Results from the Program Analysis are now being used to guide future budget and program decisions at Eastern.

Another program review process is the First Choice Graduate Program Review process developed by the Graduate School and the Council on Graduate Studies (CGS). Approximately 50% of the graduate programs at Eastern have voluntarily participated in this unique program review process to achieve the "First Choice" designation within the Graduate School. The program was initiated in 2004 with the following plan for consistently advancing the quality of graduate study at Eastern:

1. Establish mission-focused criteria to identify First Choice Graduate Programs that serve as models of excellence at Eastern;
2. Use the criteria to guide strategic program improvements for programs that wish to achieve the First Choice Designation;
3. Use the criteria to guide decision making when serious limitations are evident.

In 2006, CGS developed and [adopted five criteria](#) to assess graduate programs:

1. The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the university's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.
2. The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.
3. The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.
4. The program documents sustained achievements in research/creative activity with graduate students and faculty.
5. The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the university's teaching and mentoring priority and who have a record of research/creative activity and professional service.

The First Choice process includes a CGS consultation with programs considering application to determine where the criteria are clearly met and to identify actions that should be taken to address weaknesses. Following a consultation, programs may seek a First Choice Review; programs seeking First Choice designation address the five criteria in a 15-page report and an oral presentation to CGS. CGS then determines whether the program meets the criteria to use the First Choice designation. Programs achieving the First Choice Designation are reviewed every five years using a [Renewal Review](#). The Graduate School provides oversight and assists CGS in the review process. Only programs that meet the highest standards of scholarly excellence and sustain that achievement receive the "First Choice" designation. (See Table 4-2 for a list of those programs.) Programs that achieve First Choice status receive financial incentives such as additional assistantships, travel awards for student researchers, and program initiative awards.

Table 4-2. First Choice Graduate Programs	
Years	**Program**
2009–2013 Initial 2014–2019 Renewal	MA in History & Historical Administration Option MA in English MS in College Student Affairs MS in Communication Disorders & Sciences MS in School Psychology
2010–2014 Initial Renewal Pending Review	MA in Gerontology MS in Biological Sciences MA in Political Sciences
2012–2016 Initial	MS in Counseling MS in Clinical Psychology
2014–2019	Master's in Business Administration
2015–2020 Initial Pending Review	MSE in Elementary Education

Source: Graduate School website

Links to each program's First Choice application are included on the Graduate School's website, along with feedback from the CGS review board for the most recently added [First Choice Program, MBA](#). The First Choice program reflects a cooperative venture that depends on faculty, staff, and administrators working together to establish and maintain excellent graduate programs. The program earned the

Midwestern Association of Graduate School's Innovation Award in 2011. Other universities have used it as a model, and it is a model that may be adaptable to other academic programs at Eastern.

Evaluation of Credit

Eastern's process for awarding credit (*IGP 46.1—Credit Hour Policy*) conforms to standards set by the Higher Learning Commission Policy (North Central Association; Commission Policy FDCR.A.10.020) and the Federal credit hour definition (Federal Register 75 FR 66832 p. 66946). One semester credit hour approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement. The standard for one semester hour of credit in a traditional course is a minimum of 50 minutes of direct instruction and 100 minutes of out-of-class student work each week during a standard 15-week semester. This equates to a total minimum of 12.5 hours (750 minutes) of direct instruction and 25 hours (1,500 minutes) of out-of-class student work per one semester hour of credit. The ratio of instruction time to out-of-class student work may vary; however, student academic engagement in coursework must meet the minimum of 37.5 hours per semester hour regardless of semester length, course type, or delivery method. All courses leading to the awarding of credit, including courses that have experiential learning and less-structured classroom schedules—such as independent studies, internships, practica, and studio work—must have, at a minimum, clearly stated learning objectives, expected outcomes, and workload expectations that meet the standards set forth above.

Standards for awarding experiential learning credit

Undergraduate independent study credit is awarded in most undergraduate programs. A maximum of six hours may be applied to a degree. As stated in the Undergraduate Catalog, an independent study involves the pursuit of clearly defined goals and learning objectives by a relatively self-directed student effort supervised by a faculty member. Independent study proposals include a statement of goals and a description of the intended final product of the project. Proposals must be on file in the department and approved by the faculty advisor and department chair prior to registration for the course. Meetings with the professor for direct instructional activities may vary; however, an estimate is included in the proposal. Undergraduate research credit (1–6 hours) and undergraduate thesis credit (3 hours) are available in the 24 undergraduate Departmental Honors programs.

Graduate independent study credit, research credit, and thesis credit are available in all graduate programs that are research-focused or offer a research track. As noted in the Graduate Catalog, graduate independent study is an advanced, individualized study of a topic or topics selected and directed by the graduate student under the supervision of a member of the graduate faculty. Procedures for approval of a graduate independent study plan are equivalent to those for undergraduate study. A maximum of six hours of independent study, thesis, or research may be applied to a graduate degree, and a maximum of nine hours in a combination of independent study, research, and thesis may be applied to a graduate degree.

Internship credits awarded vary from 1–15 credit hours across colleges, but all meet or exceed minimum Eastern/federal credit hour criteria of 37.5 hours of work per hour of credit awarded. Similarly, practica are shorter-term experiences for 1–4 credit hours. Table 4-3 summarizes the credit hour and enrollment figures for experiential credit for AY2013.

Table 4-3. Credit Awarded for Experiential Learning AY2013			
Credit-Bearing Experience	**Range of Hours**	**Number of Students**	**Credits Earned**
Undergraduate Experiential Credit			
Independent Study	1–6 credit hours	391	744
Research	1–6 credit hours	1,156	3,125
Undergraduate Thesis	3 credit hours	47	141
CAH Internships	1–12 credit hours	96	339
COS Internships	1–12 credit hours	220	1,318
CEPS Internships	3–6 credit hours	187	801
LCBAS Internships	1–15 credit hours	281	1,034
Student Teaching	12–16 credit hours	467	6,692
CAH Practica	1–3 credit hours	54	115
COS Practica	1–3 credit hours	68	160
CEPS Practica	1–4 credit hours	937	1,727
LCBAS Practica	3 credit hours	132	396
Graduate Experiential Credit			
Independent Study	1–6 credit hours	168	315
Research	1–3 credit hours	514	1,456
Graduate Thesis	3–6 credit hours	101	362
Internship	1–12 credit hours	220	1,218
Practica	1–6 credit hours	283	1,008

Sources: Graduate and Undergraduate Catalogs; Office of the Registrar and Enrollment Management

Standards for awarding prior learning credit

Eastern undergraduates may earn credit for prior learning through proficiency examinations, military service review, and portfolio review. (See *IGP 46.1—Credit Hour Policy.*) Eastern awards credit for prior learning in the Organizational and Professional Development (OPD) program and the BA in General Studies Program (BGS) following Council for Adult and Experiential Learning standards. Students in these programs must take a portfolio development course and submit a portfolio to document learning from their previous experiences. Portfolios are evaluated by faculty with expertise in the area sought for course credit.

Some military service experiences may be submitted to the Office of the Registrar for elective college credit; these experiences are submitted on the student's Joint Services Transcript from the Department of Defense. Proficiency examinations, if approved by an academic department, offer an opportunity to obtain undergraduate credit for knowledge and experience relevant to certain courses. Eastern allows credit through College Level Examination Program (CLEP), College Entrance Examination Board (CEEB), Advanced Placement (AP), and International Baccalaureate programs. Rules for proficiency examinations for credit are explained in the undergraduate catalog, and scores required for specific exams are maintained on the registrar's webpage. Credit awarded for prior learning in AY2013 appears in Table 4-4.

Table 4-4. Credit Awarded for Prior Learning AY2013			
Credit-Bearing Experience	**Range of Hours**	**Number of Students**	**Credits Earned**
BGS Prior Learning Portfolio	2–30 credit hours	17	129
OPD Prior Learning Portfolio	6–20 credit hours	9	125
AP	3–29 credit hours	86	623
Proficiency Exam	3–8 credit hours	8	39
Competency Credit	6 credits hours	13	78
Defense Activity for Non-Traditional Support (DANTES)	6 credit hours	1	6
College Level Examination Program (CLEP)	3–17 credit hours	9	66
Military / Service School	4–229 credit hours	48	2,098
International Baccalaureate	22 credit hours	1	22

Source: Office of the Registrar and Enrollment Management
Note: Experiential credit is not typically offered at the graduate level.

Policies assuring the quality of transfer credit

Eastern's standards for awarding undergraduate transfer credit are aligned with the Illinois Articulation Initiative (IAI). This initiative is designed to streamline transferring undergraduate credit among Illinois institutions and ensure consistency and quality within the transfer process. As part of the quality assurance process, all participating institutions must submit course syllabi to IAI faculty-led panels for review and must adhere to standard processes for evaluating courses transferred from other institutions. Quality assurance processes described in the undergraduate catalog, verify that Eastern awards transfer credit for acceptable courses from colleges and universities that are accredited by the North Central Association of Colleges and Schools or other regional accrediting agencies. Passing grades are required; however, credit for courses in which students earned a "D" will transfer if the student achieves a cumulative GPA with at least a "C" average from that institution. To verify the quality of writing and speaking, Eastern requires that students earn a "C" or better for English and speech (any course transferring in as ENG 1001G, ENG 1002G, or CMN 1310G). The Office of the Registrar is responsible for ensuring that courses from other institutions are transferred in according to established quality assurance agreements and guidelines. Eastern's policy prohibits awarding of credit for transfer courses that are remedial, developmental, or preparatory, or for orientation work. Credit is not awarded twice for the same course. Although there is no limit on the number of undergraduate hours that can be transferred, Eastern requires that its baccalaureate candidates earn a minimum of 42 semester hours in residence with a minimum of 32 in the junior and senior years, 12 of which must be in residence during the senior year. Eastern also requires students to earn at least 56 hours at senior institutions, including Eastern. Because IAI participant institutions agree to adhere to best practices outlined in the IAI agreement, students who complete their associate degrees from specified institutions may receive certain benefits. A key benefit is that Eastern accepts the transfer institution's general education courses in lieu of its own comparable lower-division general education requirements. Additional benefits are outlined in the undergraduate catalog. Table 4-5 provides a summary of transcript evaluations completed in AY2013.

Table 4-5. Transcripts evaluated and transfer credit awarded in AY2013				
Student Classification	Transcripts Evaluated	Number of Students Receiving Credit	Number of Courses Transferred	Transferred Credits
Freshman	643	591	2436	5,797.7
Sophomore	867	654	10,132	26,165.5
Junior	1,314	905	24,233	65,243.8
Senior	844	390	15,744	43,962.9
Graduate Totals	463	321	6,460	17,449.5
Post Bac. Totals	51	39	1048	2,817.8

Source: Office of the Registrar and Enrollment Management

Standards for awarding graduate and post-baccalaureate certificate transfer credit are outlined in the Graduate Catalog. Graduate candidates may petition the degree or certificate program to accept up to 11 hours of previously earned graduate credit may be considered by degree programs. All courses approved by the program must meet the transfer credit criteria outlined in the catalog. The graduate program coordinator, chair and Graduate School certification officer must verify and agree that transfer courses meet the standards for transfer credit and may be applied to the degree program.

International, study abroad, and other transfer policies

Awarding credit for international coursework requires evaluation according to World Education Services (WES) standards adopted in 1997. To be accepted courses must be passed with a grade of "C" or better from colleges and universities recognized by the Ministry of Education in the foreign country or other regional accrediting agencies. Course equivalencies for general education courses are evaluated in the Office of International Students & Scholars and forwarded to the Registrar for final approval. Major courses are referred to the appropriate department chair for approval. If the student can provide the course syllabi in English, the Office of International Students & Scholars will collaborate with the department chair to determine equivalency. If the student is unable to acquire the course syllabi in English, he or she must discuss these equivalencies with the department chair in order to verify the awarding of credit.

Domestic students at Eastern may study elsewhere and transfer credit back to the university. Participation in study abroad through the Study Abroad Office is one such option. Quality standards for awarding credit for study abroad were approved in 2008. Study abroad courses appear on the student's transcript as Eastern courses and are included in students' cumulative GPA. When Eastern students study abroad, the Office of Study Abroad enrolls them in a placeholder course with an STA prefix and an approved number such as STA 3961. Prior to the study abroad experience, the courses are evaluated by the department chair, who determines the course equivalents for the courses taken abroad. When the student returns, transcripts from the host institution are evaluated by coordinators in the Study Abroad Office who determine the US grade and credit equivalents according to WES standards. The study abroad credit evaluation is sent to the Registrar, who removes the placeholder prefix and number and replaces it with the Eastern approved course equivalent, such as BIO 2000S. All study abroad courses appear on Eastern transcripts with an "S" at the end to identify these as study abroad courses.

Eastern students may also study at another domestic university through the National Student Exchange (NSE). The process for transferring credit to the university follows the process outlined for study abroad. Prior to NSE participation, students are enrolled in placeholder courses with the NSE prefix and number. Prior to participation, the courses are evaluated by the department chair to determine equivalents. Upon the student's return, the courses are assessed by coordinators in the Honors College to confirm grade and credit equivalents. These are submitted to the Registrar, who removes the placeholder prefix and number and replaces it with the approved equivalent. All NSE courses appear on Eastern transcripts with an "N" at the end to identify these as NSE courses.

Beginning in Fall 2009, students in the Clinical Laboratory Sciences Major complete 32 semester hours of clinical residency work at affiliated hospitals but register and pay tuition to Eastern and are enrolled as Eastern students. All affiliated hospitals are fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences. Following completion of the 32 hours, the transcript from the hospital is evaluated by the Pre-Health Professions Coordinator or the Biological Sciences Associate Chair, and the credit evaluation is forwarded to the Registrar to be posted on the student's transcript.

Authority for All Programs

Faculty, administrators, and staff collaboratively bear responsibility for establishing and maintaining the academic quality of Eastern's programs and services, including the establishment of standards for faculty credentials. As the chief academic officer, the provost has established committees of faculty, staff, and administrators who research and analyze Eastern's practices. These are compared to peer institutions and assessed for effectiveness in order to develop action plans that increase academic quality and guide the university toward best practice models.

Authority over prerequisites, rigor, and expectations for learning

Each department or program area maintains authority over the quality and rigor of all of its courses (on-campus, off-campus, and online). As described in Criterion 2.A., Eastern's three major curriculum councils, the Council on Academic Affairs (CAA), the Council on Graduate Studies (CGS), and the Council on Teacher Education (COTE) set course approval methods and guidelines, approve new courses and changes to existing courses, approve new programs and revisions to existing programs, and establish academic regulations for their respective areas of responsibility. The Honors Council and the International Education Council have oversight for some courses and policies that are part of the honors or international curriculum. The approvals required for developing new courses/programs or revising existing courses/programs are outlined in the Curriculum Approval Flowchart available at the Vice President for Academic Affairs website.

To create a new course or revise an existing course, faculty members complete a course proposal. To ensure quality, the form is updated regularly; a newly updated form was approved by the university's academic councils to take effect in Fall 2014. The proposal must specify the course prerequisites and co-requisites. Course rigor must be documented in multiple ways: providing justification of level of credit, outlining course content, specifying the required work, and summarizing the methods of evaluating the work. The form requires a rationale for including the course as a general education, major, minor, or elective requirement. The learning objectives, assignments, and methods of assessment for the course must be specified.

Each course/program proposal must be approved first by department and college curriculum committees. The proposals then advance to the university curriculum committees. CAA approves undergraduate courses/programs. CGS approves graduate and post-baccalaureate certificate courses/programs and courses approved for upper division seniors and graduate students. Programs that lead to an Illinois Educator License must be approved by the Council on Teacher Education (COTE). Eastern maintains the quality of online courses by expecting all courses taught online to meet these same standards for course approval. When programs or courses are part of an interdisciplinary program, the process again moves from the department to the sponsoring college, but also requires review by the interdisciplinary program's Advisory Committee, composed of faculty representatives from the participating departments, before advancing to the major curriculum committees.

Once the appropriate curriculum committees have approved a course and its prerequisites, departments bear the responsibility of enforcing those prerequisites for students on a case-by-case basis or by relying on registration programming. Exceptions may be granted by the department chair and/or teaching faculty as specified on the course proposal at the time of approval. Students may not earn credit for a prerequisite course after earning credit for the course for which the prerequisite is listed. The registrar monitors this regulation, but the dean of the college in which the course is taught may waive this restriction.

Several university policies and procedures encourage authority over course rigor and expectations for student learning outcomes. Article II-D of Eastern's BOT Governing Policies describes academic freedom and academic responsibility:

> It is the faculty members' mastery of their subjects and their own scholarship that entitle them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for faculty members to persistently introduce material having no relation to their subjects, or to fail to present the subject matter of their course as announced to their students and as approved by the faculty in their collective responsibility for the curriculum.

A university syllabus policy, effective Spring 1996 and updated Spring 2014, requires all instructors to provide their students and department chairs with copies of course syllabi during the first week of classes each semester. The syllabus should include course objectives, an outline or statement of content, a list of assignments, the grading policy and/or grading scale, attendance policy, evaluation procedures, office hours, and information for students with disabilities. In some departments, a master syllabus is utilized for multiple sections of the same course. The updated syllabus policy encourages departments to develop review procedures for syllabi to ensure that they provide evidence that 1) the required components listed above are present in the syllabus; 2) the expected learning objectives/outcomes are being evaluated; and 3) student engagement in academic work for the course through instructional time and out-of-class student work meets or exceeds the minimum 37.5 hours per semester hour of course credit.

At least once in fall and spring semesters, each employee who teaches a course has students evaluate his or her teaching effectiveness in accordance with questions mandated in the faculty contract, and in compliance with protocol as specified in the approved Departmental Application of Criteria (DAC). Department chairs observe the teaching of annually contracted faculty, tenure-track faculty, and tenured faculty seeking promotion or a Professional Advancement Increase (PAI). Peers also observe the teaching of tenure-track faculty and tenured faculty seeking promotion or PAIs. Peers and chairs identify areas of strength and weakness and recommend actions to improve performance in teaching. Department chairs may utilize course syllabi, student evaluations, and peer/chair review of teaching to comment on course rigor and student learning outcomes in faculty members' yearly evaluation of their teaching. Criterion 3.C. describes the faculty evaluation process in more detail.

A report of online learning at Eastern, initiated by the provost and conducted during AY2012 by an ad hoc committee of faculty, staff, and administrators, determined that standards and implementation of online courses and programs should mirror the academic rigor, assurance of academic integrity, and close faculty-student interaction that on-campus courses provide. The committee recommended online courses be taught by trained and responsive professors who make quality instruction and student needs a priority. The report identified that the tendency for online course assignments to be scheduled and/or paid as overload created a dichotomous system that devalued online courses and reduced faculty and departmental commitment to online education. The report reaffirmed that departments and programs maintain authority over online courses in keeping with their authority over other courses. All faculty who teach online courses must complete Eastern's Online Course Development Institute (OCDI) training, Illinois Online Network's "Master Online Teacher certificate," or some other equivalent level of certification. (See Criterion 3.C. for more discussion of OCDI.)

Authority over faculty qualifications

As discussed extensively in Criterion 2.A., several layers of institutional control exist to ensure that qualified people are hired for teaching positions at Eastern. Although Eastern does not have dual credit courses for high school students, it does deliver programs at sites other than the Charleston campus. Faculty hired to teach in off-site programs are subject to the same hiring procedures as adjunct faculty teaching on campus. *IGP 14—Employment and Recruitment Procedures for Faculty and Academic Support Professional Positions, Continuing and Temporary* outlines the procedures required to advertise

a position and enumerates that each position needs to provide a benchmark for applicants to address in their application materials. The interview process outlined in the IGP ensures consistent screening of applicants on the basis of their principal duties (teaching, research, service). In addition to the processes discussed in Criterion 2.A., *IGP 14.1—Employment of International Faculty* outlines the procedures for retaining qualified international faculty. *IGP 29—Department Chairs* outlines the process for selecting department chairs and the duties of chairs, including teaching and administrative duties. Graduate faculty must meet higher standards and are subject to regular review, as explained in *IGP 47—Graduate Faculty*. Reappointments can be denied by the graduate school if graduate faculty cannot provide evidence of sustained teaching and research excellence.

Eastern's shared governance system provides an explicit multi-step process to oversee the performance of faculty members. The process is defined by the University Professionals of Illinois (EIU-UPI) contracts, negotiated by the union and Eastern administration. The contracts specify the materials that faculty must produce for review on a set schedule authorized by the contract. Each department has a DAC (Department Area Criteria) describing what materials and methods will be used in evaluating performance of faculty. Each year in the tenure process and for promotion, Unit A faculty are rated in teaching, research, and service on a scale from "superior" to "unsatisfactory" by the department personnel committee, the department chair, the college dean, and a university faculty committee. Tenured employees not being considered for promotion undergo a limited annual evaluation to identify strengths and weaknesses and to improve performance. The evaluation includes review by the department chair of the required student course evaluations and a summary of activities to substantiate performance in teaching, research, and service. See Criterion 3.C. for a detailed discussion of faculty evaluation and credentials.

The review process provides a mechanism to remove individuals who have failed to meet the requirements associated with their faculty position. This ensures quality control over those teaching at the university. The denial of tenure or nonrenewal of contracts for annually contracted faculty involves the same multi-level process as the hiring process, thus providing a check-and-balance system.

Authority over access to learning resources
Criterion 3.D. addresses the issue of access to learning resources more fully; this section will focus on the university's *authority* over access to learning resources.

The Office of Student Disability Services (OSDS) provides access and equal opportunity for students with disabilities on Eastern's campus by reviewing documentation and consulting with students to ensure the accommodations needed for academic access are available. In addition, OSDS is part of the University Committee on Disability Issues, which has representation from the Center for Academic Technology Services (CATS), Housing and Dining, Human Resources, the Office of Civil Rights and Diversity, University Counsel, Facilities Planning and Management, and the faculty. Formed in 2006, this committee has addressed a range of issues regarding disabilities and their impact on individuals, particular units, and the campus as a whole. This committee is also concerned with virtual accessibility for Eastern's constituencies. CATS and Information Technology Services (ITS) are responsible for ensuring that Eastern's website and course management system are accessible for all students. OSDS also has a faculty advisory committee that provides information to the director on faculty concerns and needs related to providing accommodations for students with disabilities.

While each department determines tutoring schedules and hires tutors for its subjects, the Student Success Center (SSC) maintains a comprehensive list of tutoring services available to all students. Student athletes and TRiO students have additional tutoring options through these programs. The SSC exists as a physical entity at 9th St. Hall and has an online presence for students who seek help with study skills and time management issues. The SSC is part of a Coalition of Support Services, whose directors meet regularly to share information and discuss ways to improve service to all Eastern students. This coalition includes representatives from the SSC, Reading Center, Writing Center, Counseling Center, Housing, faculty who hire tutors, and Academic Advising.

Eastern employs a Textbook Rental Service (TRS) ensuring that all students have access to the same textbooks. Students pay a per-credit-hour fee for this service. TRS mails textbooks to continuing education students enrolled in online courses and who live outside of Coles County; these students return their books by mail at the end of the semester.

Authority over dual credit programs

Eastern does not offer dual credit programs.

Success of Graduates

Eastern uses a comprehensive set of processes to track the success of its graduates; however, its achievement for advanced study is particularly impressive. Eastern prepares more undergraduates who go on to earn doctoral degrees than any other master's university in Illinois (1st of 23) and ranks in the top 5% of master's level universities in the nation (27th of 560) according to the 2009 Study of the Baccalaureate-Origin Institutions of Research Doctorate Recipients. This ranking is consistent for the period 2000–2009.

Employment and graduate school placements

Career Services collects data on graduating students to assess Eastern's placement rates. The most recent placement data represents approximately 26–38% of those who have graduated from Eastern over the past five years. During that time period, Career Services assisted approximately 56–65% of undergraduates completing degrees. During that same time, there has been a 44-63% response rate on alumni surveys from graduates who used Career Services. Each student who did not indicate placement upon graduation received one email survey three to five months after graduation and one phone call to solicit placement data and to offer further placement assistance if needed. LinkedIn was also used to verify employment at five to six months post-graduation. Phone calls were made to students with unknown placement or graduate school status at five to six months post-graduation.

Career Services uses a higher standard for proof of placement post-degree than many universities. According to Career Services' employment data, graduates must report earning a position that requires a college degree or a bona fide entry-level position into a particular career path. For example, a graduate of a teacher preparation program who is employed as a teacher's aide has *not* met the criteria for placement. Table 4-6 summarizes placement and graduate school admissions data for graduates six months post-graduation. The percentage of respondents employed at six months ranged from 42–65%; the percentage enrolled in graduate school ranged from 18–37%, and the percentage still seeking employment or graduate school options ranged from 16–27%.

Table 4-6. EIU's Alumni's Employment and Graduate School Status at 6 Months Post-Graduation from Career Services Data			
Year (# of Respondents)	Employed	Graduate School	Still Seeking
2012 (865)	42.3%	37.2%	20.4%
2011 (845)	65.0%	17.9%	19.8%
2010 (602)	52.3%	20.6%	27.1%
2009 (611)	53.8%	23.4%	22.7%
2008 (747)	60.2%	23.3%	16.4%

Source: Career Services

In 2012, Career Services began tracking career and graduate school placements for all students, not just those assisted by Career Services. Career and graduate school placements for all students were included for the first time in the 2013 Career Services Annual Report.

Until 2010, Eastern annually disseminated an IBHE-required Alumni Survey to alumni who were one-year, five-years, or nine-years post-graduation. IBHE Surveys were distributed on a rotating three-year

cycle. Table 4-7 provides data from the last two IBHE alumni surveys on alumni one year post-graduation. Eastern has decided to replace the now discontinued IBHE survey with an alumni survey of its own that asks questions specific to Eastern; this survey will be disseminated for the first time in September 2014.

Table 4-7. EIU's Alumni Report of Employment and Graduate School Status at 1-Year Post-Graduation from the Alumni Survey		
	2006 (1 Year Out) **N = 846** **44% return**	**2009 (1 Year Out)** **N = 774** **35% return**
Employment Question		
Employed, Full Time	73%	61%
Employed, Part Time	14%	22%
Not Employed but Seeking Employment	7%	11%
Not Employed and Not Seeking Employment	6%	6%
Job Related to Bachelor's Degree Major		
Closely related	46%	40%
Related	29%	32%
Unrelated, by choice	12%	10%
Unrelated, not by choice	12%	17%
Unrelated, no further response	1%	1%
Post-Bachelor's Degree Pursuit /Completion of Additional Degree		
Yes	28%	24%
No	72%	76%
Types of Degrees Pursued Post-Bachelor's Degree		
Associate's	4%	4%
Second Bachelor's	6%	6%
Academic or Professional Master's	75%	72%
Medicine or Health Professional	4%	6%
Theology/Divinity	0%	1%
Law	3%	3%
Doctorate	2%	3%
Other	5%	6%

Source: Planning and Institutional Research

As part of the 2014 NCA self-study, department chairs were asked to complete an online questionnaire related to tracking and success of their graduates. Of 47 undergraduate degree programs from which data were requested, 23 (50%) responded to the survey and indicated that they collect data on undergraduate career/graduate school placements. Programs that collect placement data were asked what percentage of their 2012 graduates were employed in their profession or attending graduate school by the time of the survey in October 2013. The data for undergraduates is presented in Table 4-8a. Nine undergraduate programs reported that more than 90% of their graduates were professionally employed or in graduate school. Additional information from the department chair survey indicated that six departments had undergraduates who had gone on to programs such as Peace Corps or AmeriCorps, but this represented only a small number of students (13 individuals for 2012; less than 1% of graduates).

Table 4-8a. Employment and Graduate School Placements based on Departmental Tracking of Graduates of Undergraduate Programs

90–100% Employment or Grad School	75–89% Employment or Grad School	60–74% Employment or Grad School	< 60% Employment or Grad School
Career & Technical Education	Early Childhood Education	BA - General Studies	Art
Chemistry	Elementary Education	Journalism	Economics
Communication Disorders & Sciences	English	Kinesiology-Teacher Certification	
Family & Consumer Sciences	Geography		
Geology	Health Studies		
Nursing	Kinesiology-Exercise Science		
Organization & Professional Development	Math & Computer Science		
Physics	Philosophy		
Special Education	Political Science		

Note: Undergraduate programs that do not collect data on graduates include Accountancy, Africana Studies, Communication Studies, English Teacher Certification, Finance, Foreign Languages, History, History & Social Science Teacher Certification, Management, Management Information Systems, Marketing, Music Performance, Music Teacher Certification, Psychology, Theatre Arts. Fifteen undergraduate programs did not respond to the survey.

Of approximately 27 graduate degree programs from which data were requested, 20 (74%) responded to the survey and provided college placement data. The data for the percentage of graduate degree candidates employed or in graduate school post degree completion is presented in Table 4-8b. Nine graduate programs reported that more than 90% of their graduates were professionally employed or in graduate school.

Table 4-8b. Employment and Graduate School Placements based on Departmental Tracking of Graduates of Graduate Programs*

90–100% Employment or Grad School	75–89% Employment or Grad School	60–74% Employment or Grad School	< 60% Employment or Grad School
Chemistry	Business Administration	Economics	Art
Clinical Psychology	Counseling & Student Development	English	
Communication Disorders & Sciences	Family & Consumer Sciences	Historical Administration	
Communication Studies	Gerontology	History	
Dietetics	Political Science	Kinesiology	
Elementary Education			
Master Teacher			
School Psychology			
Technology			

Note: Graduate Programs that do not collect data on graduates include Educational Leadership and Music. Four programs did not respond to the survey.
Source: NCA Criterion 4 Department Chair Survey

Eastern's achievement for advanced study is particularly impressive: Eastern prepares more undergraduates who go on to earn doctoral degrees than any other master's university in Illinois (1st of 23) and ranks in the top 5% of master's level universities in the nation (27th of 560) according to the 2009 Study of the Baccalaureate-Origin Institutions of Research Doctorate Recipients. This ranking is consistent for the period 2000–2009.

Another indicator of the success of Eastern's graduates is the pass rate on professional examinations. Twenty-five programs that responded to this survey have professional certification exams for their graduates entering a profession: 19 undergraduate programs and 6 graduate programs. Of those 25 programs, 85% have an established pass rate. Seventeen (71%) of the 24 programs reported a pass rate of more than 95% for 2012 Eastern graduates.

Eastern also participates in the Illinois Teacher Graduate Assessment project, an assessment of teachers in their first year of teaching directly following graduation from one of the 12 public colleges of education in the state of Illinois. Survey responses from new teachers and their supervisors are gathered with the primary purpose of providing information that can help facilitate program improvement at the respective participating institutions. Across the aggregate of the years 2009–2011, 96–100% of teachers who had recently graduated from Eastern reported feeling "satisfied" or "very satisfied" with their decision to enter the profession of teaching. Furthermore, 94–98% of this group felt "satisfied" or "very satisfied" with the overall quality of Eastern's teacher preparation program. Graduates and supervisors alike felt that Eastern grads were "extremely" or "mostly" prepared overall (87% and 96%, respectively). Specific areas with strong ratings included content knowledge, technology use, and management of the learning environment.

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

The New Leadership Alliance's assessment best practices report, "Committing to Quality: Guidelines for Assessment and Accountability in Higher Education," has established the following best practices: 1) Set ambitious goals; 2) Gather evidence of student learning; 3) Use evidence to improve student learning; and 4) Report evidence and results. Eastern's assessment program encompasses all of these established best practices. Programs are encouraged to set a high bar for their students and are encouraged to establish supports to help struggling students reach those ambitious goals. Evidence gathered is used at both the university and program to improve the curriculum and co-curriculum.

Clearly Stated Goals

Eastern has clearly stated goals for student learning within general education, undergraduate and graduate education, and student development within the co-curriculum.

The learning goals established in 1999 for General Education stated that students will

1. Communicate effectively;
2. Think critically; and
3. Become responsible global citizens.

"Communicate effectively" was subdivided into writing and speaking effectively. In 2014, the General Education goals were incorporated into more specific Undergraduate Learning Goals that state Eastern graduates will

1. Use critical thinking skills to question, examine, evaluate, and respond to problems or arguments;
2. Use writing and critical reading skills to comprehend and evaluate varied sources and write purposively and critically;
3. Use speaking and listening skills to prepare, deliver, and critically evaluate presentations and other formal speaking activities;
4. Use quantitative reasoning skills to produce, analyze, interpret, and evaluate quantitative material; and

5. Be active, responsible citizens in diverse personal, professional, and civic contexts.

The learning goals for graduate education adopted in 2005 state that students will display

1. A depth of content knowledge including effective technology skills and ethical behaviors;
2. Critical thinking and problem solving skills;
3. Effective oral and written communication skills; and
4. Evidence of advanced scholarship through research and/or creative activity.

Student development learning goals related to the co-curriculum were established in 2006 and state that Eastern students will strive to meet outcomes in the following areas:

1. Responsibility and accountability;
2. Establishment of academic and personal goals;
3. Awareness of self;
4. Appreciation of differences; and
5. Tolerance of ambiguity.

The undergraduate, graduate, and co-curricular learning goals further the university mission and guide departments as they articulate their specific undergraduate and graduate learning goals. General education courses and discipline courses have specific learning objectives related to general education and/or major goals. Course proposals require faculty to state which learning goals are addressed and how they will be evaluated.

Centralized Assessment of Undergraduate and Student Development Goals

The General Education/Undergraduate Learning Goals are assessed centrally using direct and indirect measures. The university's plan for assessment of learning details the processes for ongoing, centralized assessment, including yearly reports of the undergraduate goals:

- **Writing:** All Eastern undergraduates submit three papers from courses to the Electronic Writing Portfolio (EWP). Data from the EWP include the course instructor's holistic rating. Ten percent of portfolios are read annually by trained faculty and evaluated using an overall quality rating and rubric related to writing objectives.
- **Speaking:** All instructors in the introductory speaking general education course (CMN 1310G) and the senior seminar capstone courses rate student oral presentations using a faculty-developed rubric.
- **Critical thinking:** The Watson-Glaser Critical Thinking Appraisal is administered to all students in senior seminar courses.
- **Critical thinking and Writing:** The Collegiate Learning Assessment (CLA) is given to 100 freshmen and 100 seniors every three years. Eastern's results are compared to peer institutions as part of the Voluntary System of Accountability (VSA).
- **Responsible citizenship:** A faculty-developed survey is given to all incoming freshman students as part of the student orientation program; a similar survey for all seniors is given in the senior seminars.

The executive director of the Center for Academic Support and Assessment (CASA) develops reports from each learning goal (see writing and critical thinking examples) and distributes copies to the Committee for the Assessment of Student Learning (CASL) and the vice president for academic affairs. The report is also posted on Eastern's academic assessment website. Annually, faculty members on CASL develop a brief executive summary (see writing and critical thinking examples) for each learning goal that includes new data, longitudinal data, and some implications for instruction/curriculum. CASL also shares the data with constituents across campus, including Council on Academic Affairs, general education and senior seminar instructors, Faculty Senate, college curriculum committees, college assessment
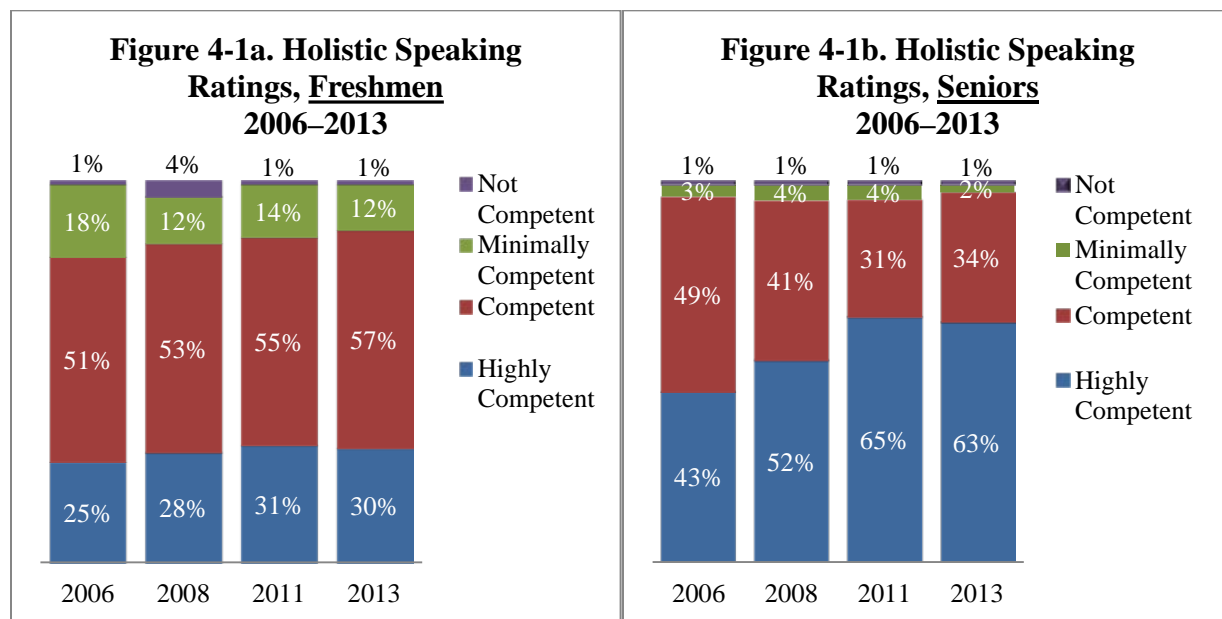
committees, faculty from each college involved in assessment, academic councils of chairs, and the Academic Leadership Team (formerly the Deans' Council).

Administered every three years to freshmen and seniors, the National Survey of Student Engagement (NSSE) assesses undergraduate and student development goals. Complete reports are developed by the executive director of CASA, and data from these measures are incorporated and distributed with the executive summaries as described above. Data from the NSSE related to the student development goals are distributed to the Student Affairs Assessment Coordinator and co-curricular departments/programs within Student Affairs such as Housing, Health Education Resource Center, New Student Programs, Student Community Services, Student Life, and Career Services.

The annual Alumni Survey provides general information about academic and student services that past students felt positively or negatively impacted their educational experience. Results from the alumni survey are shared with academic and student affairs departments.

Samples of centrally collected assessment data of student learning outcomes
Speaking assessments are conducted annually in the required CMN 1310G and senior seminar courses. Course instructors apply a faculty-developed rubric assessing six speaking traits (organization, language, material, analysis, nonverbal delivery, and verbal delivery) to presentations at the freshman and senior levels; the 4-point rubric is rated on a scale of 1 (not competent) to 4 (highly competent). Figure 4-1 shows the distribution of holistic scores at the freshman and senior levels at four points within the last decade. Faculty consistently rate a greater proportion of senior presentations more highly competent than freshman speeches, indicating significant improvement in speaking from freshman to senior year.

Figure 4-1a. Holistic Speaking Ratings, Freshmen 2006–2013

Figure 4-1b. Holistic Speaking Ratings, Seniors 2006–2013

Source: Center for Academic Support and Assessment

Central assessment also includes the Electronic Writing Portfolio (EWP), which is the internally developed assessment mechanism that collects data on students' writing ability. Figure 4-2 shows the consistency of portfolio ratings over the past six years.

Figure 4-2. Readers' Overall Assessment of Portfolios
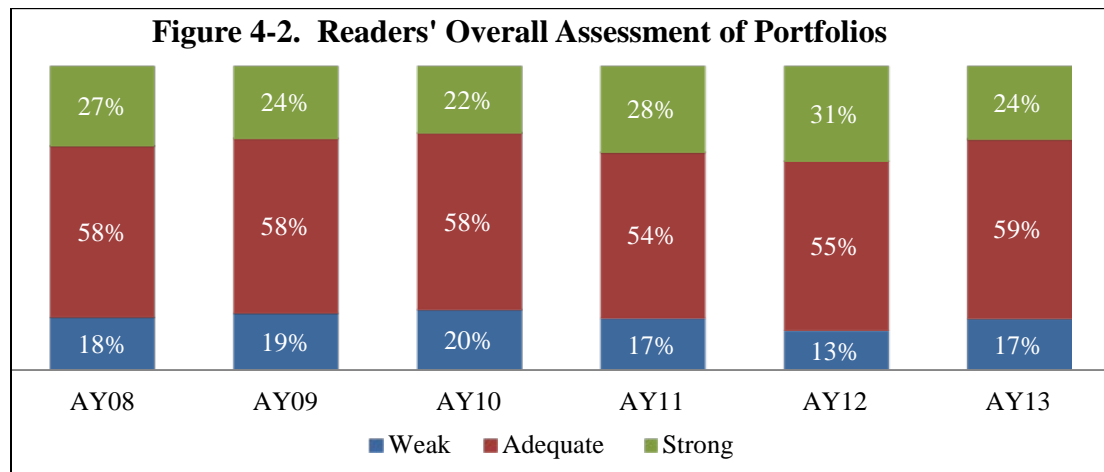
Source: Center for Academic Support and Assessment

Since 2004, responsible citizenship has been assessed centrally through a survey administered to incoming freshmen and in the senior seminars. In recent years, the data have revealed that certain changes occur in attitudes from freshman to senior years, notably a 20 percentage point increase in the proportion of students who agree that human rights is an important issue (40% freshmen; 60% seniors) and a 16 percentage point increase for the importance of understanding that what we do in the United States affects what happens in the rest of the world (38% freshmen; 54% seniors). CASL has found that many of the items without measurable differences from freshman to senior years required changes in actions rather than attitude (e.g., "Have you participated in community action programs?"). The lack of differentiation in these items, along with other questions that address personal decisions related to responsible citizenship, indicate that Eastern students do not engage in certain expressions of responsible citizenship at a higher level as seniors than they did as freshmen.

Critical thinking is assessed using the Watson-Glaser Critical Thinking Appraisal (WGCTA). Figure 4-3 offers the composite scores by college for each academic year. Eastern's mean scores hover in the mid-20s each year, which is below expectation. A mean 25 composite out of a possible 40 maximum score on the WGCTA equates to 63% accuracy (With many items having two choices, a chance level accuracy is 50%).

Figure 4-3. Watson-Glaser Critical Thinking Appraisal Composite Scores by College; 40 Maximum Score
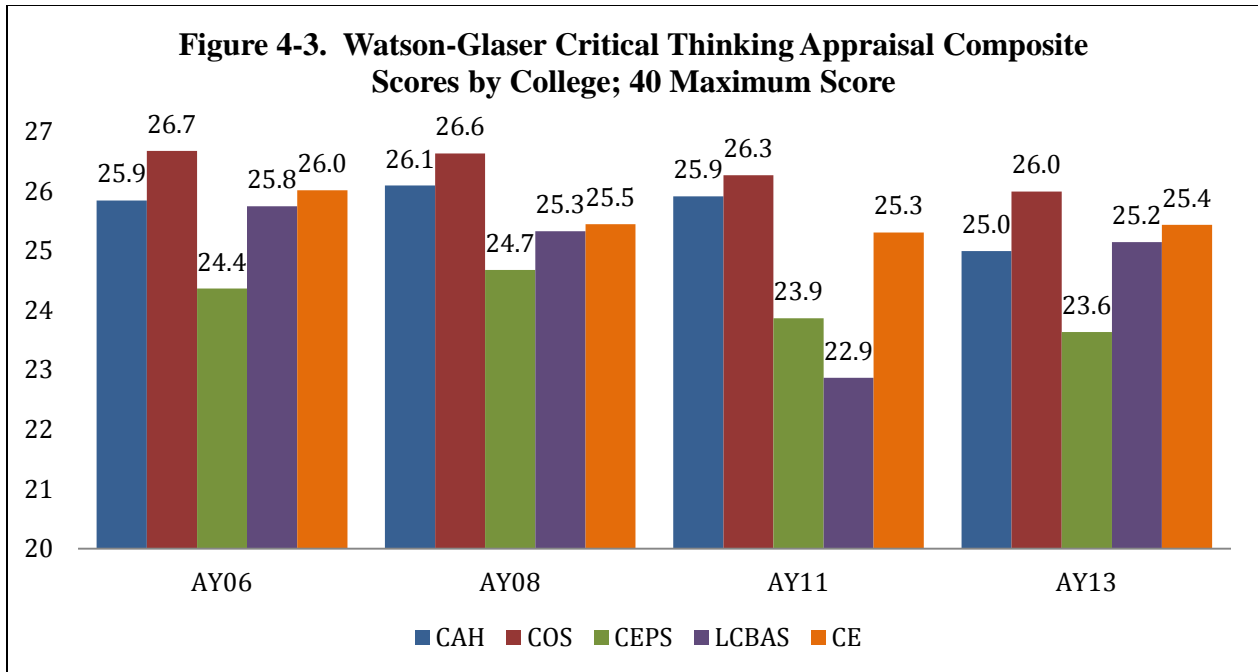
Source: Center for Academic Support and Assessment

Writing and critical thinking are assessed through the CLA. Figure 4-4 illustrates the writing and critical thinking scores from the CLA for the latest testing in AY–2012. (The reporting mechanism was changed from the time of Eastern's first administration to this one, making longitudinal comparisons difficult.) These means are out of a possible rubric score of 6 and indicate that Eastern's freshmen (blue) are slightly below other college freshman (red), but the gap widens between Eastern's seniors (green) and other seniors (purple).

Figure 4-4. AY2012 CLA Data
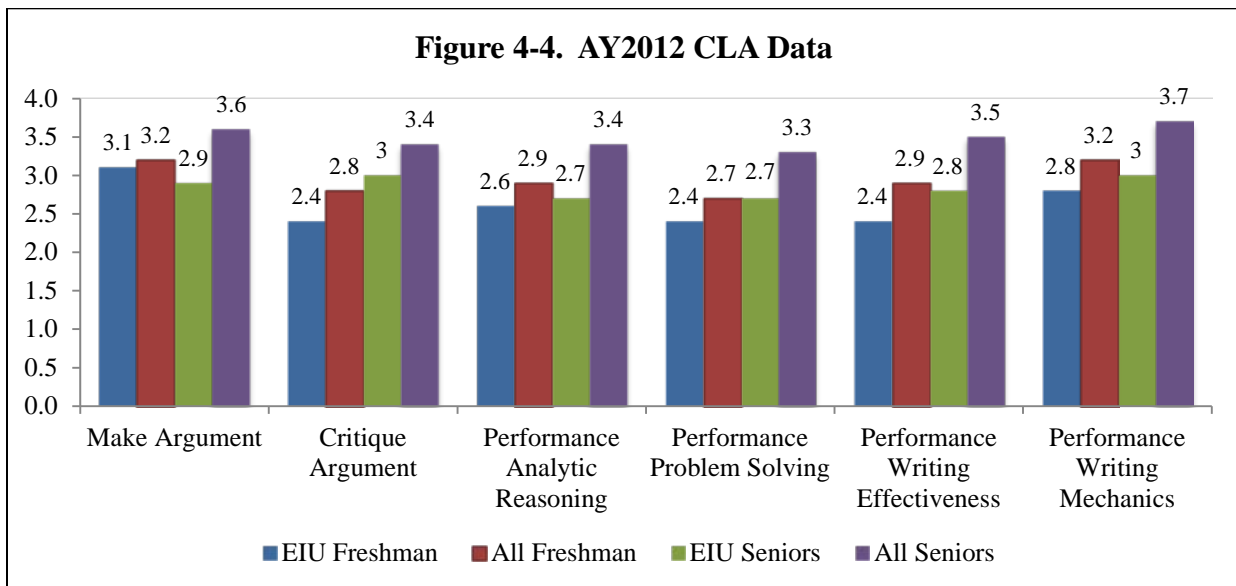
Source: Center for Academic Support and Assessment

In addition to these direct measures of student learning, the university also employs the indirect measures of the NSSE, which is a component of our VSA membership. NSSE provides data on all of the undergraduate learning goals and the student development goals; the most recent administration was

Spring 2013. Summaries of 2010 and 2013 NSSE items related to underetaduate learning goals and student development goals are available online.

Figure 4-5 depicts a portion of the 2013 NSSE data that highlights three student development goal areas where Eastern's responses differed from national responses. The third item, *Responsibility and Accountability*, demonstrates that Eastern's seniors score lower in critical thinking compared to seniors from other schools. The first two items, however, demonstrate positive trends:

- **Academic and Personal Goals:** Compared to students at other institutions, a higher percentage of Eastern students reported assistance in areas such as talking with advisors or faculty about career plans, working with faculty outside the classroom, and help managing nonacademic responsibilities.
- **Appreciation of Differences:** 82% of Eastern freshmen said they "often" or "very often" had discussions with people of a race or ethnicity other than their own in the current year, which is 9 percentage points higher than all other college freshmen. This is also 30 percentage points higher than Eastern freshmen in 2010 (50%). This may be the result of increasing diversity of the student population and student programming in the co-curriculum related to appreciation of differences.

Figure 4-5. 2013 NSSE-Student Development Goals
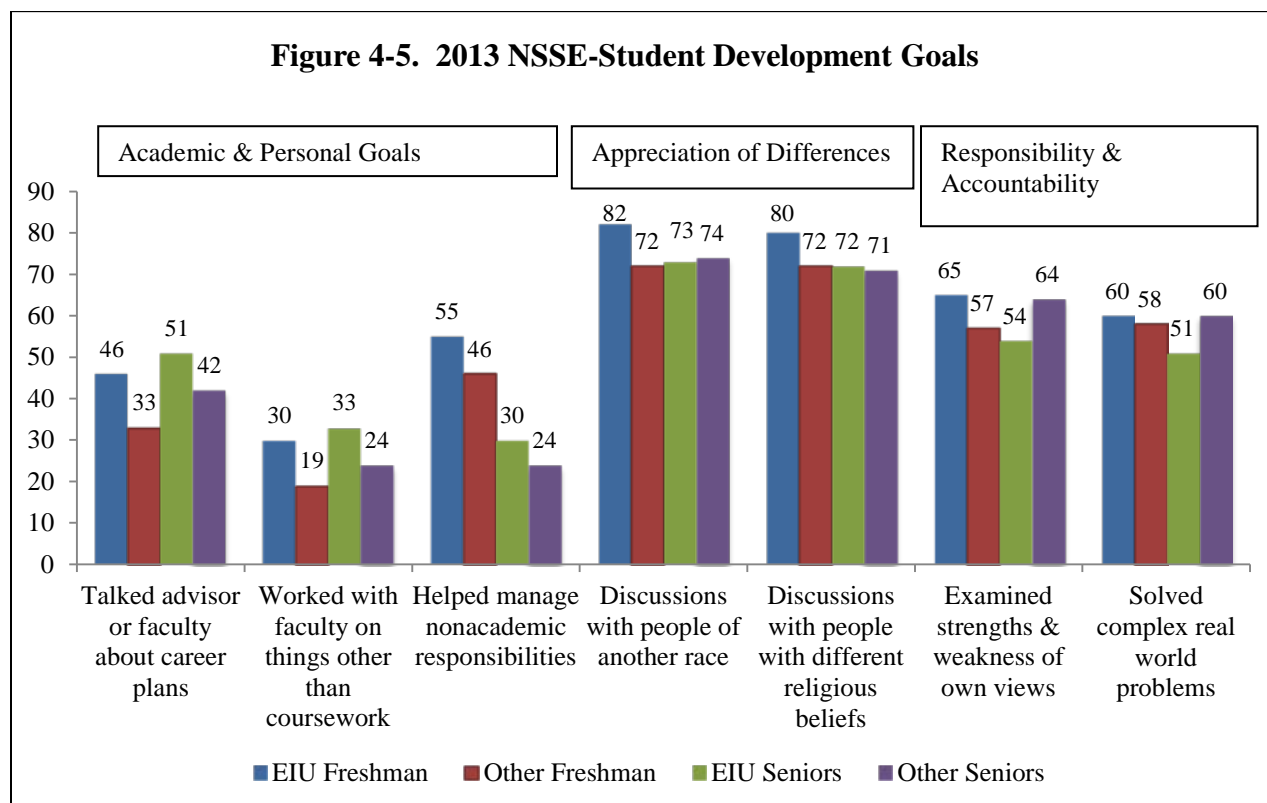
Source: Center for Academic Support and Assessment

Departmental Assessment of Undergraduate, Graduate, Major, and Student Development Goals

Since 2000, academic programs have produced assessment plans and reports using a common format that includes the major/minor learning objectives, undergraduate/graduate learning objectives, assessment instruments and data gathering, expectations for learning, results, and the feedback loop for the improvement of student learning. (See an undergraduate and graduate program example.) Programs summarize improvements in curriculum, instruction, and learning that have resulted from assessment information. Programs address how they have used the data and what future modifications they have

planned in instruction, curriculum, or assessment. Departments submit assessment reports annually in June (biennially for the most mature plans) to the executive director of CASA and their college dean. The executive director of CASA and the dean oversee the reports to ensure institutional priorities for assessment of student learning are addressed. Written feedback from the executive director of CASA and, in some cases, written feedback from the deans guide departments on their assessment processes. Reports as well as feedback are deposited on Eastern's assessment website for use by other departments and faculty. Faculty members on CASL develop a brief executive summary for departments within each college (e.g., College of Arts & Humanities, 2011). As with the centralized assessments discussed above, CASL shares summaries of department assessments with constituents across campus. This process has been used as a model by other institutions seeking a centralized assessment process for graduate and undergraduate assessment.

The 2005 NCA site team report indicated that assessment by departments was uneven across campus. Table 4-9 shows that by 2013, this problem had been alleviated. More than 90% of major programs are at levels 2 or 3 (Level 3 indicating maturity) of the departmental checklist in all categories of the Primary Trait Analysis. As of Summer 2013, 31 (31%) out of 101 graduate and undergraduate programs filing assessment reports had achieved Level 3 in all categories; no programs had achieved these levels of maturity in 2005.

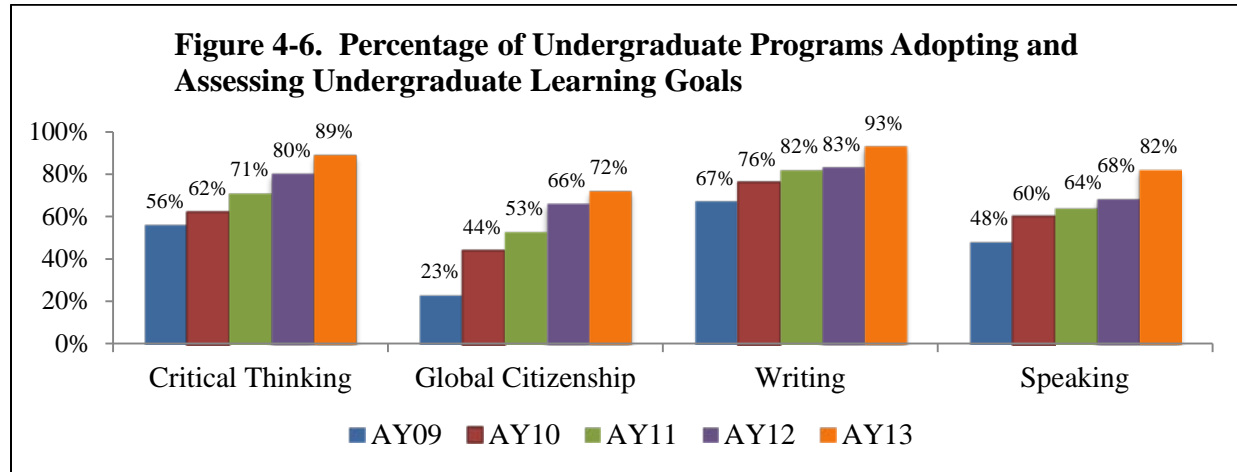| Table 4-9. Levels of Maturity of Departmental Assessment Plans in AY 2013 Based on the Primary Trait Analysis, with Level 3 Indicating Maturity					
	Learning Objectives	Assessment Measures	Expectations	Results	Feedback Loop
Undergraduate Programs					
Level 1	0%	7%	8%	6%	3%
Level 2	21%	51%	47%	63%	47%
Level 3	79%	42%	44%	32%	50%
Graduate Programs					
Level 1	0%	0%	7%	3%	0%
Level 2	7%	48%	38%	62%	24%
Level 3	93%	52%	55%	35%	76%

Source: Center for Academic Support and Assessment

In Fall 2002, the provost initiated awards for achievement in assessment. The award recognizes programs that use the results of assessment to improve students' learning and have integrated its practice into their departmental culture. Annually, $5,000 is awarded: $2,500 to first place, $1,500 to second place, and $1,000 to third place. The monies move into the departments' appropriated accounts to be used for improvement of teaching and learning practices. To date, 35 awards have been given: 3 to the College of Arts and Humanities, 6 to the Lumpkin College of Business and Applied Sciences, 7 to the College of Education and Professional Studies, and 19 to the College of Sciences. Several departments have won the award multiple times: Special Education (4), Communication Disorders and Sciences (4), Economics (3), Geography (2), Biological Sciences (2), Physics (2), Chemistry (2), and English (2).

The Student Affairs Assessment Coordinator began providing assessment assistance to co-curricular programs in Student Affairs in AY2011 and developed a website for assessment resources. Student Affairs units provide the vice president of student affairs with annual reports that include assessment of student development goals. Some units lend themselves to such assessment more than others. The Health Education Resource Center (HERC), for example, routinely collects pre- and post-test evaluations of student learning related to programming in alcohol and substance abuse, nutritional programming, and sexual health. Housing also implements programming and measures learning outcomes such as diverse interactions, time management and problem solving, personal growth and awareness of self, and tolerance. These data are separated and analyzed by residence hall as well as longitudinally with the Acuho-I EBI Resident Assessment.
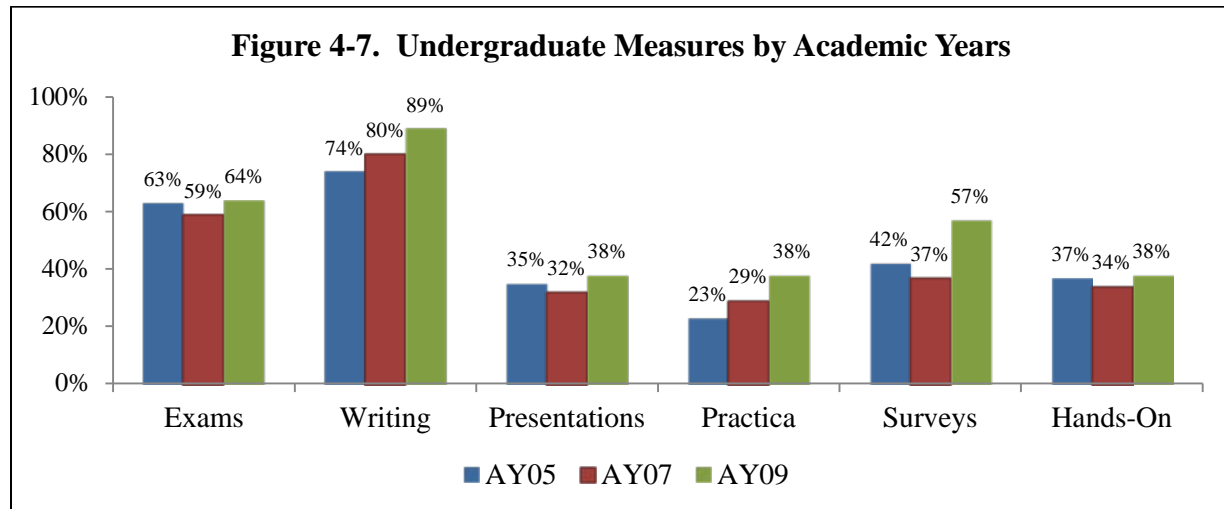
Examples of data collected by departments for undergraduate, graduate, major, and student development goals

After the 2005 NCA site team report indicated that general education goals should also be assessed by departments, major departments were asked to adopt at least three of the four general education/undergraduate learning goals for assessment in their major plan. Figure 4-6 demonstrates that the percentage of departments adopting each goal rose steadily over the past five academic years.

Figure 4-6. Percentage of Undergraduate Programs Adopting and Assessing Undergraduate Learning Goals

	Critical Thinking	Global Citizenship	Writing	Speaking
AY09	56%	23%	67%	48%
AY10	62%	44%	76%	60%
AY11	71%	53%	82%	64%
AY12	80%	66%	83%	68%
AY13	89%	72%	93%	82%

Source: Center for Academic Support and Assessment

Departments utilize a variety of direct and indirect measures in their assessment of student learning as indicated in Figure 4-7. Direct measures often include data from exams, writing assignments, practica, and other applied projects/hands-on experiences. Surveys are the most common indirect measure.

Figure 4-7. Undergraduate Measures by Academic Years

	Exams	Writing	Presentations	Practica	Surveys	Hands-On
AY05	63%	74%	35%	23%	42%	37%
AY07	59%	80%	32%	29%	37%	34%
AY09	64%	89%	38%	38%	57%	38%

Source: Center for Academic Support and Assessment

Data from the NCA Criteria 4 Department Chair Survey indicated that at least 57% of campus academic programs receive feedback about their students' knowledge and skills from internship supervisors or from program alumni. Approximately 45% of responding departments collect information about the quality of their programs or students' knowledge and skills from graduating students, while approximately one-third gather feedback from alumni's employers or a professional/alumni advisory board.

Although much of the data collected by student affairs departments regarding the co-curriculum centers around usage and satisfaction data, there are some examples that include learning goal outcomes. In AY2004, Housing and Dining began Charleston Chew, a program in which a resident assistant (RA)

invites a faculty member, along with one or more students, to share a meal in the dining halls. This program allows students to interact with faculty outside of the classroom in an informal setting. Typically 1,100–1,400 students participate each academic year in approximately 320 meetings. Students report feeling more positive about faculty overall after participating in this program. Table 4-11 shows the student survey responses related to Charleston Chew for the most recent three years.

Table 4-11. Charleston Chew 2011–2013	Responses 2011–2012	Responses 2012–2013	Responses Fall 2013
Better relationship with Faculty	85%	86%	88%
View of Faculty (Positive)	80%	81%	82%
View of Faculty (Negative)	0%	0%	0%
View of Faculty (no change)	20%	20%	22%
Discussed area of study	48%	48%	54%
Would attend another Charleston Chew	94%	93%	90%
Motivated to schedule another Chew	57%	57%	54%

Source: Housing Office

Alcohol programming from the HERC and the mandated alcohol.edu online educational program has contributed to less high-risk drinking among Eastern's undergraduates. Figure 4-8 shows a decline in the percentage of high-risk drinking and an increase in the percentage of non-drinking new students at Eastern from the alcohol.edu data.

Figure 4-8. EIU Students' Drinking Behaviors
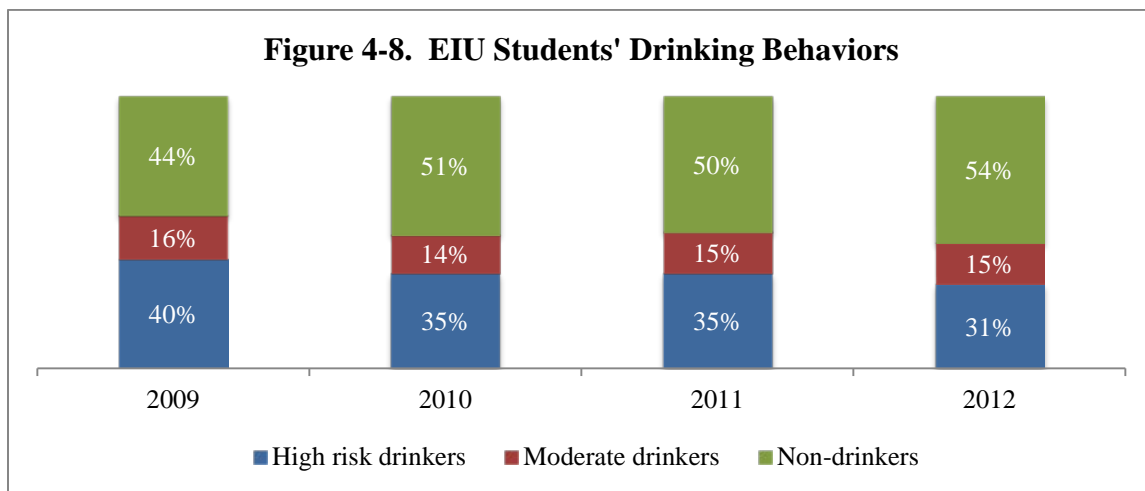
Source: Health Education Resource Center

Another example comes from Housing's Acuho-I/EBI Resident Assessment. (See Figure 4-9 for 2012 data.) Housing's established performance goal is to exceed 5.5 on each of the items. Three of five areas related to the student development goals have met the performance goal.

Figure 4-9. 2012 Campus Housing EBI Resident Assessment Data
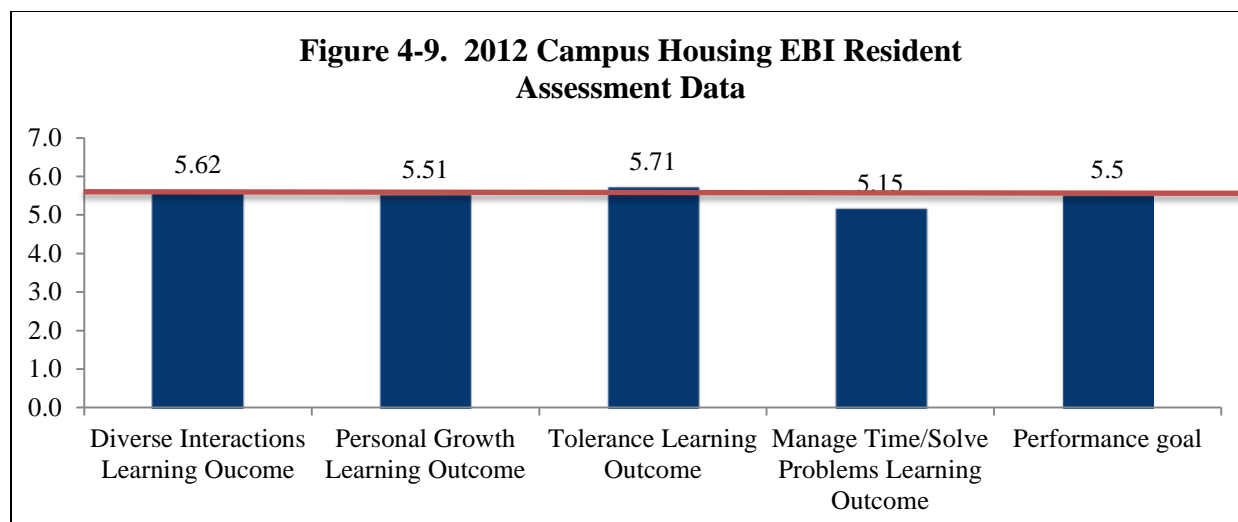
Source: Housing Office

The Student Community Service Office surveys volunteers before and after their volunteer experience. Pre- and post-surveys indicate significant shifts in attitude as a result of participation in community service. For example, as Table 4-12 demonstrates, prior to working in poverty-related agencies, 70% of students believed that poverty was not a concern in our area; after participating in poverty-related service, 72% viewed poverty as a concern or major concern for the area. This shift indicates that volunteer experiences can broaden students' understanding of the local community as well as underscore ideas presented in the classroom.

Table 4-12. Pre- and Post-Service Survey Responses, Sept 2013–Feb 2014		
Q: To what extent is poverty a concern in Charleston/Coles County?	**Pre-survey Responses**	**Post-survey Responses**
Don't know	0%	14%
Not a concern	70%	0%
Somewhat a concern	16%	14%
A concern	14%	28%
Major concern	0%	44%

Source: Student Community Service Office

Examples of the Use of Assessment Data to Improve Student Learning

Central curriculum and Council on Academic Affairs
In AY2011, three of four undergraduate learning goals were identified by CASL and the provost as top priorities for improvement based on student learning outcomes data. Although individual departments had been collecting data on the learning goals and making curricular revisions, CAA initiated systematic study of the learning goals across the university, and thus, the Learning Goals Review Committee was formed to review instructional practices and the effectiveness of Eastern's four undergraduate university learning goals.

The original committee comprised CAA and CASL members, college curriculum committee members, and other campus faculty with expertise or interest in the university's undergraduate learning goals. A timeframe of November 2011–April 2013 was established for achieving the committee's purpose. The committee

1. reviewed learning goal assessment data provided by CASL;
2. surveyed the relevant research and practitioner literature;

3. examined practices of peer and non-peer institutions;
4. conducted a university-wide faculty survey regarding instructional practices related to the learning goals;
5. reviewed more than 400 representative general education and major program syllabi;
6. studied other relevant data (e.g., from NSSE, CLA, and EWP);
7. presented summary information and sought feedback from 17 campus councils and committees; and
8. developed a 100-page report with recommendations and a specific five-year plan.

The five-year plan focused on improving student learning outcomes at the university through systematic increase in rigor and improvement of curricular, instructional, and assessment practices in both the general education and major programs; the plan was initiated in May 2013 with the formation of a standing subcommittee of General Education and the Learning Goals faculty. During year 1 (AY2014) the learning goals were redefined and adopted formally as undergraduate learning goals. A fifth goal of quantitative reasoning was added. Workshops and faculty resources were developed for each of the learning goals to promote academic rigor. The subcommittee recommended revisions to the syllabus policy, course proposal form, and credit hour policy for CAA adoption to align these documents with the new learning goals.

Currently, Year 2 (AY2015) of the plan is underway, which focuses on better aligning the general education curriculum with the learning goals. Discussion involves segments of the general education curriculum systematically adopting specific learning goals, all general education courses undergoing review on a cyclic basis, and student learning outcome data being incorporated as part of the review process. Year 3 will focus on extending the learning goals more deliberately within majors. Years 4 and 5 will focus on institutionalizing learning goal improvement and assessing the impact of the plan.

The Graduate School and Council of Graduate Studies

As described earlier in this chapter, the First Choice initiative was developed as a review and recognition program for excellence in graduate education. Programs wishing to obtain First Choice Status must demonstrate strong assessment practices and use of assessment data to improve student learning. Two of the five first choice criteria focus on the program's assessment reports and feedback, external reviews, and curricular initiatives and outcomes. The First Choice program is a model for how assessment is integral to program evaluation and improvement. All graduate programs that have achieved First Choice status must use multiple measures of assessment data to improve student learning outcomes. For example, the Master's in History/Historical Administration Option was one of the first programs at Eastern to earn the First Choice Program Designation, in part for its exemplary use of assessment data to improve student learning. Assessment-driven change in Historical Administration included reconfiguring the sequence of courses; eliminating courses no longer meeting learning goals; adding new courses; and enhancing student learning and critical thinking by emphasizing a smaller number of more in-depth research projects and focusing on interdisciplinary applications, historiography, and applied theory. The program also added professional portfolios to enhance its communication goals. As a result of these consistent assessment advances, the program won the 2013 Provost's Assessment Award. The Master of Science in Education in Elementary Education (MSED) Degree program has also made several programmatic revisions based on assessment data, consultations, and feedback during the First Choice process: they eliminated a "phases" approach to the curriculum and implemented a core and area-of-emphasis approach, added new courses to strengthen the program, revised the research components, and developed a Handbook for Action Research. In recognition of its purposeful improvement, the MSED in Elementary Education Program won the 2012 Provost's Assessment award.

Major Programs

The executive director of CASA's summary indicates considerable variation across units in how assessment data are shared and used within departments. Of the 101 graduate and undergraduate

assessment plans, 73 ask faculty teaching courses or advising theses to assess the students' work in their courses or other educational experiences. Fifty-one percent of programs hold faculty meetings or retreats to discuss assessment data and changes needed based on those data; an additional 27% share results with assessment and curriculum committees or groups of faculty directly involved with teaching in particular programs. The other 22% indicate that results are shared, but have not provided details on that portion of the feedback loop in their annual reports.

Examples of assessment-related changes to pedagogy and the curriculum within major programs include the following:

- Assessment data concerning student learning outcomes have led to several pedagogical changes in the Art Department. Faculty began a project in modeling clay for subtractive carving to help students visualize the carving. In art history, the professor began using a three-step process to provide feedback to students writing research papers. Essays are also used to determine student use of field-specific vocabulary and to provide further instruction.
- Communication Disorders and Sciences has implemented a departmental writing program in which three rubrics were developed: a sophomore-level rubric emphasizing mechanics; a junior-level rubric that built on the sophomore skills and additionally focused on content and formatting issues, and a senior-level rubric building on sophomore and junior skills and additionally emphasizing critical thinking. The program targeted courses in which to apply the rubrics to student writing with the aim of improving writing across the program.
- Health Studies' Community Health Option has strengthened its expectations for student learning outcomes throughout the curriculum by adhering to stringent standards set by employers in the profession. Consequences for not meeting standards are shared with students and enforced. In its first semester, this plan required additional remediation for some students, but by the following semester (Spring 2013), more students were cognizant of the requirements, which include strong APA skills, professional style of writing, and the ability to synthesize and apply information.
- Using data from current students, recent graduates, and employers, faculty in the graduate program in the School of Technology developed six new courses to increase student knowledge in current technology: Java Application in Technology, Advanced Web Technology, Biomass Gasification, Seminar in Technology, Performance Consulting, and Technological Applications and .Net Platform. After analysis of the systematic knowledge students need to enter their professional field, knowledge/skill sets have been established for each emphasis area, and admission prerequisites have been established for candidates with undergraduate deficiencies.

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

Eastern's Retention and Graduation Rates

Eastern's graduation and retention rates are well above the ACT national benchmarks for regional, comprehensive institutions. Based on ACT data, Eastern is a traditionally selective institution (students in the top 50% of high school graduating class and average ACT scores between 18–24). Eastern's 2012 freshman-to-sophomore retention rate was 79%, and its graduation rate was 60%, placing Eastern 9.7 percentage points above the retention benchmark and 15.1 percentage points above the graduation rate benchmark (See Table 4-13). Eastern also consistently has the highest retention rate when compared to other public regional institutions in the state; only the University of Illinois and Illinois State University— doctoral-granting, nationally ranked institutions—enjoy higher retention rates.

| Table 4-13. EIU 2012 Retention and Graduation Rates Compared to Traditional Selective and All Public Universities				
	Eastern	**Traditional Selective Universities**	**All Public Universities**	**Amount Eastern is Above Traditional & All Public Universities**
6-Year Graduation	60%	43.9%	44.4%	+14.6/15.1%
Freshman to Sophomore Retention	79%	69.3%	71.1%	+7.9/9.7%

Source: ACT Data file and EIU Planning and Institutional Research

Key performance indicators (2012) for first-time, minority, and first-generation students are presented in Table 4-14. In 2007, Eastern's average time to degree was 4.42 years, and in 2012 it was 4.62 years. Eastern has a very high first-generation population, so this cohort's numbers are comparable to the entire population. Minority student retention and graduation rates, while still above the national average, remain lower than that of other students.

Table 4-14. 2012 EIU Persistence and Graduation Rates for First-Time, Minority, and First Generation Students			
	First-Time Cohort	**Minority**	**First Generation**
First to Second Year Retention	79%	76%	78%
Graduation 6 years	60%	49%	58%
Graduation 5 years	55%	39%	51%
Graduation 4 years	33%	17%	30%

Source: Office of Planning, Budget, and Institutional Research

As demonstrated in Figure 4-10, Eastern's impressive graduation and retention rates have remained relatively stable over the last 10 years.

Figure 4-10. Eastern's Retention & Graduation Rates
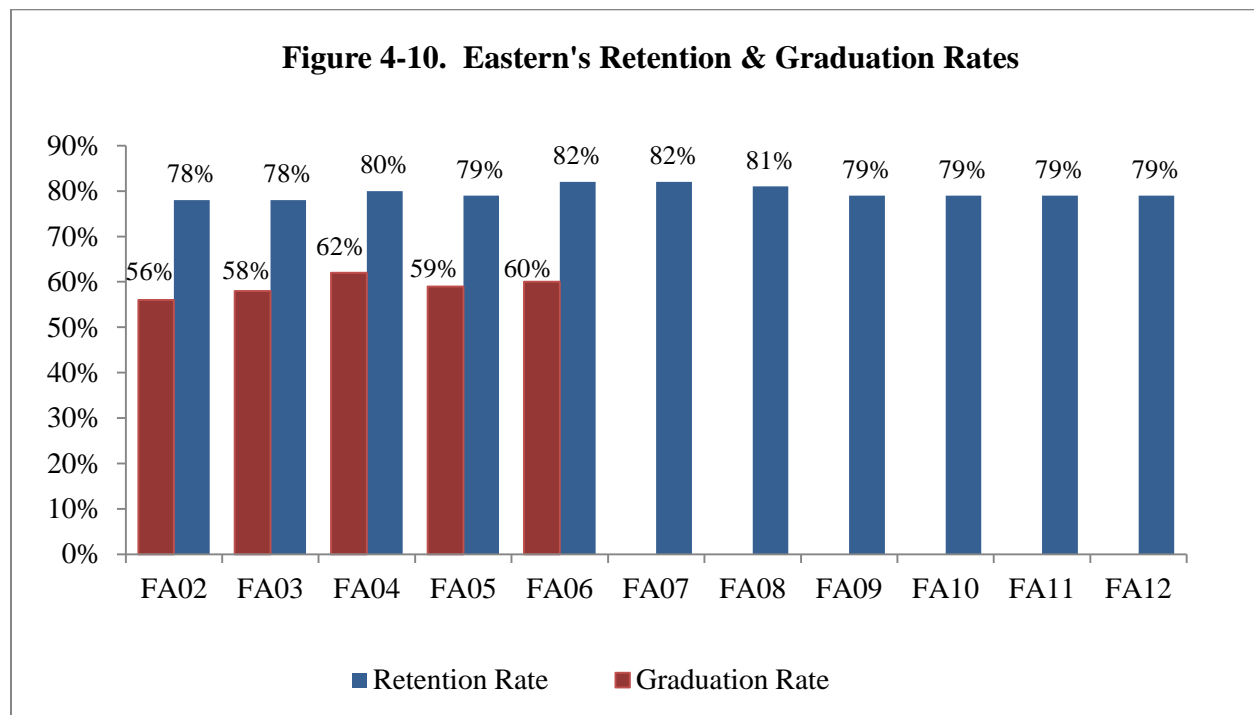
Source: Office of Planning, Budget, and Institutional Research

Over this 10-year time span, the entering class average ACT score dropped from 22 to 21, and the percentage of students considered at-risk in the freshman cohort grew as the numbers of provisional admit students increased and the number of standard admission students declined. In FA12, for example, 21% of the 1,234 students in the first-time freshman cohort were in an at-risk admission group (Gateway or SIHL), and 34% of the class were minority students. In comparison, in Fall 2006, there were 1,830 first-time freshmen: 15% of this cohort were members of minority groups, and 10% (179 students) were in provisional admission programs (Gateway and BOOST). Fall 2007 was the first class in which first-generation status was collected; 34.9% of that first-time freshman cohort was first-generation compared to 49.8% of the Fall 2012 entering class. The increase in numbers of students belonging to at-risk student populations explains the small drop in retention numbers and may also explain why few increases in retention have been realized despite increased retention efforts (described below).

University-Wide Retention Initiatives

In April 2006, the Committee on Retention Efforts (CORE) was charged by the vice presidents of Academic Affairs and Student Affairs to examine retention data and make recommendations to improve retention rates. Prior to the establishment of this cross-divisional committee, Student Affairs and Academic Affairs each had a retention committee. The following outcomes and objectives were established for CORE:

CORE Outcomes
1. To address specific areas designed to increase retention and/or graduation rates;
2. To report annually on retention and graduation rates as well as progress on action plans;
3. To analyze data in a systematic way;
4. To make recommendations on action plans and best practices to institutional stakeholders; and
5. To disseminate data to the university community.

CORE Objectives
1. Analyze and communicate retention data and best practices across campus through CORE newsletter, committee reports, website, and retention forum;
2. Share ideas and initiate conversations on issues contributing to retention, such as campus culture, shifting student demographics, and so forth through committee meetings, the retention forum, and on website;
3. Recommend the implementation or continuation of programs for identifiable at-risk groups;
4. Participate in national research and conferences as appropriate; and
5. Evaluate institutional policies, practices, and procedures as they pertain to retention of students.

Since Fall 2006, CORE has examined retention data at Eastern compared to trends across the country and has worked to determine the complex factors that affect persistence and graduation. CORE aspires to raise our graduation and retention rates to the goals set by President Perry: an 85% retention rate and a 70% graduation rate. Several institutional barriers that may affect persistence have been reviewed and revised in recent years, and the institution has been working with Noel-Levitz, an independent higher education consulting firm, for the past two years on recruitment and retention matters.

The consultation with Noel-Levitz has resulted in a Retention Plan and an all-encompassing Strategic Enrollment Plan (discussed in detail in Criterion 5.C.). While the Noel-Levitz retention report was very positive about Eastern's retention efforts, several recommendations were made. CORE has addressed a number of these issues; others have been referred to the Strategic Enrollment Planning committee for its input and prioritization. In response to the Noel-Levitz recommendations, CORE has written a retention report to guide its efforts and has purchased the Retention Predictor Model, which is currently guiding new initiatives.

Financial literacy education has been increased in the University Foundations courses to help students consider ways to fund their continued education. Instructors address financial literacy in their courses, and

Financial Aid participated in Academic Foundation Day to a standing-room-only crowd. A report identifying "killer courses" has been created to monitor high D/F/W courses at the department level. Departments use this report in various ways, but the data indicate areas where students who may have difficulty may need tutoring or counseling to choose a major better suited to their skills and interests.

In the 2013 NSSE administration, Eastern included a module specifically on [academic advising](#) to review our advising program. Overall, Eastern's mandatory advising system helps our students receive the individual advice and attention they need. Eastern freshmen tend to rate their advising experiences higher than Eastern seniors although both groups are above the national NSSE averages of all students who completed this advising module. For example, 69% of Eastern's freshmen indicated that their advisors discussed career interests and post-graduation plans with them compared to 42% of all other freshmen. Likewise, 20% more of Eastern's freshmen, compared to all other freshmen, indicated advisors informed students of important deadlines.

Nationally, students with disabilities are considered an at-risk group. In the Noel-Levitz retention report, the consultant indicated that Eastern needed to examine how testing accommodations were delivered to students with disabilities. In response, a new testing center opened in Fall 2013; 88 students and 116 instructors participated in Fall 2013, and 582 tests were proctored by the Office of Testing and Evaluation (174 in finals week).

CORE holds biannual retention forums and produces a newsletter each semester to highlight retention initiatives and to offer ideas for initiating new programs or practices to aid in retention and student success. For example, students no longer receive registration holds for small balances owed to the institution; only amounts above $200 prevent a student from registering for the next semester. The Bursar's Office emails students before placing this hold to allow students time to pay bills that may impede registration. CORE also has established a series of email reminders to students and provides lists to departments of their students who have not registered by certain dates in the semester. These lists enable department chairs, faculty, and advisors to support students with advising, major changes, or other issues that may be preventing students from registering for the next semester. At the conclusion of fall and spring semesters, CORE sends an email survey to all students who have not graduated or been dismissed and who have not yet enrolled for the next semester. This survey has given the committee information about why students delay their registration or step out for a semester or two. Many students expressed concerns with financial difficulties, so the committee has crafted a second survey that is sent to all students with a financial hold to try to determine ways to overcome this particular impediment to enrolling.

New Student Programs is in charge of Prowl, a transition program for all new freshman and transfer students, which was initiated in 2008. Beginning the Friday before classes start and running through the first six weeks of the semester, Prowl's objective is to help students understand community standards and make the connections to Eastern that aid in student retention and ultimately graduation. Table 4-15 below provides the three-year average retention rates of required Prowl events.

Table 4-15. Three-Year Average Retention Rates of Required Prowl Events						
	Freshman Students			**Transfer Students**		
	Participator	**Non-Participator**	**Difference**	**Participator**	**Non-Participator**	**Difference**
Prowl Check-in	77.7%	58.9%	-18.8%	78.3%	58.9%	-19.4%
EIU Reads	78.4%	61.3%	-17.1%	n/a	n/a	n/a
College Meeting	79.7%	77.6%	-2.1%	79.3%	60.1%	-19.2%
JumpStart 2 G.I.V.E.	81.1%	78.4%	-2.7%	81.0%	68.1%	-12.9%
Transfer Connections	n/a	n/a	n/a	83.0%	71.9%	-11.2%
All Essential Programs	81.4%	n/a	n/a	82.7%	n/a	n/a

Source: New Student Programs

As the above data show, freshmen and transfer students who participate in opening programs before classes start are more likely to persist than those who do not. These data reflect student motivation and prioritization, but they are also testaments to the success of the programs the institution has developed to help students make early connections to Eastern and their peers.

Eastern instituted the University Foundations (UF) course, a one-credit freshman seminar course in 1996; in 2000, it was revised to a two-credit course. UF is required for students in the Gateway program and is an elective for all other new freshmen. In 2005, 34% of the freshman class enrolled in the course; in 2011, 43% enrolled. The percentage of students in UF from ethnic minority groups has steadily risen. In 2005, 34% of the UF population were minority students; in 2011, it was 44%. The average retention rate for students who take UF is 82%; however, the students who enroll in the class are more likely to have a history of academic difficulty than those who do not enroll. (See Table 4-16.)

Table 4-16. Enrollment in University Foundations Course by High School Rank & Retention Rates						
Year	**UF Participants**		**Non-Participants**		**Freshman to Sophomore Retention Rates**	
2000	Top Half	65%	Top Half	79%	UF	83%
	Bottom Half	35%	Bottom Half	21%	Non-UF	80%
2005	Top Half	49%	Top Half	66%	UF	81%
	Bottom Half	51%	Bottom Half	34%	Non-UF	80%
2008	Top Half	48%	Top Half	58%	UF	81%
	Bottom Half	52%	Bottom Half	42%	Non-UF	80%
2011	Top Half	53%	Top Half	57%	UF	76%
	Bottom Half	47%	Bottom Half	43%	Non-UF	80%

Source: Office of Planning, Budget, and Institutional Research

In Fall 2011, the Early Alert System (EAS) went live. The EAS was built by Eastern's Information Technology Service (ITS) and is connected to faculty course rosters in Banner. Faculty members can go to their roster and submit a student's name to the EAS; students can be submitted for poor performance on assignments/tests or for attendance issues. Automated emails are sent to these students, and a follow-up email, phone call, or in-person visit is made. Students living in the residence halls receive a visit from their RA; students living off-campus are contacted by the EAS Graduate Assistant via phone or email. Students are encouraged to visit the Student Success Center (SSC) for help with the issues identified by the faculty member through the EAS. On average, about 30% of students submitted to the EAS earn a D or F, while the remainder either earn an A, B, or C for the course or decide to take the course at another

time. The EAS tells the student that a faculty member is concerned about the student's performance in the course and provides opportunities for the student to learn about resources to aid in his or her success.

In 2013, the Noel-Levitz Retention Predictor was purchased and a regression model built based on Fall 2010 and Fall 2011 cohorts. This model found eight variables that predicted lower retention: high school grade point average below 2.84, athlete status (being an athlete contributed to persistence), major department (certain majors had lower retention rates), non-attendance at EIU Reads reading circle, Hispanic origin, expected family contribution of zero, financial aid gap (more than $9,000), and percentage of financial need met (lower than 43.5%).

As of the writing of this report, CORE has introduced new strategies to work with students possessing multiple risk factors. For example, in Fall 2013, advisors of new freshmen were given their advisees' at-risk score and retention variable status along with strategies and resources for discussion with students during advising sessions. Instructors of the UF course were given a similar list with ideas for aiding students within the context of the course. The staff in the SSC received a list of all freshmen to provide additional information on the students using the SSC. A presentation on scholarships was added to Academic Foundation Day, a required activity for first-year entering students. The Financial Aid office called freshmen with multiple financial risk variables who had not completed verification, and the Bursar's office contacted students whose financial aid gap was above $9,006 to work with them on payment plans. The success of these efforts will not be realized until Fall 2014 retention numbers are published.

Retention Efforts for Special Populations

As mentioned above, the Noel-Levitz Retention Predictor model indicated that students of Hispanic background were at-risk of not being retained, but CORE data has suggested that other minority students were also at-risk. The Office of Minority Affairs was created in 1990 to coordinate a variety of minority programs and to assist with the recruitment and retention of a diverse student population, and this office has been working on retention efforts for students from various ethnic minorities.

Several programs supervised by this office contribute to retention and persistence for minority populations. The Gateway Program is a provisional admission program (established in 1990) for incoming freshmen who do not meet regular admission standards. Students with ACT composite scores between 14–18 (changed to 16–18 in Spring 2014) and a minimum high school GPA of 2.0 may apply for Gateway admission if they also meet one of the following criteria: first-generation student; member of an underrepresented ethnic group; or reside in a low-income household (evidenced by student receiving an ACT test fee waiver, free or reduced lunch programs, and/or participation in Upward Bound). Gateway students take the University Foundations course; attend weekly intrusive advisement sessions; and, depending on the Nelson Denny reading score, may be required to enroll in a general studies course (GST 1000) to assist with reading comprehension. On average since its inception, Gateway students have had a 48% graduation rate. The graduation rate for the 2005 Gateway cohort was 50%; 2006 was 55%, and 2007 was 41%.

The federally funded TRiO program is designed to increase the college retention and graduation rates of students who are low-income, who are first-generation, or who have disabilities. The program is open to all undergraduate students who meet the selection criteria. TRiO offers free tutoring, scholarships, counseling, leadership development, career and motivational workshops, graduate school visits, internship assistance, faculty mentors, cultural enrichment activities, leadership conferences, and advising. The program can serve up to 175 students, selected on a first-come, first-served basis. Table 4-17 shows the persistence and success rate of students in TRiO. The 2005 cohort had a 58% graduation rate, and the 2006 was 57%.

Table 4-17. TRiO Program Annual Performance Report for the Department of Education

	AY2010	AY2011	AY2012
Persistence Rate	87%	88%	91%
Good Academic Standing	92%	93%	92%

Source: Office of Minority Affairs

The Peer Helper Program was created in 1985 by the Afro-American Studies Program to help African-American students make the transition to Eastern. The program is now coordinated by the Office of Minority Affairs and has expanded to include all interested students. The goal of the Peer Helper Program is to help new minority freshman and transfer students succeed at Eastern socially and academically.

Eastern created the STRONG Mentoring Program (Successful Teaching Relative to Overcoming Negative Generalities) in response to the increasing national attrition rate of men of color in higher education. Begun in Fall 2011, this program has the following goals:

1. improve the retention and graduation rate for African-American males and increase their knowledge about continuing their education after post-secondary education;
2. develop leadership skills in male students;
3. increase the number of minority males in graduate programs; and
4. foster long-term relationships between students, faculty, staff, and alumni.

STRONG Mentoring offers meetings and programs for African-American males led by staff and faculty members who are also African-American males. Students receive one-on-one mentoring and attend programs on test taking, priority setting, and internships, as well as movie/discussion nights and Black Male Summit. In Fall 2013, 41 men attended at least one program, with 15 of those participating in multiple events. In Spring 2013, 44 men attended at least one program, with 25 of those participating in multiple events. During the first year out of the pilot phase, the average GPA of sophomore, junior, and senior STRONG participants exceeded that of all African American males. (See Table 4-18.)

Table 4-18. Grade Point Averages for African American Males at EIU Fall 2012–Spring 2013

	Fall 2012 Semester GPA			Spring 2013 Semester GPA		
	All African American Males	STRONG Participants	Difference	All African American Males	STRONG Participants	Difference
Freshmen	2.25	2.25	0	2.37	2.04	-.33
Sophomores	2.42	2.67	+.25	2.31	2.52	+.21
Juniors	2.47	2.56	+.09	2.43	2.82	+.39
Seniors	2.65	2.70	+.05	2.60	2.72	+.12
Cumulative GPA	2.47	2.50	+.03	2.43	2.49	+.06

Source: Office of Minority Affairs

Fall 2013 was the third year New Student Programs has provided additional support for first-year freshman commuters. Students meet one-on-one with the program specialist (a peer student) at Debut and attend a commuter session. Students attend bi-weekly sessions that support, encourage, and educate them during their first semester. Individuals who are struggling as indicated by the Retention Predictor, midterm grades, failure to attend an advising appointment, or failure to register for spring semester receive individual interventions.

From 2005–2011, Eastern had a special admission program called BOOST (Building Outreach and Opportunity for Students in Transition) for students whose ACT and GPA did not meet regular admission criteria. These students were in the program for their first year. They were required to take the University Foundations course and worked with an academic counselor from the SSC one-on-one over the course of

the year. That counselor recommended an academic plan for these students. The 2005 cohort had a 34% graduation rate; the 2006 graduation rate was 40%; and the 2007 class had a 45% graduation rate.

In Summer 2012, Eastern folded the BOOST students into the Gateway program to allow for a new admission program for students whose high school GPA was below a 2.5/4.0, but whose ACT score was above a 20. The Summer Institute of Higher Learning (SIHL) offers six credits of college courses (ENG 1001G and a social and behavioral general education course) over five weeks in the summer. In addition, students are given academic and study skills to help them succeed as college students. In the pilot year (Summer 2012), 52 students completed the SIHL, and 49 of those students were eligible to matriculate in Fall 2012 (eligibility required a 2.5 or higher GPA for the summer). Forty-five students from the SIHL Summer 2012 cohort enrolled in Fall 2013 (an 80% freshman-to-sophomore retention rate). In Summer 2013, 60 students completed the SIHL, and all 60 were eligible to matriculate in Fall 2013; three students did not have the financial resources to continue, so 57 students started Fall 2013.

The Title III grant that Eastern was awarded in 2006 helped launch a course for students who go on academic warning for the first time. EIU 2919: *Strategies for Success* was initially offered in Fall 2007. Prior to EIU 2919, only 34% of students who went on warning regained in good academic standing. Now, two semesters after taking EIU 2919, 77–92% of students are in good standing.

Timely Graduation Initiatives

EIU4, Eastern's four-year graduation guarantee for full-time freshmen in many majors was initiated in 2003. If a student qualifies and completes the EIU4 student responsibilities, Eastern guarantees that the student will finish the degree on time. First-time, full-time freshmen who are regularly admitted and ready to declare an eligible major by May 1 of their freshman year are eligible for EIU4. Those students who are unable to complete a quarter of their course requirements in one academic year (because of deficiencies in high school coursework or ACT scores) are not eligible for EIU4. The following majors are not eligible for EIU4: teacher education programs, all Bachelor of Fine Arts programs, athletic training, environmental biology, clinical laboratory science, and the engineering and nursing cooperatives. Student responsibilities within the program are clear, such as meeting with an advisor each semester, registering within two days of assigned registration period, maintaining GPA and course completion schedules, and regularly monitoring their degree audit.

Since its inception, the program has had a 44% four-year average graduation rate (compared to 35% of Eastern students who were not part of EIU4). From 2003–2008, the program was voluntary and all students met individually with the EIU4 coordinator. In Fall 2008, all eligible students were automatically enrolled. Services since then have primarily consisted of the following:

1. All freshmen receive a paper copy of the degree audit with instructions for how to routinely perform their own degree audit online;
2. Students' degree audits are reviewed each semester or year with email messages to students with concerns (such as missing EWP submissions, foreign language requirements etc.);
3. Reminder emails about timelines such as registration, add/drop dates; and
4. Access/advocacy for closed classes as needed.

As of Fall 2013, 1,164 students were currently part of the EIU4 program. Table 4-19 provides student enrollment as well as graduation and retention rates for EIU4.

EIU2 is a similar program that was initiated in Fall 2013 to help transfer students with an associate's degree graduate within two years.

Table 4-19. EIU4 Retention, Graduation, and Enrollment Data				
Cohort	Retention Rate	4-Year Graduation Rate	6-Year Graduation Rate	Number of Students Enrolled
2002	85%	51%	72%	98
2003	79%	38%	60%	203
2004	82%	44%	74%	156
2005	88%	44%	72%	57
2006	87%	48%	73%	123
2007	85%	41%		189
2008	79%	25%		934
2009	80%	26%		793
2010	79%			734
2011	91%			759
2012	80%			626

Source: EIU4 Coordinator

Summary of the Use of Best Practices for Retention

As noted in the Noel-Levitz Retention Report, Eastern offers many of the best practices associated with good retention rates: mandatory advising, a freshman seminar course, tutoring and support services for at-risk and academically struggling students, a small faculty-to-student ratio, few large lecture classes, on-campus housing, many opportunities for student involvement, scholarships and grants to supplement federal financial aid, and on-campus employment for students. Table 4-20 lists the initiatives undertaken by the university since 2005 that impact retention and student success and are comparable to best practices; many of the suggestions made by the Noel-Levitz consultant have been enacted.

Table 4-20: Retention Initiatives Since 2005	
Year	Strategy
2005	CORE—Bi-annual forums, newsletters, increased analysis
2006	Student Success Center (BOOST, EIU 2919, Re-Admit Program, SIHL) Prowl Faculty Fellows Program
2007	EIU Reads
2008	STRONG Mentoring for Minority Men
2009	Jumpstart 2 G.I.V.E. Transfer Connections
2010	Military Assistance Center Access to Education Grant
2011	Not Registered Program Change in Registration Holds New Student Programs' Commuter Mentoring Program Early Alert System
2012	Scholarship Search Engine Strategic Enrollment Planning & Noel-Levitz ERMS Commitment to Excellence Scholarships
2013	Transfer Academic Excellence Scholarship & Panther Promise Tuition Waiver Noel-Levitz Retention Predictor Model

Source: Committee on Retention Efforts

Although Eastern's graduation and retention rates have remained stable, the university seeks to improve both rates and has worked diligently the past several years to put new initiatives into place to help struggling students persist and to identify those students earlier in their college careers. Increasingly, attrition has become intertwined with financial difficulties and students' and families' abilities to pay. Eastern has recognized this and has sought to keep costs as low as possible (See Criterion 5); the university has also increased its scholarships in the last couple of years, but the gap between student need and need met remains the most difficult retention factor to address. As shown through the Retention Predictor Model, many of the students who had financial risk factors also had academic risk factors, and the combination has made raising retention and graduation rates complicated.

Criterion 4 Strengths and Initiatives

As described in this chapter, Eastern Illinois University successfully addresses the core components of Teaching and Learning: Evaluation and Improvement.

Eastern demonstrates responsibility for the quality of its educational programs through clear policies and procedures for awarding course credit, credit for experiential learning, and transfer credit; regular internal and external program reviews including maintenance of specialized accreditation for 36 programs; and evaluation of the success of graduates through centralized and departmental tracking procedures.

Eastern is committed to educational achievement and improvement through ongoing, robust assessment of student learning. Assessment data were the impetus for a multi-year study by Eastern's central curriculum body (CAA), which resulted in a five-year plan for improving student learning outcomes. Assessment within most academic programs has matured and most assess major as well as the university's undergraduate or graduate learning goals. Co-curricular assessment of student development goals is demonstrated through NSSE data as well as program assessment in areas such as residential life, health education, and volunteer experiences.

Eastern provides supports and programming and practices that have resulted in graduation and retention rates that are well above the national benchmarks for regional, comprehensive institutions. Members from academic and student affairs on the CORE committee have met with an external consultant; spear-headed broad initiatives such as the Student Success Center, Prowl, and the Early Alert System; developed resources for at-risk populations; and continue to focus and refine retention efforts with the recent purchase and implementation of the Noel-Levitz Retention Predictor Model. The attention Eastern pays to individual students as illustrated by the retention analysis and program development is a hallmark of the institution.

Criterion 4 Challenges and Opportunities

Although Eastern has a strong history of assessing its curriculum, the assessment of the co-curriculum is much newer, and NSSE is the only centralized assessment instrument at this time. Assessment of the co-curriculum has improved since the creation of the Student Affairs Assessment Coordinator position in 2010, but at this time, assessment is uneven across units within the co-curriculum. In addition, assessment data indicate that the development of critical thinking skills at Eastern could improve. A multi-year effort to implement Eastern's learning goals, including critical thinking, is underway and emphasizes increasing academic rigor and providing deliberate instruction on the undergraduate learning goals in general education courses.

Although the academic leadership has ultimate authority over rigor and course standards, oversight generally resides at the department level, which may be inconsistent in practice. No process or Internal Governing Policy (IGP) addresses how to ensure continued rigor and accountability once a course has been approved by the curriculum councils Although the university meets the core goals, a more robust program review would allow for greater oversight of the application and teaching of the undergraduate learning goals and would provide the university greater assurance of rigor throughout the curriculum. Discussions within colleges and departments about how to implement the university's newly updated

syllabus policy, which encourages departments to develop review procedures for syllabi, may be a tool to foster increased rigor and accountability.

Finally, the self-study uncovered a need for a more centralized, unified alumni survey, which led Eastern to design and plan a new alumni survey. The new survey will be disseminated in September 2014 to graduates one and three years post-graduation.

Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Overview

In the past decade, Eastern has worked proactively to secure the resources needed to support an increasingly diverse student body, deliver high-quality degree programs, and maintain excellent retention and graduation rates. The 2008 recession impacted state funding and enrollments. The university used its planning strategies, tuition policies, process improvements, and its legislative agenda to stabilize its financial sustainability and secure its future.

The adequacy of state funding remains a continuing concern. State appropriations for the university peaked in FY2002 at $54.9 million. Since that time, state appropriations have fallen by $10.9 million to $44.0 million but have remained steady at this level for the past three years. A second concern is the uncertainty of when state funding will arrive. Since FY2010, the state has failed to provide the full appropriation to the university by the close of the fiscal year. Shortages of $12–20 million of state funding have been typical during this period, although to date the state has always provided the university with its full appropriation by the end of the calendar year (six months after the close of the fiscal year).

Delays and reductions in state funding have increased the dominance of enrollment-based tuition revenues for fiscal sustainability. In FY2002, the university's appropriated budget was based on a ratio of $2 of state funding for every $1 of tuition. In FY2009, this ratio had fallen to $1 of state funding for every $1 of tuition. In FY2013, this ratio was $0.70 of state funding for every $1 of tuition.

As described in Criterion 2.B., the university implemented the guaranteed tuition rate plan that guarantees tuition at the same rate for four years. The policy also limits a student's tuition increases for years five and six to the tuition rate that was in place during the student's second year of enrollment. The guaranteed tuition rate policies increase the university's need to maintain stable enrollment levels.

As a result of the economic context outlined above, financial sustainability was identified as one of six themes of the 2012 Strategic Plan. The other themes of the strategic plan address, either directly or indirectly, the need for stable enrollments. In accordance with its planning efforts, the university has made a number of substantive changes: the development of an aggressive strategic enrollment plan guided by the Noel-Levitz Consulting Firm, new leadership for admissions, successful completion of its first major capital campaign, and implementation of a university-wide program analysis initiative to ensure that resources are mission focused. Each of these steps represents a strategic and longitudinal effort to stabilize the enrollment/tuition base and guide mission-focused reductions.

In recent years, Eastern has adjusted its tuition policies to manage these economic and enrollment challenges. For undergraduates, in-state tuition rates were extended to students from neighboring states, top-tier students from the rest of the country, and high-achieving international students. Legislative permission was granted to implement an undergraduate tuition waiver program targeted to low- and middle-income students. A new, tiered merit scholarship program is designed to help raise undergraduate yield rates and shape the academic quality of the incoming class. The graduate out-of-state tuition multiplier was reduced from 3.0 to 2.4 times the in-state tuition rate.

Eastern implemented process improvements to further address its fiscal responsibilities. The university implemented Banner as its enterprise resource planning software. Comprehensive financial data from FY2007 now are available to run reports, including a comprehensive budget management report tool that guides the actions of financial managers. When the state began delaying payments in FY2010, the university implemented better controls on personnel, equipment, and travel expenditures. The university implemented the use of capital reserves both as a strategy for advancing capital projects and as a strategy for managing funds owed to it by the state. The funds moved into capital reserves may be reserved for capital projects if state funding was indeed received. If not, the capital projects may be delayed or canceled. In the event of a fiscal rescission, these reserves may be used to preserve the day-to-day operations of the university. Because the state has met its obligation to Eastern during the implementation of this strategy, the capital reserves have provided the funding for the Honors College renovation, a new building for the Center for Clean Energy Research and Education (CENCERE), a new grounds shop, and academic building safety enhancements.

In summary, state appropriations and enrollments are the primary sources of the university's financial sustainability both in the past decade and for the foreseeable future. The university has administered its planning strategies and related processes to manage these challenges, and it has done so while continuing to invest in its educational facilities, improve academic program quality, and deliver enviable educational outcomes.

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

The university's resource base has shown significant growth during the past decade, and the university has continued to use its resource base in direct and indirect support of its educational programs. Eastern has relatively low administrative costs and consistently outperforms its peers in the percentage of appropriated resources devoted to instruction. Despite a period of minimal capital investment by the state, Eastern has used multiple funding methods and sources to strengthen its physical infrastructure.

Overview of audited financial statements

Eastern's annual audited financial statements are on the Illinois Auditor General's website. From 2005–2013, the university's total assets increased by $176.3 million (85.2%), from $206.9 million to $383.3 million. Total inflation for the period was 19.3%, so the university's inflation-adjusted total assets have grown by 65.9% since the previous reaffirmation of accreditation.

The audited financial statements show that the university's capital assets, net of accumulated depreciation, increased by 94.4% during the period, to $297.8 million. This increase was driven by the addition of several new campus facilities: the Doudna Fine Arts Center, the Ninth Street Hall Student Success Center, the Louis M. Grado Building (which houses Textbook Rental), and the Renewable Energy Center.

The university also significantly improved its position in unrestricted net assets from 2005–2013. The university has moved its unrestricted net assets from a deficit position of $5.9 million to a positive $40.5 million. The ratio of unrestricted net assets to operating expenditures is approximately 0.2, which is in line with other Illinois universities. In other words, Eastern's reserve position is now sufficient to cover about ten weeks of operating expenses.

One financial concern noted in the overview to this section is the dramatic increase in delays in receiving state appropriations. Such delays increased from less than $0.5 million in FY2005 to $11.8 million in FY2013. The university has judiciously used capital project reserves and aggressively increased its carry-forward balances to manage these delays in the receipt of its state appropriations. The university will continue to use all of its fiscal assets to manage delayed receipt of state appropriations.

Revenues

Eastern's revenues are classified into appropriated and non-appropriated funds. Appropriated revenues

consist of state funding from taxpayers and tuition dollars from students and are used to support all areas of the university but are focused on academic operations. Non-appropriated revenues are from other sources such as student fees, sales and services, and gifts and grants. Non-appropriated revenues are collected to support student services operations (e.g., housing and dining) and auxiliary operations (e.g., textbook rental).

Table 5-1 summarizes the changes in revenues from FY2005 to FY2013. Tuition and fees are net totals derived after subtracting the amount of scholarship money awarded. (Internally funded scholarships increased from $7.3 million in FY2005 to $16.8 million in FY2013, a 130% increase). Pass-through state payments for pension and health benefits, totaling $71.5 million in FY2013 and $25.6 million in FY2005, are not included.

Table 5-1. Change in University Revenues FY2005 to FY2013 (in thousands)				
University revenues	FY2013	FY2005	% change (nominal)	% change (inflation adjusted)
Appropriated				
State funds	44,051.1	47,609.3	–7.5	–26.8
Tuition (net)	63,384.5	38,939.9	62.8	43.5
Subtotal	*107,435.6*	*86,549.2*	*24.1*	*4.8*
Non-appropriated				
Student fees (net)	10,897.9	10,786.2	1.0	–18.3
Grants, contracts, gifts	22,012.5	16,106.4	36.7	17.4
Auxiliary enterprises, sales and services	49,477.8	39,830.1	24.2	4.9
Other state aid	1,770.0	5,032.1	–64.8	–84.1
Subtotal	*84,158.2*	*71,754.8*	*17.3*	*–2.0*
Grand Total	**191,593.8**	**158,303.9**	**21.0**	**1.7**

Source: Audited financial statements and university Resource Allocation Management Program (RAMP) submissions to the IBHE.

The data show the university's increased reliance on tuition revenues and external funding as state revenue has declined. The minimal increase in student fees during this period reflects Eastern's ongoing commitment to accessibility and affordability. Overall, the university's resource base has been stable with modest growth.

For FY2005, $148.3 million in expenses were charged against the $158.3 million in revenues, resulting in a net income of $10.0 million. For FY2013, $187.5 million in expenses were charged against the $191.6 million in revenues, resulting in a net income of $4.1 million. Although audited FY2014 data will not be available until 2015, the FY2014 Budget is available and Eastern maintains detailed forecasts of operating results for FY2015-FY2016, in keeping with the institution's forward-looking position concerning financial operations.

Enrollments
Declines in state funding and the state's "guaranteed truth in tuition rate" policy have increased the importance of stable enrollments to support educational programs. Eastern's enrollment capacity, based on university reviews of institutional capacity and strategic planning, is 11,600–11,800 headcount. In the mid-2000s, enrollments exceeded capacity, straining faculty resources and physical facilities. A planned reduction to align enrollments with capacity by 2010 was implemented. Recent enrollment declines based on demographic shifts, the continuing impact of the 2008–2009 recession, and other variables, represent a new challenge to secure the desired capacity to preserve the university's resource base. (See Figure 5-1.) Strategies for increasing recruitment and retention are discussed in Criterion 5.C. and Criterion 4.C., respectively.

Figure 5-1. Fall Enrollments, 2004–2013
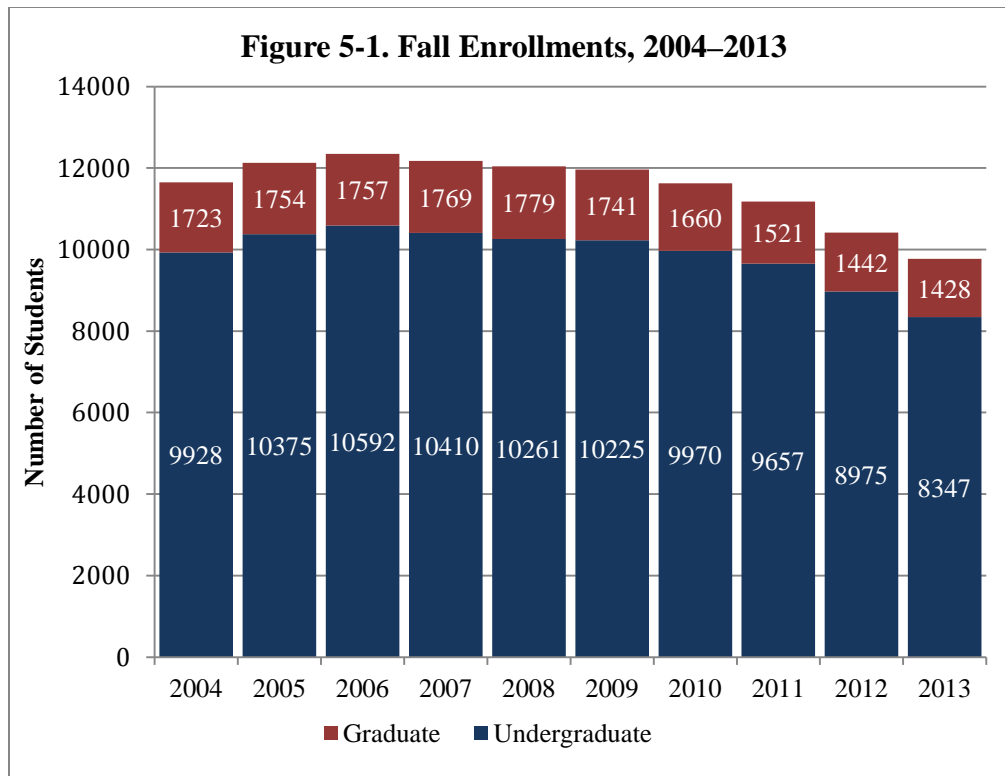
Source: EIU Fact Sheets

Sufficiency of Fiscal Resources

As detailed above, despite the financial challenges Eastern faces, the university has sufficient financial resources to carry on normal operations. In addition, we moved from having a reserve deficit to having sufficient reserves to manage unforeseen situations that may arise. University operations are based on an annual all-funds budget in the $190 million range (net of internally funded scholarships and not including state pass-through payments for pension and health benefits).

Table 5-2 presents the university's expenses for FY2013 and FY2005, condensed from its audited financial statements. Figures do not include payments made by the state on behalf of the university for pension and health benefits.

Table 5-2. Change in university expenses FY2005, FY2013 (in thousands)				
Category	FY2005	FY2013	% change (nominal)	% change (inflation adjusted)
Instruction	51,419.4	63,923.4	24.3	5.0
Research	1,065.3	1,001.8	–6.0	–25.3
Public service	7,719.5	6,896.8	–10.7	–30.0
Academic support	9,475.9	10,592.4	11.8	–7.5
Student services	14,656.8	19,216.2	31.1	11.8
Administration	13,352.4	13,514.7	1.2	–18.1
Housing, dining, union, textbooks	24,813.8	28,086.6	13.2	–6.1
Physical plant and depreciation	21,396.6	32,829.8	53.4	34.1
Student aid and scholarships (not netted from tuition and fees)	4,384.5	11,462.8	161.4	142.1
Total	**187,524.4**	**148,284.2**	**26.5**	**7.2**

Source: Audited financial statements

The academic area (instruction, research, public service, and academic support) totaled $82.4 million and represented 44% of all-funds expenditures in FY2013. Administrative support showed the lowest growth among the functional categories.

While our current fiscal resources are sufficient to sustain operations, the university continues to budget and seek funding that will help us achieve future sustainability. One approach is by keeping costs low. A recent statewide management audit of the Illinois public universities showed that Eastern had the lowest administrative cost per student in FY2012, at $872 per student. In comparison, the second lowest administrative cost per student was at Western Illinois University, at $1,131 per student. Eastern also instituted the Program Analysis Review to further reduce costs in alignment with the mission (discussed in Criterion 5.C.).

Another approach is to seek alternate sources of funding through state performance-based funding and fundraising. Eastern has received less state funding per FTE student than other public universities in the state, despite Eastern's ranking at or near the top in performance as measured by retention and graduation rates. As part of its legislative agenda, the university supported the development of a state performance-based funding initiative. The Illinois Board of Higher Education (IBHE) implemented performance-based funding in FY2013 using a pool of 0.5% of the overall budget. Eastern has received modest increases from performance-based funding in the past three years. As the state moves more aggressively in its use of performance-based funding, the university should continue to benefit (however, the FY2015 budget does not include any performance-based funding). The following charts show some of the data that the university has used to make the case for increased state funding.

Figure 5-2. Retention Rates and Graduation Rates at 4-year Public Masters I Institutions in Illinois

Retention Rate - 2007 Entering Cohort Returning FA08
6-Year Graduation Rate - 2002 Entering Cohort

EIU: 81%, 56%; WIU: 73%, 55%; UIS: 67%, 57%; SIUE: 73%, 49%; NEIU: 64%, 18%; CSU: 55%, 13%

Figure 5-3. FY08 State Appropriation per FTE Student at 4-year Public Masters I Institutions in Illinois

EIU: $4,372; WIU: $7,864; UIS: $6,573; SIUE: $5,457; NEIU: $4,985; CSU: $12,082

Source: Integrated Postsecondary Education Data System (IPEDS)

Note: Figure 5-3 represents FY2008 data in alignment with the most recent FY for which six-year graduation data is available (Figure 5-2). FY2012 state appropriations are in line with FY2008 data: Eastern continues to have the lowest state appropriation per FTE student ($4,690).

Between 2010–2014, Eastern carried out a successful university-wide capital campaign, which raised more than $63 million. After the conclusion of that campaign, the university received the two largest gifts in its history, totaling more than $8.6 million. Eastern is now in the midst of a small, targeted campaign to create 100 new donor-funded scholarships. To date, 69 new awards have been proposed and 45 of these are endowed.

Because state appropriations are not expected to increase in the near future, the university's finances have

become increasingly sensitive to tuition and fee revenues derived from enrollments. The university community has been extremely concerned about recent declines in enrollment. Eastern worked with consultants from Noel-Levitz to develop a comprehensive Strategic Enrollment Plan, discussed in more detail in Criterion 5.C.

Sufficiency of Human Resources

Eastern's employee headcount is sufficient to support the current needs of our institution. Figure 5-4 shows the university's employee headcounts since the previous self-study. Headcounts include both full- and part-time employees; part-time employees represented 10.6–13.3% of all employees for this period, except for 2013 when the percentage fell to 8.9%. To maintain the financial stability of the institution, Eastern has reduced its total staff by 153 (or 8%) since 2005. Most of these reductions were achieved through attrition, but despite these reductions, Eastern has been able to maintain—and even reduce—its average class size from 23 students to 17 students. As Eastern continues to pursue ongoing financial stability, we remain committed to maintaining the faculty and staff necessary to achieve our mission of offering a "superior, accessible undergraduate and graduate education . . . within a student-centered campus culture."

Figure 5-4: Total Number of Eastern Employees, by Category, 2005–2013

Year	Administrative	Professional	Faculty	Civil Service
2005	18	271	755	918
2006	19	280	770	929
2007	23	280	766	924
2008	22	287	807	916
2009	21	295	792	928
2010	21	288	753	886
2011	21	300	741	869
2012	23	295	720	875
2013	23	294	711	781
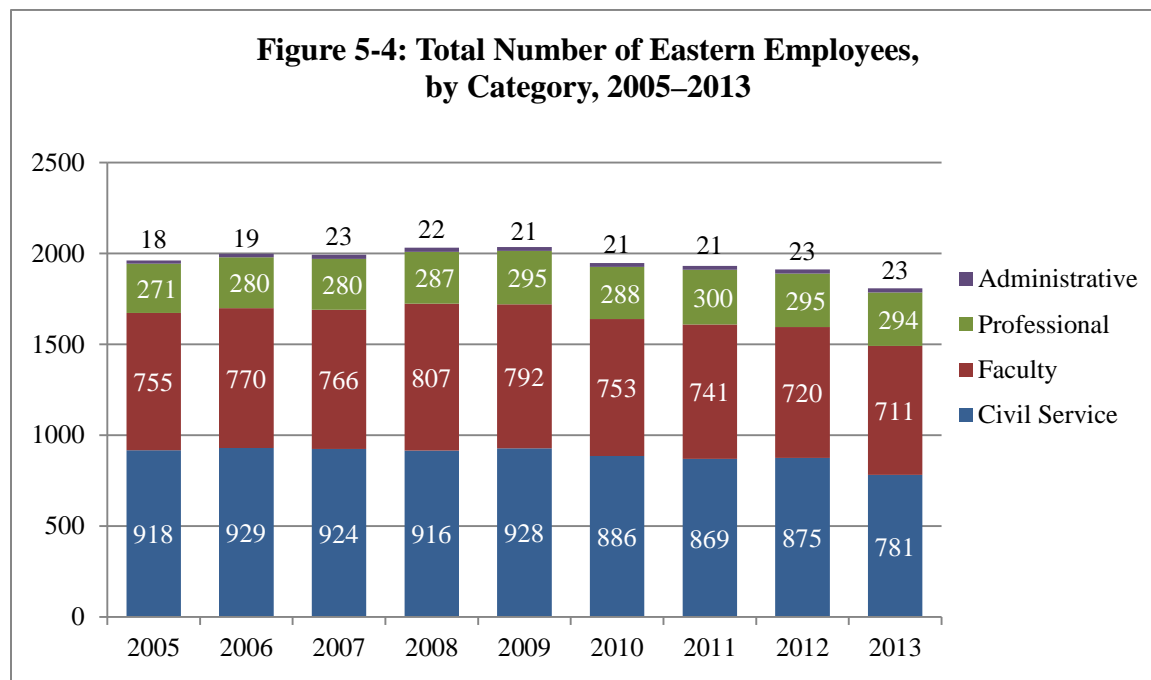
Source: EIU Fact Sheets.

Table 5-3 shows the relative sizes of the university's tenured/tenure-track and non-tenure-track faculty. Headcounts include both full- and part-time faculty.

Table 5-3. University Tenured/Tenure-track and Non-tenure-track (NTT) Faculty, 2005–2013

Faculty headcounts	Tenured/ Tenure-track	NTT	Total	% Tenured/ Tenure-Track	FTE Equivalent
2005	451	304	755	59.7	656.3
2006	451	319	770	58.6	665.3
2007	430	336	766	56.1	691.3
2008	444	363	807	55.0	697.0
2009	449	343	792	56.7	683.3
2010	433	320	753	57.5	659.7
2011	439	302	741	59.2	646.3
2012	414	306	720	57.5	630.7
2013	408	303	711	57.4	615.0

Source: EIU Fact Sheets.

During this period, tenured and tenure-track faculty represented 55–60% of all faculty. On average, about 60% of the non-tenure-track faculty were full-time employees.

In general, Eastern has succeeded in recruiting and retaining highly qualified faculty to sustain the academic mission. Class sizes currently average 17 students, with a 14:1 student-faculty ratio. The current average number of years of service for faculty members is 12 years. (See Criterion 3.C. for detailed discussion on the number and qualifications of Eastern's faculty.) Eastern's success in attracting high-quality faculty stems in part from its competitive wage structure. Faculty salaries remained competitive to those at peer institutions during the period of the self-study. According to AAUP data, in FY2014, Eastern faculty salaries for professors, associate professors, and assistant professors were at the 50th, 50th, and 70th percentiles respectively when compared to salaries at all master's comprehensive universities nationwide. In FY2005, all three tenured/tenure-track ranks were at the 50th percentile.

Sufficiency of Physical Infrastructure

Eastern's campus has more than 100 buildings on 350 acres. In the past decade, the university has used multiple funding strategies to enhance the physical infrastructure in support of its academic mission, spending more than $158 million on 41 major capital improvement projects. Recent construction projects also emphasize energy and environmental design. Ten of these projects are described below:

- **Doudna Fine Arts Center**. A newly renovated Doudna Fine Arts Center, home to the Art, Music, and Theatre Departments, reopened in October 2008. The building was designed by the internationally renowned architect Antoine Predock, winner of the 2006 American Institute of Architects Gold Medal for Lifetime Achievement and the 2007 Smithsonian Cooper-Hewitt National Design Museum's Gold Medal for Lifetime Achievement in Design. The performance spaces include a 600-seat concert hall, a 175-seat recital hall, a 300-seat proscenium-stage theatre, and a 150-seat black-box theatre. This $55 million renovation and addition was a state capital project.

- **Renewable Energy Center**. Eastern celebrated the grand opening of its $53 million Renewable Energy Center (REC) in October 2011. The REC is designed to use biomass gasifiers to turn wood chips into a synthetic natural gas, which is then used to generate the steam load for the campus. Natural gas and fuel oil serve as backups to the wood chip gasification operations. To fund the project, the university entered into an energy performance contract with Honeywell. Under this contract, guaranteed energy savings from more than twenty energy conservation measures will be used to repay the bonds that financed the project. The REC was awarded Leadership in Energy & Environmental Design (LEED) Platinum certification. The university is

also using the REC to support new academic degree programs in sustainable energy. Ten academic departments participate in the new Center for Clean Energy Research and Education (CENCERE), and in 2014, a new building for the program was opened just north of the REC. The new building, funded using capital reserves and a generous gift from the Charleston Area Community Foundation, contains a laboratory-scale gasifier, a biomass storage and processing area, and a community "idea incubator" space.

- **Residence halls**. Since 2005, significant investments have been made to enhance the housing experience for students. State mandates and resident surveys determined the prioritization of these investments. For example, nearly $15 million dollars was invested to install sprinkler systems throughout the facilities as directed by state law. Based on students' request for more flexibility in living environments, $14 million dollars was invested, which include the purchase of modular furniture that can be set up 26 different ways. In a 2002 resident satisfaction survey, 84% of residents agreed that they "enjoy living in the residence halls." That number climbed to 94% in the 2013 survey.

- **Student Success Center.** Eastern received a five-year $1.85 million Title III Institutional Development Grant in Fall 2007 to develop and implement the Student Success Center. Construction on the Student Success Center, an addition to Ninth Street Hall, was completed in May 2009.

- **Textbook Rental.** Construction of a new $3 million facility to house Textbook Rental was completed in 2010. The facility contains storage for 210,000 volumes, and RFID technology is used for quick check out and return of textbooks. The structure includes a number of sustainable features, including geothermal wells, recycled materials, and high efficiency lighting. A student-supported increase in the textbook rental fee provided the funding for this project.

- **Wesley Whiteside Botanical Gardens.** In November 2011, Professor Emeritus Wesley Whiteside created a living trust that transfers his farmland, house, and more than five acres of arboretum and botanical gardens to Eastern. Whiteside has also funded an endowment that will provide sufficient funds to allow the university to nurture and maintain the gardens.

- **The Café.** Eastern opened The Café, a student-led food service for faculty and staff, in 2012. Appropriated and gift funds, along with several gift-in-kind donations, allowed the creation of this commercial kitchen and dining/meeting space to support the Family and Consumer Sciences program.

- **Athletic facilities.** In 2013, the university completed a one-year, $3.4 million project using carry-forward funds to resurface its track and replace its football-field turf. The university annually hosts the Illinois High School Association track meets for both boys and girls.

- **Honors College.** The university completed a $1.4 million renovation of new space for the Honors College in 2013. The renovations also included new surge space for units that may need to be temporarily relocated. The university used a combination of state ADA funds, local funds, and capital reserve funds to finance this project.

- **Safety enhancements.** Emergency notification systems use multiple media, including text messaging, email alerts, classroom and office computer pop-up alerts, and interior and exterior siren systems. New physical signage provides clear, consistent identification of buildings, and new electronic signage provides information about campus events. The initial phase of transitioning from brass keys to card-based electronic building access is complete, and a new campus security master plan will guide future safety enhancements. Eastern was the first university to achieve complete compliance with the Fire Sprinkler Dormitory Act, and in 2013 the university received the Corporate Award from the Illinois Fire Inspectors Association in recognition of this accomplishment.

Technological Infrastructure

Since 2004, Eastern has invested in the enhancement, diversification, and expansion of its technological

infrastructure in support of the academic mission. Educational delivery systems, equipment, software, digital and multimedia services, instructional capabilities in graphic design and electronic publishing, and support for mobile technology have improved significantly.

Two units have the primary responsibility for technology on campus. Information Technology Services (ITS) is responsible for the wired and wireless infrastructure, servers, security, and administrative computing. The Center for Academic Technology Support (CATS) is responsible for academic applications of technology and multimedia, computer labs, classroom equipment, and training. Two shared-governance groups, the Information Technology Advisory Committee (ITAC) and the Academic Technology Advisory Committee (ATAC), review technology initiatives and strategic direction. The use of two independent technology units has benefitted Eastern as described here; however, the university plans to review this configuration to ensure cost effectiveness.

Eastern invests a significant amount of money in technology infrastructure and support. Following the 2012 Strategic Planning Process, CATS and ITS developed the Technology Investment Dashboard to increase transparency of technology funding at Eastern. Figure 5-5 shows the technology expenditures by CATS and ITS during the last fiscal year.

Figure 5-5. FY13 Technology Expenditures by CATS and ITS
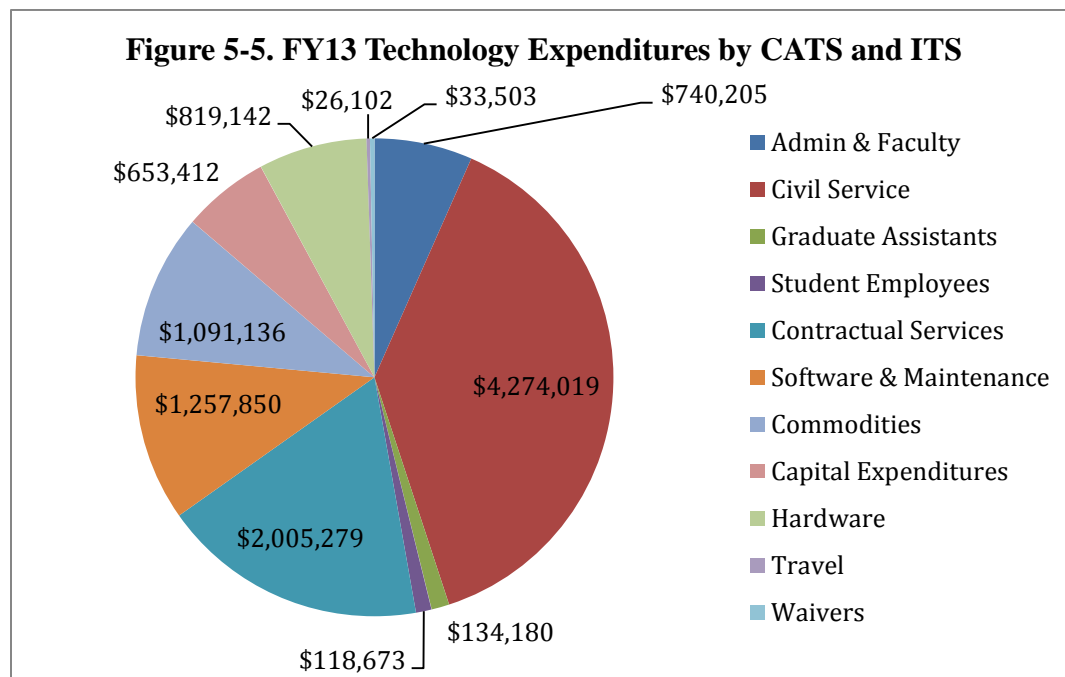
Source: Technology Investment Dashboard

To support academic excellence, all 205 classrooms are technology enhanced with a variety of equipment configurations and seating capacities. These rooms create new opportunities in teaching and learning by integrating computer, multimedia, and network technology. Each classroom includes a wall screen, video projector, CD/DVD player, audio system, and computer with a high-speed Internet connection. Many classrooms also have document cameras, Starboards, and Smart Boards. Achieving this level of technology in every classroom demonstrates Eastern's commitment to academic excellence via access to best technologies and offers our faculty numerous opportunities to use technology to advance learning.

Students have access to three general-use computer labs and 11 discipline-specific computer labs. In addition, Booth Library offers more than 170 computer workstations for its patrons. Students can go to the Gregg Technology Center to check out equipment including digital cameras, video cameras and accessories, card readers, headphones, cables, webcams, and laptops. Discipline-specific labs also see broad use. For example, the Instructional Technology Center (ITC) provides technology support for

students, faculty, staff, and alumni of the College of Education & Professional Studies. The ITC offers a TechTalk4Teachers podcast, which reaches a broad audience in 120 different countries.

Funding for general-use computer labs has intentionally declined with students' increased likelihood of bringing laptops and other computer hardware to campus. Indeed, several departments, such as Communication Disorders & Sciences, have implemented a laptop initiative where students are expected to purchase a laptop with certain specifications. In return, the department arranges for selected software to be available for students to use on their laptops.

Thanks to campus site licensing, all faculty and staff can install the latest versions of the Microsoft Office suite for Windows or Macintosh operating systems. Other licensing contracts exist for statistical package software (SPSS, SAS), classroom polling technology (Turning Point Response System), publishing and creative software (Adobe Creative Suite), programming (Visual Studio.net), and more. Through campus site licensing, ITS was able to offer students access to Office 365 at no cost.

A dedicated web office was created as part of a restructuring initiative in 2009. One hundred percent of the university's published web resources are compliant with accessibility standards. The efforts of this office have resulted in national award winning websites ([2012 Best Sub Site, 2013 Nomination for Best Overall Site, and Gold and Silver awards in 2012](#)).

Technology-related communication and processes at Eastern also have been improved over the past decade in several ways. In FY2007 the university implemented Banner, an administrative software system for higher education institutions that integrates student records, course catalogs, financial aid, human resources, payroll, financial accounts, and more into a common database. The transition to Banner resulted in better coordination of processes across campus, as exemplified by the development of Panther Access to Web Services (PAWS), which offers one-stop access to resources and materials for students, faculty, advisors, and employees. In FY2013, Eastern strengthened technology-enabled learning by replacing WebCT with Desire2Learn (D2L). In Spring 2014, 585 faculty and 8,861 students were using D2L in 1,225 active course sections.

CATS and ITS supplement the university's advances in technology with extensive hands-on assistance for student, faculty, and staff users on campus. In FY2013, for example, 2,826 students participated in technology training. Through the [CATS Training Services for Students Resources webpage,](#) all Eastern students and staff also have access to videos on a range of topics created by the CATS Training Services. These videos are linked from the [CATS Training Services for Students Resources webpage](#). Students, faculty, and staff also have unlimited access to Lynda.com Campus, which contains 2,541 courses, comprising more than 100,000 videos, with more than 9,210 hours of tutorials on software and business skills. Individual technology support is available through the ITS Help Desk, which was open 99 hours each week during FY2013 and logged 15,052 requests for assistance.

The university network was upgraded in 2004, and the university is completing the first phase of a network switch refresh. The network had an uptime rate of 99.8% in FY2013. Wireless capabilities are available from 556 access points, and 84% of classrooms have wireless capabilities.

ITS recently revised its technology plan in close alignment with the "emerging technologies" theme of the university's strategic plan. The technology plan emphasizes desktop and server virtualization, web-based business processes, and continued build-out of the university's wireless network to support "any time, any place, any device" learning.

Resource Allocation Process

A number of safeguards are in place to ensure that elective resource allocation is reasonable and does not arbitrarily damage academic units. Transfers from one vice presidential area to another require vice presidential approval, and the university-wide Council on University Planning and Budget (CUPB) reviews any fund transfers of $250,000 and above. The CUPB also provides periodic recommendations to

the president with respect to budget review and program priorities. The university's Board of Trustees must approve in advance any expenditure in excess of $250,000 and must be informed of any expenditure in the $100,000–$249,999 range. Legislative Audit Commission guidelines prohibit cross-subsidies across auxiliary enterprises and prohibit transfer of appropriated funds to non-appropriated accounts.

Fiscal transparency ensures that resources are allocated in alignment with the academic mission, and the university has made numerous enhancements in this area. Internal budgets are posted online annually; expenditure history beginning with FY2008 is available. An interactive budget dashboard allows the user to explore expenditure patterns across different vice-presidential areas, colleges, or departments. A new technology investment dashboard provides summary data on the university's technology investments and expenditures. The IBHE maintains a searchable database of faculty and staff salaries.

The university's strategic plan included a comprehensive review of resource allocation relative to mission. The program analysis initiative provided additional fiscal transparency. Comprehensive data on every academic and administrative program are available on the Program Analysis website. The program analysis data were used to formulate the budget for FY2015 and to develop a series of budget actions that will be taken over the next two years to maintain Eastern's fiscal stability while continuing to carry out its educational mission. The Program Analysis Review process is detailed in Criterion 5.C.

Realistic Goals Incorporated into Mission Statement

The university's goals and aspirations are incorporated into its mission and vision statements and its strategic plan. In its mission the university pledges to offer "superior, accessible undergraduate and graduate education" within a "student-centered campus culture." In its vision, the university aspires to be a "premier comprehensive university." The strategic plan bridges the "what is" of the mission statement with the "what can be" of the vision statement.

Continuity of outcomes is one indicator that the stated goals are realistic relative to Eastern's resources. The university has maintained freshman-to-sophomore retention rates in the 77–82% range and six-year graduation rates in the 56–62% range. ACT scores of admitted students have held steady in the 21–22 range. Eastern has ranked among the top three public universities in the IBHE's performance-based funding model in all three years of that program.

The university's strategic planning process, discussed in Criterion 5.C., included discussions and consultations with more than 900 internal and external constituents. This collaborative process helped ensure that the resulting plan contained achievable goals and realistic action plans. Two years into the implementation of the strategic plan, the university has made significant progress under all six of the strategic areas identified in the plan. Updates on implementation progress are periodically posted on the Strategic Plan website. The steady progress in implementing its strategic plan is further evidence that Eastern has set realistic and achievable goals.

Institution's Staff are Appropriately Qualified and Trained

The faculty hiring process is discussed in Criterion 2.A. About 90% of the tenured/tenure-track faculty have terminal degrees, and each academic department has established degree requirements for tenure. The retention, tenure, and promotion processes are multi-level reviews that are guided by standards outlined in the collective bargaining agreement and specific criteria outlined in departmental documents. Faculty evaluation is discussed in Criterion 3.C. Professional advancement increases for faculty with the rank of professor, achievement and contribution awards for tenured/tenure-track faculty, and performance-based increases for annually contracted faculty and academic support professionals provide incentives for continued excellence in the performance of duties. Under university policy, teaching by graduate assistants (GAs) is limited to no more than 3% of classes, and GAs must be supervised by a faculty mentor.

The process for hiring civil service employees is outlined in Criterion 2.A. New civil service employees

(or existing employees who have been promoted into a new classification) are subject to a six-month probationary period to ensure that civil service employees are qualified for their positions.

Administrative and professional employees are hired through a rigorous national search process, which is outlined in *IGP 12—Employment and Recruitment Procedures for Administrative Positions*. Performance reviews are required annually for the first six years, and a comprehensive "360-degree" review must be conducted every three years.

In Academic Affairs, the Faculty Development office and CATS provide training and professional development opportunities for faculty. The Office of Training and Development in the Human Resources unit offers comprehensive programming for staff development. These training opportunities are discussed in Criterion 3.C.

Well-Developed Process for Budgeting and for Monitoring Expense

Eastern's budget process is outlined in *IGP 99—Budgeting Process*. Operating budgets are decentralized and flexible so that financial managers may move funds across operating lines. Personnel services budgets are typically centralized at the dean or vice-presidential level. Planning, Budget, and Institutional Research (PBIR) personnel assist units with reallocating unused personnel services dollars to addressed unit priorities. For the past four years, equipment and travel expenditures have required vice-presidential approval. Automated deficit notifications alert financial managers and administrators to negative balances in their accounts.

After the initial Banner implementation, development of new reporting tools became a priority. The university now has a mature reporting environment that draws upon the comprehensive financial, student, and other data available in Banner. The Budget Management Report (BMR) is a comprehensive budget-reporting tool that allows the user to arrange, expand, and collapse data categories as needed. Developed with input from the university's Budget Advisory Group, the BMR allows users to monitor both personnel services and operating expenses. A full listing of Banner reporting tools is available.

The Business Office monitors purchases and cash flow, negotiates contract terms, and ensures that procurements are in accordance with state law. Every budget transaction is reviewed at least twice by the Office of Planning, Budget, and Institutional Research (PBIR). Both offices track year-to-date expenses relative to established budgets, monitor the university's expenditure trends, and forecast expected current and multi-year revenue and expenditure trends.

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

Board of Trustees Oversight

Eastern is independently governed by its Board of Trustees (BOT), established by laws of the state of Illinois on January 1, 1996. Six of the seven appointed BOT members are Eastern alumni who earned their degrees over multiple decades. As a result, the BOT is familiar with Eastern's geographical and historical context as well as its academic programs. In addition, board members offer a significant breadth of experience including bank president, former college president, award-winning writer and illustrator, athletic director, principal, and business leader. Several BOT members live in the immediate vicinity of Eastern, and most others live in areas well represented by Eastern alumni; all live in Illinois.

The BOT oversees all aspects of the university and exercises its authority to operate, manage, and support the university in service to its legal and fiduciary responsibilities. To ensure that the university operates in a fiscally responsible manner, the BOT reviews and approves the annual budget. Although budgeting at Eastern is a multifaceted and inclusive process, final budgets are presented to the BOT in a public meeting for its review and comment. BOT approval of budgets in this manner is crucial to continued transparency in budgeting.

The BOT established [bylaws](#), [governing policies](#), and [regulations](#) to encourage and facilitate cooperation among the BOT, president, faculty, staff, and students in their mutual efforts to strengthen, improve, and protect the integrity and mission of the university. The BOT and its engagement in shared governance are discussed in detail in Criterion 2.C.

Collaborative, Shared Governance in Setting Academic Requirements, Policy, and Processes

In addition to the BOT Regulations, Eastern's shared governance policies and procedures include more than 190 Internal Governing Policies (discussed in the introduction to Criterion 2); union contracts; bylaws for advisory boards and councils and committees; and other university, college, and department policies and procedures. At the senior level, the President's Council meets weekly and includes the president, the four vice presidents, the director of Civil Rights and Diversity, and General Counsel. This group is instrumental in communicating among divisional areas.

University Professionals of Illinois (EIU-UPI) is the collective bargaining agency for tenured and tenure-track faculty, annually contracted faculty (ACFs), and academic support professionals (ASPs). In addition, nine groups of civil service employees are represented by union contracts. The Civil Service Council serves in an advisory capacity to the administration and makes recommendations to the university regarding personnel matters that involve non-negotiated civil service employees. Eastern also has an elected representative on the Employee Advisory Committee of the State Universities Civil Service Advisory Committee; this committee advises the Civil Service Merit Board regarding the general interest and welfare of civil service employees.

Campus governance organizations review academic requirements, university internal governing policies, and campus processes by seeking feedback from their constituents and making recommendations to senior level administrators. The president actively seeks feedback and recommendations from these organizations. Except in matters within the scope of collective bargaining, the Faculty Senate is the representative voice of the faculty. All matters affecting the welfare of the university are the necessary concern of the Faculty Senate. Except where otherwise specified, the Faculty Senate may initiate any recommendations and consider any matters affecting that welfare. The Staff Senate facilitates communication, solicits feedback, and makes recommendations on matters of concern to the staff as a whole, except in matters within the scope of collective bargaining. Finally, the Student Senate represents the student body and works to improve student life through the passage of bills and resolutions.

The Council on Academic Affairs, Council on Graduate Studies, and Council on Teacher Education oversee academic polices, including approval or revision of programs of study. These councils include both faculty-elected and administration-appointed members. These councils are discussed in Criterion 2.A. Other academic committees address specific academic issues: for example, the Committee for the Assessment of Student Learning, discussed in Criterion 4.B., oversees assessment on campus.

All research at Eastern involving humans or animals is monitored for compliance through the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC). The work of the IRB and IACUC is discussed in Criterion 2.E.

Made up of faculty, staff, and student representatives from across campus, the Council on University Planning and Budget (CUPB) plays an integral role in planning and budgeting processes. CUPB evaluates planning and budget proposals, including budget reduction proposals, and makes recommendations to the president regarding the university budget, program priorities, and transfers of funds. CUPB also receives status reports from administration on budget requests, appropriations, and internal budgets.

Enrollment practices are guided by several interdisciplinary teams including the Committee on Retention Efforts (CORE), Enrollment Worx, and the Strategic Enrollment Planning Committee. Efforts and recommendations from these groups have resulted in restructuring enrollment functions by bringing together departments from different divisions and creating a new operational unit devoted to enrollment and retention.

Advisory groups on campus provide important oversight and guidance over specific areas of campus. For example, the Intercollegiate Athletic Board (IAB), established in accordance with NCAA regulations and federal law, serves in an advisory capacity to Eastern's Department of Athletics. The IAB also monitors the integrity of the academic, athletic, and personal development of student athletes. Additional advisory boards and committees provide guidance to help Eastern address priority issues, current practices, and emerging trends. These organizational groups include the Academic Technology Advisory Committee, Academic Program Elimination Review Committee, Committee on Assessment of Student Learning, LGBTQA Advisory Committee, Diversity Advisory Council, Environmental Health and Safety Committee, Graduate Student Advisory Council, Enhancing Minority Participation, and NCAA Steering Committee.

Eastern values student engagement. In addition to the Student Senate, student representatives serve on the BOT, university councils, and many advisory committees. Students also may gain leadership experience and share student perspectives with administration through groups such as the Residence Hall Association, Organization of Adult Students Informative and Supportive (OASIS), Latin American Student Organization, Black Student Union, Student Veterans of Eastern, National Panhellenic Council, Interfraternity Council, and Panhellenic Council.

The President's Cabinet includes business, education, and civic leaders from Coles County and meets to discuss ways to enhance interoperability between the campus and the community. In addition, an informal monthly breakfast concerning community relations is held among the president, vice president of student affairs, the vice president of business affairs, the mayor, and the city manager. Through the *Eastern Ways* blog, the president informally communicates with the campus and community about Eastern and its values. Using these strategies, the president encourages open dialogue and shared governance.

Building strong relationships encourages students, faculty, staff, and community leaders to actively participate in conversations and problem solving. Eastern's collaborative approach to governance results in an informed campus community. In Eastern's 2013 self-study survey, 88.2% of respondents believe that they have access to information about policies that affect them.

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

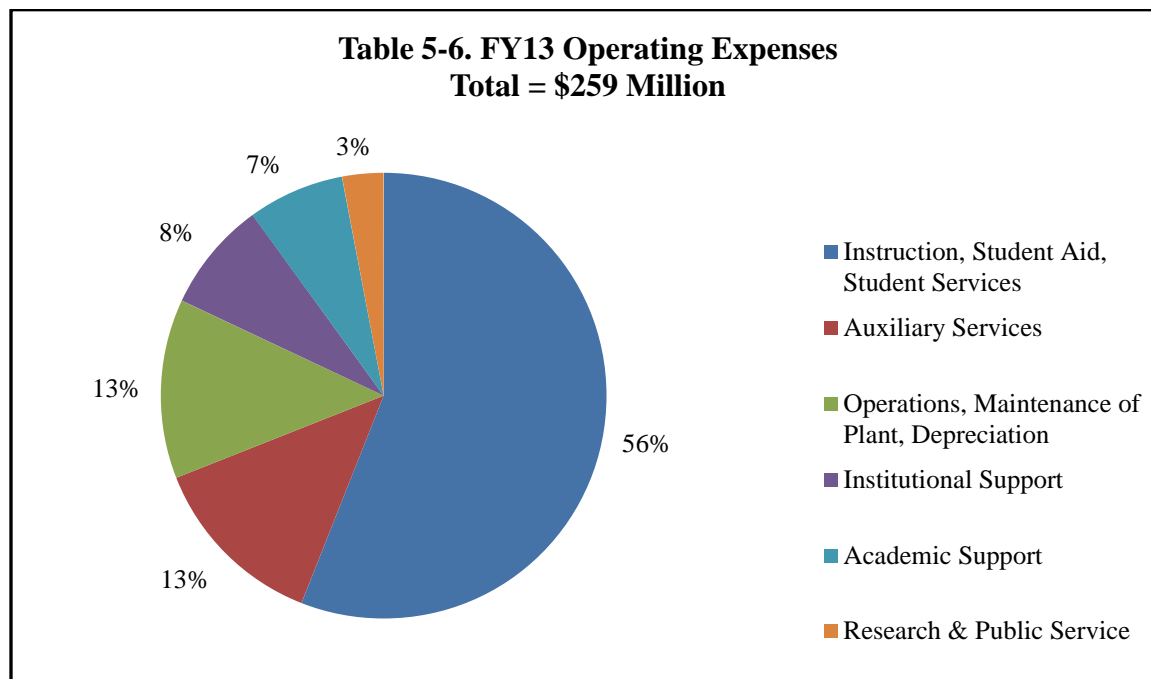### Eastern Understands its Financial Resources and Plans to Achieve its Mission.

Systematic and integrated planning has been achieved at Eastern, as evidenced by consistent data-driven approaches that impact both day-to-day, year-to-year decision making and by the major initiatives Eastern has undertaken to help guide its long-term vision. One measure of Eastern's successful planning over the past ten years is the increase in Eastern constituencies who agree with the statement "Eastern plans appropriately to ensure that it is prepared for the future." In 2004, 55.8% of respondents agreed with the statement, whereas in 2013, 79.3% of respondents did so.

Planning at Eastern is assisted by The Office of Planning, Budget, and Institutional Research (PBIR), which provides detailed, accurate information concerning Eastern's student body, programs, finances, and employees. PBIR is responsible for monitoring the financial health of the university in consultation with external and internal stakeholders, including all four vice presidential areas, the Illinois Board of Higher Education (IBHE), the state legislature, the Board of Trustees, and the Council on University Planning and Budget (CUPB). PBIR has a well-developed and transparent process for planning and managing resources. Monetary resources are categorized clearly into one of six ledgers: appropriated, local/auxiliary, revenue bond, restricted gifts/grants, foundation and alumni association, and reserves. Cognizant of the fluidity of state funding and student enrollment, particularly during economic hardship, PBIR develops at least two budget scenarios for meeting the institution's obligations. For example, in anticipation of reduced state funding and investment returns, Eastern developed a furlough policy in January 2010. Although Eastern has not yet had to implement this policy, it provides an important

funding bridge in time of pressing need. This prudent planning provides a clear picture for responding to financial changes and has served the institution well.

To support financial transparency, PBIR has worked over the past several years to provide easier access to the data and information that external audiences (e.g., legislators, prospective students, and parents) and internal audiences (e.g., faculty, staff, and administration) need. Currently, the university offers most of its data on public websites. Web access further supports PBIR's desire to improve the university's accountability and productivity. Other areas of campus, such as the President's Office, the Center for Academic Support and Assessment, and Information Technology Services, have also worked to make data more easily accessible to Eastern's constituents to guide planning efforts.

In its planning, Eastern ensures that resources are effectively in support of the institutional mission and priorities. Long-range planning initiatives integrate with annual budget development and completion of the Resource Allocation and Management Program (RAMP) document that is submitted yearly to the IBHE. RAMP data consistently demonstrate that Eastern, in accordance with its mission of providing "superior, accessible undergraduate and graduate education," devotes the bulk of its resources to teaching. As Figure 5-6 demonstrates, 56% of Eastern's operating expenses went to instruction in FY2013, and an additional 7% was used for academic support.

Table 5-6. FY13 Operating Expenses
Total = $259 Million

- Instruction, Student Aid, Student Services
- Auxiliary Services
- Operations, Maintenance of Plant, Depreciation
- Institutional Support
- Academic Support
- Research & Public Service

Source: Source: Audited financial statements and university FY2013 Resource Allocation Management Program (RAMP) submission to the IBHE.

Eastern is committed to a planning process that includes internal and external constituencies. CUPB, discussed in Criterion 5.B., includes representatives from every major area of the university. External constituencies are also engaged in planning processes. As described in Criterion 4.A., both the university and individual departments at Eastern utilize external advisory boards to help strengthen the academic enterprise. As noted previously, the President's Cabinet, composed of business, education, and civic leaders from Coles County, is available to consult regarding planning. The Mayor's and President's Advisory Committee on Diversity was created to increase diversity-related dialogue between the university and the community and to guide planning for a more inclusive community. Finally, the university has fostered an active Alumni Association that supports a number of endeavors across the institution. Eastern is in contact with 98,781 alumni (93% of its living alumni of record) living in the United States and 77 other countries throughout the world. Graduates of the university are an excellent

source of feedback regarding the impact of the Eastern experience on students' post-graduate lives. Engagement in planning processes by students, faculty, staff, alumni, and members of the community is crucial to Eastern's continued academic and financial sustainability.

Planning is also linked to assessment. For example, the Strategic Enrollment Planning Committee (discussed below) works with the Center for Academic Support and Assessment (CASA) to identify barriers to student success, retention, and graduation. These barriers then become targets for intervention. Throughout campus, CASA guides departments in "closing the feedback loop" by requiring them to demonstrate how assessment data are used to improve curriculum. The result of department-based and university-wide assessments, such as the Electronic Writing Portfolio, are shared with curriculum councils and other appropriate groups. These data are then used to improve courses, programs, and services at Eastern. Criterion 4.B. discusses assessment in depth, including two funding initiatives linked to assessment: First-Choice Program Recognition in the Graduate School and the Provost's Award for Achievement in Academic Assessment.

As with ongoing and yearly budgetary and programmatic processes, long-range planning initiatives exemplify Eastern's commitment to mission-focused, data-driven planning that involves a broad range of stakeholders. The 2010 revision to the Master Plan is one example of this type of planning. Students, faculty, staff, and members of the Charleston community were all involved in the master planning process, and multiple meetings were held on and off campus to allow for public review and feedback on the plan. Three additional long-range planning initiatives in the past ten years—the Strategic Plan, the Program Analysis, and Strategic Enrollment Planning—exemplify Eastern's approach to planning.

The Strategic Planning initiative
Through the Strategic Planning Initiative that began in 2011, Eastern refined its mission and vision for future success. This 15-month process started with the formation of a 28-member steering committee that included members of the faculty, staff, and student body. During the data gathering and engagement phase, more than 900 individuals participated in more than 60 engagement sessions about the strengths and challenges of the university. People from across campus and the community were again invited to participate in the Vision Conference and the Goals Conference, where the steering committee worked with participants to synthesize and interpret the data. The result of this process was the identification of six strategic themes to provide direction for resource allocation: Academic Excellence, Global Competition and Changing Demographics, Emerging Technologies, Campus and Community Life, Financial Sustainability, and Marketing and Communication.

The strategic plan highlights areas of institutional operations deemed critical to the ongoing growth and success of the university. While line-item budget recommendations were not made within the strategic plan, each theme included a series of goals followed by actions to be taken to achieve that goal. For example, the "Global Competition and Changing Demographics" theme of the strategic plan has three goals:

1. Develop and expand national and international partnerships so that students and faculty have the widest exposure possible to a globally diverse community;
2. Enhance efforts promoting campus understanding of student diversity; and
3. Strengthen the university's commitment to diversity and its global impact.

The overarching objective of this theme is to ensure that the university is in a position to recruit effectively a diverse group of students, faculty, and staff as demographic shifts occur in our nation and world. From understanding changes in the demographics of graduating high school classes in Illinois to monitoring our hiring practices based upon future doctoral pools of prospective faculty members, Eastern is proactively toward a greater understanding of how changing demographics will impact our practices. The university is also working actively to put practices into place to ensure that our campus constituents understand the value of our ever-increasing diversity. Strategic planning places significant emphasis on planning to serve students and employees in a changing demographic environment and cultivating a

campus environment that recognizes and appreciates the manner in which increased diversity strengthens our institution. Actions that Eastern has undertaken congruent with the "Global Competition and Changing Demographics" theme include the following:

- The university continues to engage in active recruitment of an increasingly diverse student body, faculty, and staff.
- Eastern has established a relationship with The Language Company to bring to campus in Fall 2014 an English-language training center that will provide English testing and training for international students who want to improve their English to facilitate their subsequent enrollment in a bachelor's degree program in the United States.
- In Fall 2013, Eastern introduced in-state tuition rates for international students who meet select admission guidelines; recruitment activities have been implemented in support of this effort to attract international students.
- Eastern continues to expand online and hybrid course and program offerings.

The "Emerging Technologies" theme of the strategic plan also has three goals:

1. Make targeted investments in our technology infrastructure;
2. Increase transparency of technology funding; and
3. Centralize and standardize select technology services with clear and uniform policies and procedures.

This theme focuses on assessing trends in technology for higher education and developing a management plan that will allow Eastern to meet effectively current and future technological demands. Eastern has committed significant time and effort to developing a strategic method for handling technological change. This method includes investigating the current technology funding model to determine if systemic inequities exist, identifying changes to enhance end-user support, and finding methods to decrease overall costs. Addressing the ever-growing role of technology in higher education requires that Eastern have a solid understanding of the core function of technology services as related to end-user support, how technology services support academic and administrative function, and where inefficient duplication of services may exist. Some of Eastern's recent technology initiatives were discussed in section 5.A.

Overall, strategic planning at Eastern has produced a road map for the institution through a shared governance process that embraced the thoughts, ideas, and opinions of both internal and external audiences in examining the most important pillars upon which Eastern must build to serve students best.

Program Analysis

"Financial Sustainability" was another key theme of the Strategic Plan. The description of that theme states, in part, that "University resources will be allocated based on strategic priorities established within a structure of shared governance." To address this goal, President Perry announced the implementation of Program Analysis in 2012, a process whereby each program at the university would complete a program analysis using a common template. A program is defined as any part of the university that has a specific appropriated budget account number. The collected data and analysis from this process are being used to guide university-wide budget decisions on the following:

- Allocating and reallocating university resources to support academic excellence;
- Strengthening programs that foster sustainable enrollment;
- Supporting university financial sustainability; and
- Identifying opportunities to decrease costs.

The process began with the formation of a working group to develop a template for all programs to complete; all faculty and staff in the university were then given an option to comment on a draft of the template so further revisions could be made. The final template has nine sections, one for each program analysis criterion as established:

1. History and relevance to university mission
2. Internal demand for the program
3. External demand for the program
4. Quality of program outcomes
5. Resources generated by the program
6. Productivity of the program
7. Costs associated with the program
8. Program impact on university mission
9. Future opportunities for the program

The head of each program on campus then submitted data in each of these nine areas regarding his or her program. The data submitted by each program were made available for review by internal audiences across the university. In Spring 2014, the CUPB reviewed the program analysis data and provided initial recommendations to the president regarding the alignment of anticipated reductions in appropriated funds. Administration used CUPB recommendations to formulate the budget for FY2015, which was approved by the BOT at its June 2014 meeting. Following this approval, President Perry sent a letter to all university employees detailing the budget actions that will be taken to reduce the university's expenses by 8% over the next two years in order to maintain Eastern's fiscal stability while continuing to carry out its educational mission.

Strategic Enrollment Planning

In support of the themes identified in the Strategic Plan and in response to recent declines in student enrollment, Eastern developed Strategic Enrollment Planning (SEP), a series of improved approaches to undergraduate recruiting, admissions, financial aid, and retention processes. The university began the SEP initiative by engaging Noel-Levitz, a higher education consulting firm. Following a comprehensive analysis, a well-focused plan for enrollment management was implemented. Eastern has set goals to increase undergraduate applications, admits, and yield; increase out-of-state enrollments; improve the academic profile of admitted students; improve the timeliness of enrollment activities; increase brand recognition in key markets; and institute a coordinated, campus-wide enrollment management plan.

SEP at Eastern is a collaborative, comprehensive, data-driven process through which the university is developing strategies to set and meet its enrollment goals. SEP includes a Steering Committee and Planning Council, which replace the former Enrollment Management Committee. The SEP Steering Committee reports directly to the president. The Steering Committee is supported by the Planning Council composed of a diverse group of individuals representing each vice presidential area and campus governance group. SEP is a seven-step process at Eastern: Preparation, Data Analysis, Strategy Development, Action and Support Plan Development, Prioritization of Strategies and Actions, Quantifiable Goal and ROI Identification, and Plan Evaluation and Modification.

SEP guides and assesses the effectiveness of new approaches to enrollment. For example, an increasing number of students who wish to attend the university have greater financial need than students who previously wished to attend. To address this emerging need, the university committed significant funds to providing additional financial aid for these students. First, the university created Commitment to Excellence (CTE) scholarships. This four-tier, merit scholarship program offers increased financial aid to high-performing students. Students can receive $1,500–$4,500 per semester for up to eight semesters. During the first year, 489 new freshmen were awarded $701,250 through the CTE scholarship. For students transferring from community colleges, the university created the two-tier Transfer Academic Excellence scholarship. The Pemberton Presidential Scholars Award has also been added. This is a full tuition, fee, room, and board scholarship for eligible top-ranking, academically talented students. Six Pemberton Presidential Scholar Awards were made for Fall 2014, and all six have been accepted by students.

To further address socioeconomic changes impacting enrollment, the Panther Promise awards were created. This program created additional support for students from homes with a household income of $33,000–$71,000. The university determined that this group of students would be at significant risk with respect to ability to pay because they are not eligible for federal financial aid. The Panther Promise tuition waiver provides students from households within this range with up to $2,500 per academic year provided the student maintains a 2.0 GPA and continuous enrollment in good standing. This waiver program required legislative approval to allow the university to offer undergraduate tuition waivers that may exceed the state's undergraduate limitation of 3%. Panther Promise was originally approved by the legislature as a pilot program, but it has been extended through 2019.

Increasing externally funded scholarships is another component of the university's comprehensive plan to stabilize and increase enrollment. Since 2011, the number of scholarships for new and continuing students has grown from 479 to 597. Additional scholarships offer students more support in paying for college expenses: for instance, in 2012-2013, Eastern awarded almost $22 million in institutional aid.

Eastern's university-wide capital campaign raised more than $63 million and produced 203 new scholarships. Recently, the university received the two largest gifts in its history: $5 million to fund honors scholarships in physics, mathematics, and science and $3.6 million to create scholarships in counseling and student development. Eastern is now in the midst of a small, targeted campaign to create 100 new donor-funded scholarships. To date, 69 new awards have been proposed and 45 of these are endowed.

Scholarship management has included the consolidation and coordination of campus-wide scholarship activities. Eastern's scholarship search engine has been redesigned to allow for user-friendly access to information regarding more than 600 scholarship opportunities. Other enhancements include featured scholarships, scholarship stories, donor stories, scholarship history, merit scholarship calculator, scholarship tips, outside scholarship information, and more.

The processing of scholarships has been modified from an outdated paper format to an electronic version to allow for time-efficient awarding and payment to students. The creation and development of this new Scholarship Verification System (SVF) led to recognition and an honorable mention at the 2013 Ellucian Conference (a conference related to Banner, Eastern's administrative software system).

Efforts also have been made to increase knowledge about scholarships and affordability at Eastern through the implementation of the High School Awards Night project. In Spring 2013, more than 2,200 scholarship certificates were made and distributed to 530 high schools to recognize high school seniors who applied and were offered scholarships at Eastern. Presentations were also made at local awards nights and award presenters included President Perry, and staff from Admissions, Financial Aid, Honors College, and the VPAA Office.

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

The Institution Develops and Documents Evidence of Performance in Operations.
In alignment with its mission, Eastern rigorously develops and documents evidence of performance in operations. It uses a well-established performance-evaluation system for examining and documenting the performance of faculty, staff, and administrators. These performance evaluations are compared to benchmarks for measuring the degree of effectiveness of an employee's performance, to identify areas of strength and weakness, and to ensure an employee's continuous improvement.

Faculty evaluation and professional development opportunities
Criteria for the evaluation of faculty performance in teaching, research, and service are contained in a collective bargaining agreement between the University Professionals of Illinois (UPI-EIU) and the university. The evaluation processes undergo periodic and timely reviews during the mandatory collective bargaining period between the faculty and administration. The agreement, which covers tenured/tenure-

track faculty ([Unit A](#)) and annually contracted faculty and academic support professionals ([Unit B](#)), clearly stipulates the evaluation criteria and measures of improvement of faculty performance. Performance evaluations are kept in employee personnel records. The criteria and processes for evaluation of faculty performance are discussed in detail in Criterion 3.C.

Criterion 3.C. also discusses professional development opportunities and resources available to faculty. Through contract, the university also provides the following opportunities to faculty:

- **Reduced teaching workload.** Probationary tenure-track faculty are given a reduced teaching workload of twenty-one credit units per academic year (full teaching workload is twenty-four credit units) to enable them to engage in professional development activities for tenure.
- **Reassigned time**. Tenure-track faculty are given six credit units of reassigned time during one of the probationary years to engage in non-instructional research or service activities. This provision encourages faculty to engage in requisite activities for tenure and promotion.
- **Sabbaticals.** Tenured faculty may apply for a sabbatical for professional development. Sabbaticals are generally awarded for a semester or an academic year.
- **Research pool.** The agreement provides a pool of research credit units from which research-active faculty can apply for the improvement of their research activities.
- **Additional Unit A Opportunities.** The agreement provides opportunities for leave without salary for performance improvement; Unit A faculty have the opportunity to apply for Achievement and Contribution Awards to recognize achievements in teaching, research, or service, or in a balanced area of teaching-research-service; full professors can also apply for a Professional Advancement Increase (PAI).
- **Unit B Opportunities.** Unit B faculty and Academic Support Professionals can earn a Performance-Based Increase (PBI) if they demonstrate evidence of superior performance in teaching/performance of primary duties.

Faculty excellence also is supported through internal grant awards for research, creative activity, and instruction. The university provides internal grants for research (e.g., the Council on Faculty Research Grants, President's Fund for Research and Creative Activity) and teaching (e.g., Redden Grants); individual colleges and departments also offer grants for research and creative activity. Undergraduate research awards are given to students and their faculty mentors by the Council in Undergraduate Research, and several awards from the Graduate School and academic colleges are available to support students' research and creative activities and participation at professional meetings. These grants and others are discussed in Criterion 3.B. and 3.Cresearch duties of our faculty and students:

Eastern continues to support faculty in the pursuit of external funding for research and creative activity. In FY2013, grants received through the Office of Research and Sponsored Programs totaled $5,613,512. Our faculty continue to succeed in attracting funding from NSF, NIH, NEH, USDA, Illinois Geographical Survey, Illinois Department of Natural Resources, and others.

Civil service evaluation
Civil Service performance appraisal is governed by conditions set forth by *[IGP 39—Civil Service Performance Appraisal](#)*. According to *[IGP 39—Civil Service Performance Appraisal](#)*, evaluation of civil service employees is designed to "identify and evaluate employee contributions and workplace behaviors. The appraisal process is designed to provide a consistent method of communication that promotes quality, continuing dialog between supervisors and employees regarding job performance, job descriptions, work environment and opportunities for career growth." Civil Service performance appraisals are used for individual evaluations and not for comparing employees.

Civil Service performance evaluations are based on the [Civil Service Performance Appraisal Form](#). The appraisal form includes categories of evaluation that provide opportunities for growth, for example,

"EE=Exceeds Expectations," "ME=Meets Expectations," or "NI=Needs Improvement." Supervisors must provide justification/comment for ratings of "Outstanding," "Unacceptable," or "Needs Improvement."

Administrative evaluation

IGP 31—Performance Evaluation of Administrative Staff and *IGP 29—Department Chairs* specify the process for evaluating administrative employees and department chairs are controlled by *IGP 31— Performance Evaluation of Administrative Staff* and *IGP 29—Department Chairs*, respectively. These policies specify the evaluation process and methods for administrative performance for individuals on annual and continuing appointments. The policies stipulate that "at least every three years, the supervisor will utilize the Administrative Performance Appraisal Instrument to collect feedback from colleagues and peers." The appraisal process requires the supervisor and employee agree on the individuals who will provide the feedback. They also jointly determine what supporting materials will be used. All evaluation materials and feedback are kept in the strictest confidence. The supervisor and employee will discuss the feedback and supporting materials before the written performance evaluation is prepared by the supervisor, thus giving the opportunity for both parties to discuss any strengths, concerns, and areas of improvement.

Internal and external audits

Eastern's Office of Internal Auditing serves as a significant resource to Eastern in its role to systematically assess and evaluate most of the university's operations. By state statute, the director of Internal Auditing reports directly to the president. The Internal Auditing Office adheres to the Standards for the Professional Practice of Internal Auditing, professional standards of conduct, and the Fiscal Control and Internal Auditing Act. Each year, the director develops and implements a plan for internal audits to be completed during the year to ensure that Eastern's fiscal operations meet the expectations that we state publicly and to urge the adoption of best practices to reduce institutional risks and improve quality control. Reports are issued to the president and shared with the audited units. These reports provide guidelines on how to improve quality controls, reduce risks, and correct any problems with operations.

The treasurer serves as Eastern's liaison to the Office of the Illinois Auditor General. This office arranges for external audits of the university's financial and/or compliance processes as required by the Illinois State Auditing Act. The results of these audits are shared with the university, as well as the general public, legislators, and other state officials and provide the university with recommendations to ensure compliance with all applicable policies and statutes.

Eastern's Alumni Association and EIU Foundation also have annual audits conducted by external auditors, the results of which are shared with the university and the Office of the Auditor General. Additional information on Eastern's internal and external auditing processes can be found in Criterion 2.A.

The institution learns from operational experience

Eastern continually learns from and uses its experiences to improve effectiveness, capabilities, and sustainability. For example, Housing and Dining collects data using annual resident surveys and input from the Residence Hall Association to set major project priorities; it uses these data to evaluate all aspects of its operations, implement changes, and improve performance. Also, the online master's degree in Communication Disorders & Sciences (CDS) has shared with the Council on Graduate Studies how it is using technology to effectively provide education to students using a hybrid online model. The model provides an opportunity for students in the program to travel to Eastern during the summer to complete practicum and related face-to-face requirements while allowing them to complete most courses online. Other undergraduate and graduate programs, including the Master's in Business Administration, Master's in Family and Consumer Sciences, and Bachelor's in Psychology, are following the example of the CDS program and are sharing what they learn with others through an Online Programs Development Board.

Prior experience with funding challenges guides current decision making. Appropriate strategies have been created to manage the effect of reductions in state appropriations and enrollments. The Strategic Plan, Program Analysis, and Strategic Enrollment Plan (all described in Criterion 5.C.) are prime examples of Eastern's ability to plan for the future based on prior operational experience. Four additional examples that demonstrate Eastern's systematic efforts to continually its performance are described below.

Renewable Energy Center and other environmental initiatives

Because of rising operating costs and environmental concerns, Eastern conducted feasibility studies in the 2000s to evaluate plans for replacing its coal burning facility. In the absence of state funding to replace the original facility, the university entered into an Energy Performance Contract with Honeywell International to build a biomass gasifier that used wood chips as a renewable energy source. This partnership launched the Renewable Energy Center. The new experimental facility, completed in 2011, has the capability to provide 100% of the campus steam load using renewable energy sources. This new facility led to the development of an auxiliary research entity called the Center for Clean Energy Research and Education (CENCERE). The mission of CENCERE is to promote faculty and student research on renewable energy.

Eastern is pursuing a "green" campus environment through an 80% net reduction in greenhouse gas emissions. In service to this goal, the university recycled just under 1.1 million pounds of waste in FY2010 and cut annual water consumption by almost 80 million gallons. These achievements were met without additional state funding through performance contracts. Eastern is one of the most environmentally responsible colleges in the United States and Canada according to the Princeton Review, which has since 2012 selected Eastern for inclusion in the annual edition of *The Princeton Review's Guide to 322 Green Colleges*. In addition, Eastern attained Tree Campus USA status in 2010, 2011, and 2012. Eastern is one of fewer than 200 American colleges and universities to be recognized via this partnership of Toyota and the Arbor Day Foundation.

Assessment of student learning

The university's Committee for the Assessment of Student Learning (CASL), the Center for Academic Support and Assessment (CASA), the Office of Testing and Evaluation, and the Office of the Provost and Vice President for Academic Affairs work together to support, encourage, and promote the assessment of student learning. At the university level, assessment is conducted to evaluate students' achievement of campus-wide student learning goals while, at the department/academic unit level, assessment is conducted to evaluate students' achievement of the learning goals of the academic programs. Utilizing these tools allows the university to ensure that it effectively educates our students in preparation for their careers.

Eastern uses evaluation to improve institutional effectiveness at both the program and university level. As identified through the Major Assessment Profile, programs submit information for review every 1–2 years, depending on the improvements made the previous year. This internal evaluation guides programs as they review assessment data from students, both undergraduate and graduate, and as an overall program. Specific examples of the use of assessment data to improve student learning can be found in Criterion 4.B.

Committee on Retention Efforts

The Committee on Retention Efforts (CORE) supports the institution's mission to retain and graduate students while encouraging them to achieve their fullest academic and personal potential. CORE analyzes data related to retention, withdrawal, housing, campus climate, and student satisfaction to recommend strategies to enhance the university's retention and graduation rates. Recognizing that retention improves as the quality of student learning and life is enhanced, the committee also recommends long-range strategies to address the ongoing needs of all students. The work of CORE is discussed in more detail in Criterion 4.C.

Online Repository and University Archives
The Keep, a web-based repository of institution-specific information developed and administered by Eastern's Booth Library, provides open access for the university community and the general public. Since its launch in early 2012, tens of thousands of documents have been added to the database and those materials have been downloaded more than 100,000 times. As the second largest academic repository in Illinois and among the largest in the Midwest, it is a valuable tool for users, including faculty and staff, to access university information. The Keep contributes to institutional learning and memory and is useful for improving institutional effectiveness. For example, documents linked in this self-study report are stored in The Keep, and the report will be preserved in The Keep as a resource to improve Eastern's decision making in the future. Additionally, Eastern's University Archives contains publications and records that have historical or research value pertaining to Eastern Illinois University. Archival materials include such items as administrative records, faculty publications, photographs, and Eastern memorabilia. Research assistance and inventory lists are available at the Archives.

Criterion 5 Strengths and Initiatives
As described in this chapter, Eastern Illinois University successfully addresses the core components of Resources, Planning, and Institutional Effectiveness.

Despite financial threat, Eastern has maintained the fiscal, personnel, and infrastructure resources necessary to support its operations. Over the past several years, Eastern has moved from having a reserve deficit to having a reserve surplus sufficient to sustain university operations for up to ten weeks. Faculty and staff in all areas are qualified and well trained. Significant technology upgrades have been made over the past ten years and physical infrastructure has improved with the addition or renovation of facilities such as the Doudna Fine Arts Center, Textbook Rental, the Honors College addition, Blair Hall, and the Renewable Energy Center.

Eastern plans on the basis of a sound, realistic understanding of its current capacity and probable future scenarios. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenues, such as enrollment, the economy, demographic shifts, and state support. Rolling forecasts have become a staple for administrative decision making. Automated deficit reports provide early warning reminders to financial managers and senior leadership that remediation steps have to be taken. Eastern's recent Program Analysis Review has resulted in a series of budget actions designed to reduce the university's expenses by 8% over the next two years.

Eastern's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. Eastern is led by a strong Board of Trustees with extensive knowledge of Eastern and its constituents. Faculty, staff, and student engaged governance is pervasive.

Over the past ten years, Eastern has engaged in proactive, data- and mission-driven planning to improve performance. The Strategic Plan, Strategic Enrollment Plan, and Program Analysis are all examples of the systematic, active approach Eastern has taken to maintain and improve its operations. Eastern embraces transparency and data-driven decision making; a concerted effort has been made to make data—financial, recruitment, retention, assessment, and more—widely available to guide operations and decision making.

Criterion 5 Challenges and Opportunities
The two greatest challenges Eastern faces at this time are the decline in state revenue and decrease in student enrollment. State allocations are unlikely to increase in the near future, which means Eastern's reliance on tuition and fees will increase. To address the need for stronger enrollments, Eastern has developed the Strategic Enrollment Plan, designed to enhance recruitment, persistence, and completion. Eastern will also continue to explore alternative sources of funding, such as its recent highly successful Capital Campaign and performance-based funding.

In addition, while Eastern has made great strides in both the transparency of its financial processes and in the pervasiveness of assessment, university budgeting decisions are still often not linked directly to assessment. The Provost's Award for Assessment and the First Choice Program at the graduate level serve as models for linking funding decisions to assessment of student learning, but these kinds of direct links between budgeting and assessment are not pervasive throughout campus.

Vision for the Future

Learning from the past, and looking to the future, Eastern's has been guided by its mission, core values, and vision statement, which emphasize the primary role of our dedicated faculty and staff in providing a superior education in a student-centered culture to the next generation of citizens and leaders.

Our 2012 strategic planning initiative provided the framework for how Eastern would adapt to the ever-changing landscape of higher education over the subsequent five-year period. Two years into it, the outcomes of the six planning themes are being realized, but the financial stability theme has required significant attention in the face of diminishing state funding and lower enrollments. Each theme is discussed briefly below with examples of how Eastern can accomplish these goals in the future.

Academic Excellence

"Eastern will provide its students, whether residential, off-campus or online, with rigorous, relevant curricula and personal attention in a collaborative, supportive educational environment. Academic programs will be increasingly integrative and interdisciplinary, developed by an accomplished faculty who use their research and creative activities to inform their teaching and engage students."

The Council of Academic Affairs is working diligently to infuse the revised university learning goals into the general education curriculum and into major courses over a five-year period. As an institution and as faculty, Eastern can be more proactive in using assessment data to inform curricular changes and increase the intentionality of what we do at all levels. Eastern will continue to develop high-impact, integrative learning experiences for students by further expanding undergraduate research, study abroad, and other experiential education opportunities.

Global Competition and Changing Demographics

"Eastern will be home to an increasingly diverse community of students, faculty, and staff who are globally aware and globally connected. Eastern will equip its graduates with the skills, knowledge, and abilities they need to be productive and successful in an interdependent world."

Reflective of U.S. demographic trends over the past decade, the percentage of minority students has increased at Eastern as has the number of international students. Diversity programming and training, overseen by the Office of Minority Affairs, will continue to promote inclusiveness and diversity among our students, faculty, and staff to help fulfill our vision of having a global impact on society. Furthermore, Eastern will work with community leaders to improve the environment for students of color and international students. Eastern must also continue looking for in-state needs and untapped opportunities that can lead to the development or expansion of competitive programs; the recent addition of the MS in Sustainable Energy, one of the only programs of its kind in the world, is a prime example.

Emerging Technologies

"The university will continually explore emerging technologies based on the needs of its students, faculty and academic programs. The university will strive to support its academic and administrative functions with reliable, seamless information technology services."

Rapid advances in technology require agile support systems for faculty and students who are early adopters of new technology. Students are arriving on campus with higher expectations for mobile and wireless technology, which creates demands on faculty to stay abreast of technological changes. Eastern will continue to provide the necessary means to ensure that technology supports, rather than distracts from, students' learning. Online education will continue to be an important complement to our residential campus experience as we reach out with new degree programs that are marketable to targeted audiences; Eastern must find the right balance of online and traditional education for our institution.

Campus and Community Life

"Eastern will be a regional economic development partner and cultural center that recognizes its responsibility to the area's economic development and enriches the community with academic, artistic and athletic events. Students and the community will benefit from a vibrant campus life with a strong tradition of volunteerism and community service, and faculty will guide students to reflect on how their co-curricular activities connect to their classroom learning."

Eastern's commitment to community service has led to repeated honors on the President's Higher Education Community Service Honor Roll. From their first weekend on campus with Jumpstart 2 G.I.V.E. to Panther Service Day in late April, students have many opportunities to serve in the community, fulfilling our vision to develop responsible citizenship in our students. Eastern will work to maintain its growing reputation as an institution that provides service, arts, and culture to east-central Illinois. On campus, Eastern must continue to provide living spaces that attract students.

Financial Sustainability

"University resources will be allocated based on strategic priorities established within a structure of shared governance. Stable enrollments, sound business practices and increased philanthropy from alumni and other friends of the university will help ensure financial sustainability."

Eastern's program analysis is helping shape the priorities for necessary budget cuts, while the strategic enrollment plan is aimed at reversing declining enrollment. The success of our capital campaign titled "EI&U: Expect Greatness" will help steady the budget while we continue to work diligently to maximize efficiency, maintain affordability, restore enrollment within a manageable range, and retain our autonomy. Eastern will continue implementing its Strategic Enrollment Plan to first stabilize and then grow enrollment back to optimal levels.

Marketing and Communication

"The campus and surrounding communities will take pride in the university's many accomplishments and in the successes of our students, faculty, staff, and alumni. Prospective students will increasingly identify Eastern as their first choice."

Data from our student and alumni surveys and our high retention rates suggest that students develop a genuine affinity for Eastern that stems from the personal relationships that they create with faculty and staff through having small class sizes, research opportunities, internships, and other high-impact integrative learning experiences. Eastern must effectively market these learning opportunities and convey the sometimes intangible experiences that lead students to exclaim, "I am EIU."

Conclusion

Within the realities of budget cuts, forthcoming changes in upper administration, and greater competition for student enrollment, Eastern will continue to distinguish itself as an affordable, premier, regional comprehensive university in rural east central Illinois where students can experience an education that will have a lifelong global impact. We have the dedicated faculty and staff to make it happen. Working together, "We are EIU."