NCA Self Study

Primary Documents of Eastern Illinois University

2005 NCA Self-Study Site Visit Report

Higher Learning Commission

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Eastern Illinois University
Charleston, Illinois

February 14-16, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit:

A standard comprehensive evaluation for Continued Accreditation was held from February 14-16, 2005 for Eastern Illinois University.

B. Organizational Context:

Eastern Illinois University is a mid-sized, residential institution whose educational mission is to offer high quality, liberal arts-based baccalaureate degree programs and selected graduate-level programs that prepare students for doctoral study or provide continuing education in the region. While it offers forty-four undergraduate and twenty-five graduate programs, its 'normal school' heritage persists and Eastern is one of the top three preparers of educators in the state of Illinois.

The fall 2004 enrollment at EIU was 11,651 with 9928 undergraduates and 1723 graduate students. Over 82% of the students enrolled are full-time, over 9% are of minority groups with 1% international students. The average ACT of entering students this year was 21.9, over the statewide average of 20.9.

Since the last comprehensive visit in 1995 EIU has focused on: an emphasis on learning partnerships, the effective integration of technology in teaching and learning, developing a network of services that support student achievement, the extension of teaching and learning into external communities, implementing a program for assessing and improving student learning, and creating a focus on using resources wisely and building for the future. The university addressed the concerns identified in the prior visit effectively and successfully and has had no other visits from the Higher Learning Commission.

C. Unique Aspects of Visit:

There were no atypical aspects to this visit outside of the standard comprehensive visit.

D. Sites or Branch Campuses Visited: None

E. Distance Education Reviewed: None

F. Interactions with Institutional Constituencies:

1. President
2. Director, Civil Rights & Diversity
3. Provost & Vice President for Academic Affairs
4. Director of the Center for Academic Support & Achievement
5. Chair, Committee for the Assessment of Student Learning
6. Dean, Graduate School & International Programs
7. Vice President for Academic Affairs, Student Government Association
8. Senator, Student Government Association
9. Faculty Member, Communications Studies
10. Co-Chairs, NCA Steering Committee

11. Director, MBA Program
12. Associate Chair, School of Business
13. Coordinator, Student Abroad Program
14. Chair, Committee for the Assessment of Student Learning
15. Member and Chair, Council on Faculty Research
16. Acting Associate Vice-President for Academic Affair
17. Member, Faculty Development Committee
18. Assistant Vice-President for Academic Affairs for Technology
19. Director, Faculty Development
20. Graduate Students
21. Undergraduate Students
22. Professor of Business
23. NCA Steering Committee
24. Recruiting Officer, The Graduate School
25. Assistant Director, Academic Assessment and Testing
26. Dean, School of Continuing Education
27. Director, Off-Campus and Contract Programs
28. Acting Vice President for Student Affairs
29. Director of Admissions
30. Director of Minority Affairs
31. Acting Registrar
32. Bursar
33. Director of Financial Aid
34. Director of Orientation
35. Advisor for Minority Affairs
36. Director of Civil Rights and Diversity
37. Director of the Health Center
38. Assistant Director of the Health Center
39. Director of Counseling
40. Associate Professor of Special Education
41. Acting Associate Director of Student Life
42. Director of University Union Operations
43. Greek Life Advisor
44. Director of Career Services
45. Director of Housing and Dining
46. Director of Dining
47. Deans Council
48. Vice President of External Relations
49. Assistant Vice President for Academic Affairs
50. Members of the Marketing Committee (3)
51. Assistant Professor of Family & Consumer Sciences
52. Director of the Center for Academic Support and Achievement
53. Director of Physical Plant
54. Vice President for Business Affairs
55. Architect
56. Members of the Staff Senate (4)
57. Director of Human Resources
58. Faculty (18)
59. Student Leaders (7)

60. Minority Students (4)
61. International Students (8)
62. Other Students (10)
63. Director, Board of Trustees BA in General Studies Degree Program
64. Coordinator, Center for Professional Development
65. Dean, Lumpkin College of Business and Applied Sciences
66. Associate Dean, Lumpkin College of Business and Applied Sciences
67. Chair, School of Business
68. Chair, School of Family and Consumer Sciences
69. Assistant Chair, School of Family and Consumer Sciences
70. Chair, Military Science
71. Chair, School of Technology
72. Mayor, Charleston, IL
73. Mayor, Mattoon, IL
74. Chair, Council on Graduate Studies
75. Vice Chair, Council on Graduate Studies
76. Director, Graduate Admissions
77. Dean, College of Arts and Humanities
78. Dean, College of Sciences
79. Dean, College of Education and Professional Studies
80. Dean, Honors College
81. Dean, Library Services
82. Associate Vice Presidents for Academic Affairs
83. Department Chairs, College of Sciences
84. Members of the Committee for the Assessment of Student Learning
85. Members of the CAA Executive Committee
86. Members of the President's Council
87. Chair and Vice Chair of the Board of Trustees
88. Members of the Community Advisory Council
89. Council on University Planning and Budget
90. Director of Alumni and Annual Fund
91. Director of Planned Giving

G.   Principal Documents, Materials, and Web Pages Reviewed:

1. Eastern Illinois University Freshman Survey (Global Citizenship Survey)
2. Eastern Illinois University Senior Seminar Survey (Global Citizenship Survey)
3. Watson-Glaser Critical Thinking Appraisal (Short Form)
4. Primary Trait Analysis for Individual Submissions to the Electronic Writing Portfolio
5. Electronic Writing Portfolio Submission Form
6. www.eiu.edu/~assess/(Assessment) (Assessment Webpage)
7. Program Review Report Summary
8. www.eiu.edu/~acaffair/MAP/20004/acc.htm (Major Assessment Profiles)
9. Student Learning Assessment Program Summary Form (AY 2004-2005)
10. Undergraduate Catalogue (2004-2005)
11. Graduate Catalogue (2003-2005)
12. "Best Practices in Academic Assessment"
    (www.eiu.edu/`ACAFFAIR/ASSESSMENT/BEST.HTM)

13. Assessment Summaries and Responses, College of Arts and Humanities, AY 2003-2004
14. Assessment Summaries and Responses, College of Business and Applied Sciences, AY 2003 -2004
15. Assessment Summaries and Responses, College of Education and Professional Studies, AY 2003-2004
16. First "Contact Piece" (Student Recruitment)
17. New/Revised Course Proposal Format
18. Fall 2004 Undergraduate Student Survey
19. Assessment Summaries and Responses, College of Sciences, AY 2003-2004
20. Fact Sheets, EIU, 2001-2004
21. *Assessment Update* (February 2002 –February 2005)
22. Primary Trait Analysis for Individual Submissions to the Electronic Writing Portfolio
23. NCA Self-Study Results, Aggregate Data, 2004
24. Academic Affairs Planning Process - http://aa2121ws/planning/planningmain.htm
25. Academic Freedom - http://www.eiu.edu/~auditing/botregs/policy.htm
26. Academic Misconduct - http://www.eiu.edu/~judicial/faculty.html
27. Accreditation Reports
28. Admissions policies - http://www.eiu.edu/~admissns/adreq.htm
       http://www.eiu.edu/~admissns/maphp.htm
       http://www.eiu.edu/~interntl/admissions.html
29. Animal Care & Use Policy (Draft)
30. Assessment Goals - http://www.eiu.edu/~assess/Plan for the Assessment of Student Learning.doc
31. Benefits Information - http://www.eiu.edu/~humanres/Benefits/civil.htm
32. Board Regulations - http://www.eiu.edu/~auditing/botregs/
33. Budget Guidelines - http://www.eiu.edu/~budget/Guidelines/
34. Bylaws - http://www.eiu.edu/~eiucaa/CAABylaws.pdf
       http://www.eiu.edu/~eiucgs/cgsbylaws.pdf
       http://www.eiu.edu/~eiucote/cotebylaws.html
       http://www.eiu.edu/~eiucupb/bylaws.htm
       http://www.eiu.edu/~council/
       http://www.eiu.edu/~environ/
       http://www.eiu.edu/~FacSen/inside.html
       http://www.eiu.edu/~stfsenat/
35. Campus Advising Network - http://www.eiu.edu/~caneiu/
36. Campus Master Plan - http://www.eiu.edu/~mstrplan/
37. Center for Academic Technology and Support Team Grants - http://cats.eiu.edu/team/team.cfm
38. CEPS Technology Resources - http://www.eiu.edu/~ceps/tech/techres2002.htm
39. College of Ed & Professional Studies Partnerships - http://www.eiu.edu/~ceps/partners/index.htm
40. Computer Labs - http://www.eiu.edu/~triad/otherlabs.html
41. Constitutional Plan - http://www.eiu.edu/~eiucupb/stategic.htm
42. Council on Faculty Research Grants - http://www.eiu.edu/~grants/CFR.htm
43. Course Proposal Guidelines - http://www.eiu.edu/~eiucaa/
44. Cultural Events - http://www.eiu.edu/~tarble/
       http://www.eiu.edu/~music/events/events.html
       http://www.eiu.edu/~theatre/produ.html

45. Council on University Planning and Budget - http://www.eiu.edu/~eiucupb/
46. Departmental Application of Criteria
47. Distinguished Faculty Awards - http://www.eiu.edu/~FacSen/dist_fac.html
48. Diversity Statement - http://www.eiu.edu/%7Eauditing/IGP/policy174.html
49. Electronic Course Library - http://www.eiu.edu/~eiucaa/elibrary/
50. EIU Processes Guide - http://www.eiu.edu/~bpguide/
51. Educational Leave Policies -
    http://www.eiu.edu/~auditing/botregs/regulat03.htm#B.6
52. Employment Procedures - http://www.eiu.edu/~civil/employproc.htm
53. Ethics Act - http://www.inspectorgeneral.il.gov/
54. Evaluation Processes - http://www.eiu.edu/~acaffair/eval.htm
                             http://www.eiu.edu/~auditing/IGP/policy39.html
                             http://www.eiu.edu/~auditing/IGP/policy31.html
55. Facilities Planning & Management Policies - http://www.eiu.edu/~physplnt/
56. Fact Sheet - http://www.eiu.edu/~planning/FCTSHT.HTM
57. Faculty Dev Website - http://www.eiu.edu/~acaffair/FacultyDevelopment/
58. FERPA - http://www.eiu.edu/~gcounsel/ferpa.htm
59. Fiscal Agent Toolbox - http://www.eiu.edu/~humanres/Training/toolbox.htm
60. FOIA - http://www.eiu.edu/~gcounsel/FOIA.htm
61. Gen Ed Course Library - http://www.eiu.edu/~eiucaa/elibrary/genedlib.htm
62. Gen Ed Mission Statement - http://www.eiu.edu/~eiucaa/elibrary/genedmiss.htm
63. Grade Appeal Process - http://www.eiu.edu/~auditing/IGP/policy45.html
64. Graduate Catalog - http://207.234.181.20/index.php?catoid=1
65. Graduation Rates - http://www.eiu.edu/~planning/rgrates.html
66. Grants & Research forms - http://www.eiu.edu/~grants/Forms.htm#CFR
67. Grievance Procedures - http://www.eiu.edu/~auditing/botregs/regulat04.htm
68. HIPPA - http://www.eiu.edu/~gcounsel/HIPAA.htm
69. Hiring Procedures - http://www.eiu.edu/~civil/manual/admin-hiring.htm
70. Illinois Board of Higher Education Focus Statement - http://www.ibhe.org/
71. IBHE Program Review Guidelines - http://www.eiu.edu/~acaffair/progreview.doc
72. IBHE Results Report - http://www.eiu.edu/~acaffair/results.htm
73. Illinois Commitment - http://www.ibhe.state.il.us/Policy/ilcommitment.htm
74. Internal Governing Policies - http://www.eiu.edu/~auditing/IGP/
75. Legislative Audit Commission Guidelines - http://www.eiu.edu/~auditing/
76. Library User Code of Conduct - http://www.eiu.edu/~booth/pub/conduct.htm
77. Major Assessment Profiles - http://www.eiu.edu/~acaffair/MAP/
78. Council on Academic Affairs Minutes- http://www.eiu.edu/~eiucaa/
79. Civil Service - http://www.eiu.edu/~council/
80. Council on Graduate Studies - http://www.eiu.edu/~eiucgs/
81. COTE - http://www.eiu.edu/~eiucote/
82. CUPB - http://www.eiu.edu/~eiucupb/minutes_welcome.htm
83. Faculty Senate - http://www.eiu.edu/~FacSen/minutesindex.html
84. Nondiscrimination policy - http://www.eiu.edu/%7Eauditing/IGP/policy178.html
85. Official notices - http://cats.eiu.edu/univpub/official-notices/index.cfm
86. Optimum Enrollment Report -
    http://www.eiu.edu/~acaffair/NCA/OptimumEnrollment.doc
87. Peace Meal Program - http://www.eiu.edu/~pmsneiu/
88. Planning in the Academic Area - http://aa2121ws/planning/planningmain.htm

89. Positions of Trust: Background Checks -
    http://www.eiu.edu/~auditing/IGP/policy3.html
90. Presidential Planning Goals - http://www.eiu.edu/~planning/goals.html
91. Professor Laureate Guidelines - http://www.eiu.edu/~acaffair/laureate/
92. Provost's Award of Achievement - http://www.eiu.edu/~acaffair/assessment/
93. Retention rates - http://www.eiu.edu/~planning/rgrates.html
94. Review of Research on Human Subjects Policy (Draft)
95. Scientific Misconduct - http://www.eiu.edu/~auditing/IGP/policy58.html
96. Sexual Harassment Policy - http://www.eiu.edu/%7Eauditing/IGP/policy175.html
97. Student Conduct Code - http://www.eiu.edu/~judicial/code.html
98. TEAM Grants - http://cats.eiu.edu/team/team.cfm
99. Technology Planning Statements - http://www.eiu.edu/~acaffair/techstmt.doc
100. Transfer Student Policies - http://www.eiu.edu/~transfer/
101. TRIO - http://www.eiu.edu/~eiutrio/
102. Two Plus Two Program - http://www.eiu.edu/~acaffair/articulation.htm
103. Undergraduate Catalog - http://207.234.181.20/index.php?catoid=2
104. University Newsletter - http://cats2.eiu.edu/univpub/u-news/current.php
105. University Planning Process - http://www.eiu.edu/~planning/process.htm
106. UPI Unit A Agreement - http://www.eiu.edu/~acaffair/ua2002-2006sig-b.pdf
107. UPI Unit B Agreement - http://www.eiu.edu/~acaffair/ub2002-2006sig-b.pdf
108. VP Focus Statement - http://www.eiu.edu/~planning/focus.htm
109. EIU Trustees report on residence hall furniture upgrades
110. Annual appropriated network infrastructure spreadsheet
111. Historical appropriation for deferred maintenance FY 03 and 04
112. Audited financial statements for EIU FY 03 and 04
113. Capital improvement summary

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

Eastern Illinois University designed a self-study process that was inclusive, efficient, and well connected to existing and ongoing evaluation processes. The self-study engaged people from across the university community in gathering and evaluating the institution against the Higher Learning Commission Criteria for Accreditation. The process built off of existing practices and appears to have influenced ongoing evaluation processes.

The self study report is comprehensive, focused, and demonstrates the broad based participation of constituencies. The report connects and interprets the data collected to make useful judgments that reflect a sincere commitment to self-evaluation. The strengths and challenges reported reflect the integrity of the process. Challenges identified are linked to future actions and strengths are drawn on for designing future development.

B. Integrity of the Self-Study Report:

The self study report appears to be consistent with what the team found and is viewed by the team as an accurate reflection of the University. Visits with participants in the self-study and audiences less directly involved in the process consistently supported the findings in the report. Students, faculty, staff, administration and community members offered examples and explanations that supported reported findings and conclusions in

the report. Reports and other data reviewed matched the findings included in the Self-Study Report.

C. **Adequacy of progress in addressing Previously Identified Challenges:**

The team considers the response of the organization to previously identified challenges to be adequate, especially within the context of the financial situation of the state.

D. **Notification of Evaluation Visit and Solicitation of Third-Party Comment:**

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

A. <u>CRITERION ONE</u>: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

<u>**Salient Evidence Related to the Criterion**</u>

1. Evidence that demonstrates core components are met.

   a. Trustees interviewed were knowledgeable about the history, purpose and mission of the university and report that there is commitment from Board members. Board policies and practices are congruent with and demonstrate support for the goals of the institution.
   b. Student groups report being very involved in shared governance processes. Processes in place assure that students have frequent and sincere opportunities to consult with leadership. There are processes in place to address student issues on campus and within the community.
   c. Established processes assure faculty involvement in university planning, decisions and leadership. Faculty report being informed and identify themselves as supported by leadership as active collaborators in meeting the university mission.
   d. From interviews with all constituencies the team found a consistent understanding of the larger institutional mission, and individual units were able to describe their connection to the larger mission.
   e. The mission reflects a commitment to the dignity of individuals and a value for diversity and incorporates strategies to address diversity in the university community and the content of the curriculum.
   f. Review of documents and interviews with community leaders demonstrate that the university represents itself honestly and with integrity to external constituents and has focused increased attention on addressing the relationship of the university and its students with the community. ,
   g. Review of documents, the organization of the budget committee and the overall budget process clearly confirms that the University has an inclusive and open

budget process that is shaped by the mission and the associated academic, technology, equipment and facilities plans. The depth of this commitment to budgeting in the context of a wider plan is reaffirmed by the ability of the University to recognize priorities and address them in an environment of limited financial resources.

2. Evidence that demonstrates one or more specified core components needs organizational attention.

   a. 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.
   b. 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.

3. Evidence that demonstrates one or more specified core components requires Commission follow-up.

   a. None

4. Evidence that demonstrates one or more specified core components is not met and requires Commission follow-up. (Sanction or adverse action may be warranted.)

   a. None

Recommendation of the Team

Criterion One is met; no Commission follow-up recommended.

B. CRITERION TWO: PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Salient Evidence Related to the Criterion

1. Evidence that demonstrates core components are met.

   a. Based on conversations with faculty, staff, and community leaders as well as progress evident since the last comprehensive visit, the university appears to have a strong and forward looking leadership team that works well together to design effective strategies and structures to address current and emerging demands.

b. The School of Continuing Education demonstrates agility and forward thinking in the development of its assessment plan as well as its program expansion and use of new technology. The department could serve as a model of innovation for other departments seeking to respond to changing demands using carefully gathered information.

c. Eastern Illinois University's grants and contracts increased by 26% from 1995 to 2003, increasing from $5,041,290 to $6,384,831 exceeding the funding of benchmark institutions. The university is demonstrating an increased ability to secure external funds to support and extend opportunities for students and faculty.

d. The institution engages in a long term planning process that is on-going and dynamic that demonstrates the university's ability to plan effectively and respond to changing demands.

e. The institution has developed a comprehensive collaborative enrollment management approach spanning both the Academic and Student Affairs areas that appears to be effective in maintaining enrollment and planning for the near future.

f. The facilities projects planned and completed on campus, the self study report, and budget documents corroborate that the comprehensive facilities plan is a useful guide to facilitate renovation and development linked to academic and student needs on campus.

g. Based on interviews with staff, faculty, & administrators, as well as the receipt of very recent gifts, it appears that the organization is dedicated to creating the culture of philanthropy to help supplement other financial resources. Efforts are organized to benefit individual departments, on-going development projects, and capital efforts, among others. Additionally, colleges have re-appropriated funds to support professional development officers to assist in their college's fundraising efforts.

h. Employment contacts, data on salary trends, regional comparisons, and meetings with key administrators confirm that the University is moving to offer more competitive salaries to faculty to assure retention and successful recruitment and is aware of a need to continue to address faculty salary issues.

i. The University has made material and multi-faceted efforts to reduce deferred maintenance and make facilities improvements. The results are clear in the improvement in the quality and reliability of facilities that directly support student learning and faculty research. There are plans to continue innovative and persistent efforts to reduce deferred maintenance through allocation of additional funds each year since 1996 as demonstrated in documents summarizing expenses and projects to reasonable levels, assure utility and safety of the structures. The continued improvement of housing facilities for students is necessary to assure student engagement and to support recruitment efforts.

j. The University has developed a technology infrastructure that is appropriate to the University's mission. More than an infusion of capital, as evidenced by the planning, spending and budget documents to address hardware and network needs, this effort has included provisions for training and support of students and staff, extension of the University's information resources to the wider community and a plan for continuous maintenance and improvement. This armature serves as support for future technology based efforts at distance and on campus instruction, research and other connections of faculty and students. It is appropriate that this effort be affirmed and continued in the future.

k. The documents and meetings make it apparent that the academic plan drives the preparation for the future. The Facilities Master Plan springs from the academic base of the University which is reflected in more detailed plans for such things as long term technology improvement for each classroom and in the broad context of the plan and funding mechanisms for replacing the utility infrastructure

2. Evidence that demonstrates one or more specified core components needs organizational attention.

   a. 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.

3. Evidence that demonstrates one or more specified core components requires Commission follow-up.

   a. None

4. Evidence that demonstrates one or more specified core components is not met and requires Commission follow-up. (Sanction or adverse action may be warranted.)

   a. None

Recommendation of the Team

Criterion Two is met; no Commission follow-up recommended.

C. CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Salient Evidence of Fulfillment of Criterion and Core Components

1. Evidence that demonstrates core components are met.

   a. The institution demonstrates solid progress in its quest to improve student learning by moving its emphasis away from process, now recognizing assessment as a key strategy to determine if it is achieving its mission. The institution has achieved this by creating the Center for Academic Support and Achievement; establishing the Provost's Award for Achievement in Academic Assessment; producing an assessment website and Major Assessment Profiles (MAPs) to share best practices; requiring all departments to submit annual major assessment plans; and instituting annual assessment workshops; offering semester updates through its newsletter (*Annual Update*). Additionally, assessment initiatives are now considered during planning and budget review and development, thereby encouraging/laying the foundation for a true culture of assessment.

b. Students report very good classroom experiences and offer compelling descriptions of their learning opportunities across all colleges and many majors. Student stories captured a range and depth of learning experiences that demonstrate that the organization is intent on creating effective learning environments.

c. The University enjoys high retention and graduation rates, suggesting effective teaching and support services offered to students. Additionally accessibility to faculty and faculty support are reported to be extremely important aspects of students' experiences.

d. The creation of the new Faculty Development Coordinator position demonstrates an increased commitment to faculty development and support which is crucial to assuring effective faculty involvement in curricular and delivery refinements needed to maintain currency with changing demands and expectations.

e. The General Education requirements underwent significant revisions since the last comprehensive visit such that it now better serves the needs of transfer students who comprise 35 – 40% of enrollment.

f. The university provides a variety of services to assist students to be successful in their academic work and to engage them in social, cultural and recreational activities on campus. These services are well used and appear to be achieving their stated purposes.

2. Evidence that demonstrates one or more specified core components needs organizational attention.

   a. 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).

   b. The departmental Assessment Plans appear uneven in their collection and use of relevant data to improve student learning.

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

3. Evidence that demonstrates one or more specified core components requires Commission follow-up.

   a. None

4. Evidence that demonstrates one or more specified core components is not met and requires Commission follow-up. (Sanction or adverse action may be warranted.)

   a. None

Recommendation of the Team

Criterion Three is met; no Commission follow-up recommended.

D. CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, social responsibility in ways consistent with its mission.

Salient Evidence of Fulfillment of Criterion and Core Components

1. Evidence that demonstrates core components are met.

   a. The Booth Library effectively supports the acquisition of information and intellectual inquiry through the breadth of its holdings, level of service and assistance provided to students, faculty and the community.
   b. Increased attention and resources for Faculty Development Programming are fostering a culture of intellectual inquiry as evidenced by comments and accomplishments of faculty. For example the Center for Academic Technology Support (CATS) effectively provides innovative approaches to technical services for faculty, staff, and students.
   c. There is substantial evidence in the self-study report that is confirmed by interviews 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.
   d. Research opportunities exist for both graduate and undergraduate students consistent with the mission of the university. For example, there is a strong thrust for students in graduate programs to complete the thesis option. At the undergraduate level, 50% of science students participate in research. Additionally, 100% of undergraduate education majors are required to conduct action research projects.
   e. There are numerous student organizations that appear to play an important role in encouraging students to pursue new and existing interests through active involvement on campus. Student groups enable students to interact with faculty outside of the classroom while learning important skills in leadership and teamwork.
   f. Students articulate great pride in attending a university where faculty are excellent teachers, care about students and challenge them to be successful both in and outside of the classroom.

2. Evidence that demonstrates one or more specified core components needs institutional attention.

   a. None

3. Evidence that demonstrates one or more specified core components requires Commission follow-up.

   a. None

4. Evidence that demonstrates one or more specified core components is not met and requires Commission follow-up. (Sanction or adverse action may be warranted.)
   a. None

Recommendation of the Team

Criterion Four is met; no Commission follow-up recommended.

E. CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Salient Evidence of Fulfillment of Criterion and Core Components

1. Evidence that demonstrates core components are met.

   a. The Lumpkin College of Business and Applied Sciences' "Peace Meal" senior citizen nutrition program is an especially impressive exemplar of engagement and service. This program affords unique opportunities to both faculty and students to apply knowledge and obtain real world experiences coordinating, preparing and distributing meals serving the surrounding community.
   b. The Physical Education Department partners with the local health and fitness club to provide fitness and recreational programs for adults, senior citizens and disabled adults. The Special Education Department hosts the state's largest (six county) Special Olympic Festival. Through programs such as these the university demonstrates its service to both external and internal constituencies.
   c. EIU demonstrates its responsiveness to the needs and interests of its external community. The School of Continuing Education has established strong community connections by providing high-quality regionally available credit and non-credit education opportunities for groups and individuals. Current and future programmatic needs and opportunities are identified by on-campus and off-campus meetings, community and student surveys and input from four advisory groups.
   d. The University connects with and supports its surrounding community schools through: grant writing assistance to local school districts, coordinated educational leadership programs for public school administrators and teachers; and student initiatives such as fundraising by Greek student organizations and their coordination of local schools' sports' programming, among other activities.
   e. The Booth Library provides vital community services by housing historical and public records for sixteen counties; offering media and photographic services for the public; and hosting technology workshops for the community and public school system.
   f. Student government is actively engaged in the governance process and works to ensure that the student point-of-view is represented in planning and decision-making processes. Students report confidence in their representatives and express a belief that they serve their constituent interests well.

2. Evidence that demonstrates one or more specified core components needs organizational attention.

   a. None

3. Evidence that demonstrates one or more specified core components requires Commission follow-up.

   a. None

4. Evidence that demonstrates one or more specified core components is not met and requires Commission follow-up. (Sanction or adverse action may be warranted.)

   a. None

Recommendation of the Team
Criterion Five is met; no Commission follow-up recommended.

V. AFFILIATION STATUS: NO CHANGE

A. SUMMARY OF COMMISSION REVIEW

The team after reviewing all identified documents, interviewing all identified university and community representatives, and directly observing the campus of Eastern Illinois University find compelling evidence that all Criteria for Accreditation have been met.   Therefore, the team recommends Continuing Accreditation until 2014-2015.

B. NATURE OF ORGANIZATION

1. **Legal Status:** NO CHANGE

2. **Degrees Awarded:** NO CHANGE

C. CONDITIONS OF AFFILIATION

3. **Stipulation on Affiliation Status:** NO CHANGE

4. **Approval of Degree Sites:** NO CHANGE

5. **Approval of Distance Education Degree:** NO CHANGE

6. **Reports Required:** NONE

7. **Other Visits Scheduled:** NONE

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

INSTITUTION and STATE: Eastern Illinois University, IL

TYPE OF REVIEW *(from ESS)*: Continued Accreditation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 2/14/05 - 2/16/05

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: B, M, S

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: No prior Commission approval required for offering existing degree programs at new sites within the state and within the United States.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: No Change

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1994 - 1995

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2004 - 2005

TEAM RECOMMENDATION: 2014-2015

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Eastern Illinois University, IL

TYPE OF REVIEW:

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate			
	Associate	0	
	Bachelors	44	
Programs leading to Graduate			
	Masters	23	
	Specialist	2	
	First Professional	0	
	Doctoral	0	

Off-Campus Activities

In-State:		Present Activity:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	Carmi (ROE 20) ; Centralia (Kaskasia College) ; Champaign (Champaign/Ford ROE) ; Champaign (Parkland Community College) ; Danville (Danville Area Community College) ; Danville (Vermillion County ROE) ; Decatur (Macon/Piatt Co. ROE) ; Decatur (Richland Community College) ; Mattoon (Lake Land College) ; Mt. Vernon (Hamilton/Jefferson ROE) ; Norris City (Wabash Valley Spec Ed District) ; Olney (Olney Community College) ; Olney (ROE #12) ; Robinson (Lincoln Trail College) ; Springfield (Springfield Area Spec Ed Distr) ; Vandalia (ROE #3)	
	Course Locations:	None	
Out-of-State:		Present Wording:	Recommended Change: (+ or -)
	Campuses:	None	
	Sites:	Boone, NC (National Academy for Local Sch)	

Course Locations: None

Out-of-USA: Present Wording: **Recommended Change:**
                                                                            (+ or -)

Campuses: None
Sites: None
Course Locations: None

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change:
    (+ or -)

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Eastern Illinois University
Charleston, Illinois

February 14-16, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Carol Anderson (Chair), Coordinator, New University Planning, Winona State University, Winona, MN 55987

Dr. Pnina Ari-Gur, Professor and Program Director, Materials Engineering, Western Michigan University, Kalamazoo, MI 49008

Dr. Charles Dunn, President, Henderson State University, Arkadelphia, AR 71999

Mr. Steven Ludwig, Interim Vice President for Administrative Affairs, St. Cloud State University, St. Cloud, MN 56301

Dr. H. Bart Merkle, Vice Provost/Dean of Students, Grand Valley State University, Allendale, MI 49401

Dr. Patricia Miller, Division of Education, Truman State University, Kirksville, MO 63501

Dr. Adele Newson-Horst,Director, Special Projects Office of the Provost,University of Wisconsin-Oshkosh,Oshkosh, Wisconsin 54901

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ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Eastern Illinois University is a well organized, well functioning university with a clear, well understood mission and direction. The university community is engaged and supportive of the mission and goals of the university and its leadership. The university has worked diligently and effectively to address the areas of institutional concern identified in the 1995 comprehensive visit. The team found the campus to be a welcoming and vital environment with obvious attention to the development of facilities and access to technology. The university has dedicated notable attention to the development of learning opportunities for students as well as staff. Clear effort has been directed to the development and refinement of an assessment process that focuses on student learning outcomes and provides results that inform programmatic and curricular changes.

Despite an emerging pattern of declining state support, EIU has addressed budget cuts with wise and careful realignment of resources and is positioning themselves well for future challenges and opportunities. In addition to focusing on strengthening the campus, the university has made notable inroads in strengthening relationships and developing creative partnerships beyond the campus. The community as well as the university report recognizing the mutual interdependence needed to confront the expected financial challenges of the future.

The team identified few concerns demanding significant attention by the university and none requiring Commission follow-up. This attests to the success of this university in fulfilling the criteria for accreditation and preparing for the future. The team, though, offers some advice in a few specific areas below to support EIU's efforts.

II. CONSULTATIONS OF THE TEAM

A. Mission

The University's efforts to fulfill its mission are commendable. The university community understands and functions within the current mission. However, during various discussions with stakeholders questions were raised concerning whether the current mission and related long-term documents adequately reflect the current situation at the university with respect to both graduate and undergraduate education. It was found that the documents are not reviewed on a regular basis. Periodic review of these documents would not only serve to ensure alignment with the educational realities at any moment in time, but would afford the institution frequent opportunities for reflection and recommitment.

B. General Education

The Higher Learning Commission supports undergraduate degree programs that include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge that promote intellectual inquiry. As such general education programs are intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.

The team found that Eastern Illinois University's General Education requirements underwent a major revision in 2000 reducing the number of broad goals from 9 to 4. The broad goals include: written communication; oral communication; critical thinking; and social responsibility & global citizenship—each of which captures aspects of the larger University mission. In addition, the institution has adopted assessment measures to ensure that students are achieving the goals. In candid conversation, it was revealed that some of these measures are working and others are not. The team applauds the institution's ongoing work to significantly capture evidence of student learning.

As of May 2004, the team understands that the moratorium on revising the current iteration of General Education goals has been lifted. We advise a consideration of the article "Vocationalism in Higher Education: The Triumph of the Education Gospel." In this article, W. Norton Grubb and Marvin Lazerson argue "that vocationalism is now so deeply embedded in American higher education that it cannot be wished away and that reforms need to focus on ways to integrate vocational purposes with broader civic, intellectual, and moral goals" as demonstrated in the current iteration of your General Education plan (*The Journal of Higher Education* January/February 2005). The team believes that debate and/or consideration of this article might inform ways to become more inclusive of the disciplines represented in the General Education plan.

C. Assessment

The Learning-Focused Organization is one of the themes that permeate the new criteria for the Higher Learning Commission. The goal of Learning-Focused Organizations is to strengthen organizational learning. The Commission cautions "an organization that lacks or fails to use multiple evaluation programs to get information essential to maintaining and strengthen quality is at risk." This theme is connected with Criterion 2 and calls for on-going evaluation and assessment processes that provide reliable evidence of institutional effectiveness and inform strategies for continuous improvement. The Team found the NCA survey (designed for various constituencies of Eastern Illinois University) to be a very useful instrument. We believe that periodic administration of the instrument might serve to strengthen institutional effectiveness.

D. Funding

State allocation and enrollment:

EIU is facing an emerging pattern of reduction in state funding that echoes patterns in other states where such cuts have been occurring for some time. From that experience and observation the team offers some suggestions to consider. The national pattern of cuts to public higher education does not appear to be temporary or reversible. It would be wise to expect that state allocations will become an increasingly smaller proportion of the resources needed to run the university. Public universities are becoming more dependent upon student tuition to support the costs of a student's education. Enrollment changes will have a greater impact on the university than changes in the state allocation in the not distant future.

Careful attention to assuring and maintaining enrollment will become more important than in the past. EIU has a good strong enrollment pattern and appears positioned to hold that enrollment. The demands in the near future could be very different. Anticipating those changes and focusing increasing attention on enrollment management could be important.

If EIU and Illinois follow patterns of other states student tuition could increase dramatically and still leave a lower total budget than before the increase. It could be wise to focus on assuring that resources go to ensure greater value for students rather than allowing students to receive less and less for their increased tuition. EIU has a number of highly valued programs and practices that might be carefully tended and developed.

EIU has been able to respond to recent budget cuts with little long term damage. Future reductions will cut deeper into the essential structure of the university. While the campus rallied around the recent belt tightening it could be valuable to help all be aware that this is not temporary, or avoidable (even with aggressive lobbying), but rather is a national pattern. Finding ways to get ahead of the cuts could be wise.

External funding:

The university makes multiple appeals to donors and has had considerable success in recent years. Current fund-raising efforts are part of the university's preparation for a major capital campaign. The plan to conduct a comprehensive, major capital campaign is exciting and should be pursued with the support of the entire campus. Success in that effort will pave the way for increased private funding of the institution. Given the uncertainty of state funding, increased private support might well mean that the university can continue to support excellent academic programs and better serve the needs of its students. The success of the university in raising money from its annual fund campaign is very impressive. As the university prepares for a capital campaign, there is considerable promise that it will significantly replace some of the state funding it has lost

in recent years. The HLC team urges the university to fully support this vital effort by allocating sufficient resources to conduct a successful comprehensive campaign.

There is a focus on increasing external funding to support university development and activities. To substantially increase the external funding for research, service and creative activities, it is important to provide the faculty with additional incentives to seek such grants. Some examples of incentives may include awarding larger internal grants to faculty who apply for an external funding. In addition, new faculty receiving a substantial start-up grant from the university (when hired) have to be expected to secure some external funding prior to being awarded tenure. This is a reasonable expectation in cases when the start-up grant is $50,000 or more.

E. Student counseling services

Since students are entering higher education with more emotional problems than in previous years (i.e. stress related difficulties, suicidal ideations, substance abuse, self-harming behavior, etc.), the availability of counseling services is important to a campus community, especially one that has a large resident population like EIU. Numerous staff and students at the university expressed appreciation for the services that are available currently although some observed that the current services are stretched rather thin. The team concurs with this assessment and encourages EIU to review the service needs of the campus community in the areas of normal developmental counseling, individual and group therapy and crisis management.

While there is excellent collaboration between Counseling, the Health Center, Housing and University Police for crisis response, it appears that Counseling has the most challenge keeping up with increasing demands due to limited staffing. Since it is likely that students will continue to enter the university with more rather than fewer emotional problems in the future, it will be important for EIU to review staffing and services in counseling regularly so that students can be served effectively.

F. Diversity

The University's initiatives to improve race-relationship and integration on campus are laudable and appreciated by the constituents involved. The idea of focus groups is good but will be even better if the groups include both minority as well as other groups. To improve understanding on campus, and to initiate changes, members of the majority have to be aware of the hurdles that minorities encounter in their every day life on campus. Mixed focus groups will facilitate such awareness, and will help convert on-lookers into active change agents.