



## Criterion Five: Engagement & Service

### Chapter Five: Engagement and Service

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

#### Overview

Each year, Eastern's students, faculty, and staff interact with thousands of external constituents for whom they provide—or with whom they participate in—outreach programs that extend the university's mission well beyond the physical borders of the campus. These programs of engagement and service improve teaching and learning in area schools, assist businesses and industries to develop a more effective workforce, and support the physical, mental, intellectual, and cultural well-being of Illinois citizens. Eastern's major external constituencies include off-campus and transfer students; practicing teachers, other teaching professionals, and the P-16 students for whom they are responsible; alumni; community sports enthusiasts; patrons of the fine arts; and employees of area businesses and industries. All of them are well served by programs and programming whose goals are to improve the preparation of the state's teaching professionals; to provide students with opportunities to apply classroom learning and to practice civic and social responsibility; to support economic development; to enrich the lives, broaden the perspectives, and ensure the health and safety of community residents; and to model behaviors appropriate to an institution which, because of the high value it places on responsible citizenship and the traditions of democracy, takes seriously its responsibility to serve others. All of this Eastern does in the context of instructional priorities established by university, college, and department mission statements.

The pages that follow describe dozens of examples that show Eastern serving constituents in “ways both value.” They also identify some concerns, including the lack of a reliable institutional mechanism to track service contributions and the perception among some faculty that while community service is expected, it is not valued as highly as university service is. Yet the institution's commitment to such service is clear. Through programs and programming in education, professional development, health, safety, cultural enrichment, and athletics, Eastern's faculty, students, and staff serve well over 100,000 external constituents every year. On average, over 92% of the grants and contracts awarded at Eastern support service activities. Since 1996, this has amounted to more than \$5 million every year.

#### **Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

Eastern's Mission Statement identifies its constituencies in the context of its primary function. Because the university privileges teaching, its primary constituencies are its students and the faculty and staff who serve them. Yet Eastern's Focus Statement, developed under the auspices of the Illinois Board of Higher Education to delineate its roles and responsibilities from those of other higher education providers, recognizes broader commitments:

Eastern Illinois University is a residential campus in east-central Illinois that serves a predominantly traditional, full-time student body and promotes learning and student



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achievement. In addition to pursuing statewide goals and priorities, Eastern Illinois University:

- Offers a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education and other professional programs;
- Provides undergraduates breadth through the general education program and depth through a wide range of academic majors;
- Provides graduate programs at the master's and specialist's level that are directly related to high quality undergraduate programs or to professional development needs in education;
- Supports educators and other professionals in eastern Illinois through programs of continuing professional development; and
- Carries out research and public service programs that support instructional priorities.

Thus, in addition to its students, faculty, and staff, Eastern's other major constituency is the state of Illinois: By offering a network of professional development, health, and intellectual and cultural enrichment programs, Eastern serves the state's practicing teachers, other working professionals, children, families, and communities. The programs and services described in this chapter are the direct result of commitments espoused by Eastern's mission documents. The majority of them are grant-funded, tuition supported, or volunteer based, ensuring that the institution has the capacity to support them.

Eastern's outreach programs fulfill four basic categories of community need: educational service programs designed to provide practicing educators with discipline- and technology-based professional development opportunities, as well as to provide public school students with mentors, tutors, and after-school and summer programming; off-campus degree programs and coursework aimed at nontraditional students and/or those in underserved regions of the state; community well-being programs focused on health, safety, and cultural enrichment; and training programs for business and industry. Co-curricular outreach programs related to students' development of social responsibility are explored in section 4c. Appendix C-5 lists many additional programs.

Information gathered from department chairpersons as part of the NCA Self-Study Survey identified the primary methods they use to determine the needs of constituencies. Surveys are most frequently used to obtain information from key constituencies, and alumni are the constituents most frequently surveyed: 41% of departments use an alumni survey to identify constituent needs. Typically, the results are summarized by the chairperson for faculty review. The faculty then examines means of addressing issues raised by alumni. In this way, the English Department developed a new two-year master's program in English that would better prepare graduate students to meet the needs of their prospective employers in education, business, and industry. Because alumni had reported that the ability to concentrate in specific areas would enhance their employability, the department developed three different concentrations, literature, creative writing, and composition studies and professional



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writing. Similarly, the Department of Communication Studies used information from alumni to aid it in developing an interdisciplinary minor in broadcast meteorology with the Department of Geology/Geography. This minor provides students with tools to develop both broadcasting and meteorological skills to increase their opportunities for future employment.

Employers were the second most common constituency surveyed. According to department chairpersons, 23% use this tool. The School of Technology, for example, based its development of three new graduate certificate programs (Computer Technology, Quality Systems, and Work Performance Improvement) projected to address the needs of the Illinois workforce on feedback it received from employers.

Another approach to environmental scanning visible in the results of the chairpersons' survey was the use of input from external agents--accrediting bodies, peer reviewers, advisory groups, etc.--to identify and address constituent needs. Thirty-two percent reported that they use information from accreditation/external reviews, while 45% use information from advisory groups. The latter approach has been implemented quite effectively by the Lumpkin College of Business and Applied Sciences, which hosts seven advisory boards that involve over ninety individuals from external business/industry and public organizations/agencies that provide regular input to the college regarding the needs of constituencies. For example, the Advisory Board to the School of Business recommended that the school hire a development officer to improve development efforts and provided resources to support the new position during the first year. The development office has been instrumental in securing additional resources for the school. Similarly, the College of Education and Professional Studies used feedback from the National Council for Accreditation of Teacher Education (NCATE) to develop a program to provide needed technology training for all teacher education majors.

Faculty involvement with professional organizations also results in the departments' acquisition of information about the needs of constituencies. According to the "2002-2003 Faculty Activity Analysis Reports," Eastern faculty served 390 professional organizations. As the result of such service, a faculty member in the Department of Art learned that The Foundations of Art Theory and Education Association, a national, not-for-profit, professional educational association, was seeking support to meet members' continuing professional development requirements, a factor critical to maintaining its membership rolls. Eastern's Center for Continuing Professional Development now serves over five hundred members of this association, directly supporting Eastern's mission of service to practicing educators in the community, region, and state.

Thus, Eastern identifies the outreach needs of its external communities much as it identifies needed improvements in on-campus programs and services: It relies on a network of community leaders, education and other professional organizations, advisory groups, and its own School of Continuing Education. One group, the President's Cabinet, composed of the mayor, members of the Charleston Chamber of Commerce, other community leaders, and the President's Council, meets regularly to discuss the needs of their respective communities, for example. When Eastern lacked funds needed to purchase Seventh Street from the City of Charleston, an action that would allow it to improve traffic flow and pedestrian safety and prepare for the extension of the new Fine Arts Building, President Hencken took the matter to this group, with the hope of "bartering" with the city. What the community needed, it appeared, was a scholarship program for local high school students. As a result, the university created the Charleston Road Scholarship Program to provide tuition waiver scholarships for local students for ten years, and the city, in turn, ceded control of Seventh Street to

### Minority Affairs:

<http://www.eiu.edu/~minoraff/>

### Honors College:

<http://www.eiu.edu/~honprog/>

### Disability Services:

<http://www.eiu.edu/~disabty/>

### International Programs:

<http://www.eiu.edu/~internl/>



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Eastern. Working through the President's Cabinet, members also have arranged for the university to share the cost of a new fire truck that, while needed by the city, would be limited to use on the larger buildings on Eastern's campus.

Other community needs are identified through meetings with local educational and business leaders. For example, when the Urban League in Champaign, Illinois determined that an increase in the diversity of area school administrators was needed, it worked with Eastern's Department of Education Administration to recruit minority students to a new cohort of Educational Administration majors meeting in Rantoul. The dean and other representatives of the College of Educational and Professional Studies meet monthly with the Regional Superintendent and Assistant Superintendent of Education from the Charleston Regional Office of Education (ROE) to share information, receive feedback on current programs, and evaluate the needs of the local educational community. As a result of these meetings, the college and the ROE have partnered on many P-16 initiatives to improve education in the area. For example, during Fall 2003, they worked jointly on an Illinois Board of Education "No Child Left Behind" grant that resulted in over \$200,000 worth of grant money to support a new teacher mentoring program, the New Leaders Assistance Service (a mentoring program for new principals), and a clinical assistance service program for schools on the Illinois Academic Warning List. This partnership also was instrumental in the development of the Alternative Route to Teacher Certification program, a program aimed at helping school districts find a new source of teachers by creating a cohort program that enables individuals who have a bachelor's degree but no teacher certification to enroll in a program of study to earn teacher certification in approximately one year. Those who successfully complete the program after the internship obtain the four-year Initial Teaching Certificate (Type 09) from the State of Illinois.

Altogether, the college supports twenty off-campus degree cohorts in twelve locations throughout Illinois. These programs in special education, elementary education, educational administration, and counseling provide opportunities in shortage areas to students in geographically under-served areas. For example, the Special Education Department partners with the Sangamon Area Special Education District to allow a cohort of twenty-three Springfield area residents to complete their special education certification requirements on site. The department offers on-site course work necessary to move individuals in the LaSalle-Peru area from emergency certificates to full certification in a three-year period. It also has partnered with the Wabash Ohio Valley Special Education Cooperative to offer a cohort of approximately twenty individuals in the under-served area of East Southern Illinois the coursework necessary for Special Education Certification. At the post-baccalaureate level, the department offers coursework in the evenings and summers to allow practicing teachers and individuals on emergency certificates to become fully certified in special education in three years or less.

The following information documents just a fraction of the programs of engagement Eastern provides to respond to community needs. In 2003,

- The Business & Technology Institute responded to identified needs of Illinois business/industry in providing sixty training programs to over one thousand employees of thirty-five companies statewide.
- Physical Education's Adult Fitness Program provided supervised fitness opportunities to over two hundred residents of the university and surrounding communities. Physical



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Education also provides for the fitness testing of approximately fifty firemen and policemen in Coles County each year.

- Eastern's School of Continuing Education developed a partnership with the Illinois Municipal Treasurers Association that resulted in the provision of certificates and institutes to further the continuing education of 284 association members. The unit also offered continuing education units to Hart, Shaffner & Marx, among other businesses.
- Campus Recreation partnered with the Red Cross to provide lifeguard training.
- Eastern strives to improve teaching at the primary and secondary level via several annual conferences for public school teachers offered through the collaboration of the School of Continuing Education and academic departments. Each Spring semester the Art Department, supported by the Illinois Art Education Association, Regional Offices of Education, and the Tarble Arts Center, hosts the Art Education Media and Methods Conference which draws more than 150 elementary and secondary art education teachers each year. Similarly, the English Department, with support from the Illinois Humanities Council, sponsors an annual literature conference for college and secondary school teachers. The History Department and Social Sciences Studies Program also sponsor an annual conference for college and secondary school teachers, which draws educators from throughout the State of Illinois.
- Eastern's Office of Safety Programs (with funding from the Illinois Department of Transportation) has delivered "Seat Belt Convincer" and traffic safety programs that hosted thousands of riders and observers a year.
- One of Eastern's largest grants is Peace Meal, a program created in 1974 to assist senior citizens and their spouses by providing them a hot, nutritionally balanced meal five a days a week. The program is sponsored by the School of Family and Consumer Sciences and is funded through the Illinois Department on Aging. It enlists the help of 1200 to 1400 volunteers across fourteen counties each year to deliver meals. More than forty organizations, including Rotary, Kiwanis, and related clubs and organizations, offer volunteer support to Peace Meal. Peace Meal serves lunch Monday through Friday at many different sites throughout fourteen counties in Central Illinois. Lunches are provided at a variety of settings such as senior centers, elder housing, community buildings, and religious facilities. All those age sixty and older are encouraged to get out of their homes and enjoy a hearty meal in the company of others. Programs often are planned at these centers that offer educational and recreational opportunities for participants. For those that are not mobile, home delivered meals are available. Peace Meal has an annual budget of \$2.4 million. It benefits many different individuals and organizations throughout the community. It meets a basic need for the elderly, provides internships for students enrolled in Department of Family and Consumer Sciences programs, provides employment to over 150 staff members who run the program, and provides community groups with a means to fulfill their own service requirements.
- In partnership with area Regional Offices of Education, Eastern's Department of Educational Administration provides professional development opportunities for



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- practicing educational administrators through Administrator Roundtables. In FY 2003 over 125 administrators attended this series of three half-day workshops and were given the opportunity to earn administrator academy credit good towards state re-certification requirements.
- The College of Education and Professional Studies' Techshare program offered over fifty scheduled professional development opportunities highlighting learning technologies for almost 300 P-16 educators involved in teacher preparation programs during the Fall 2002 and Spring 2003 semesters.
  - Eastern's Housing and Dining facilities hosted the Illinois High School Association Track Meet, as well as both Girls' and Boys' State.
  - Eastern hosts the Illinois Council of Teachers of Mathematics Conference, which serves over 1500 participants.
  - Approximately 150 public school students participated in the Fall 5<sup>th</sup> Grade Enrichment Program and the Spring Junior/Senior Art Workshop Program offered by the Art Department in conjunction with the Tarble Arts Center. The art education methods course instructors and the Tarble Art Center's Curator of Education mentored the art education majors regarding the various activities associated with the programs (e.g., presentation of historical/cultural information relating to the exhibition, introduction of the creative activity the students will complete, monitoring students to provide assistance with the creative process and insure safe use of materials, and clean up).
  - Eastern is one of the top producers of school principals and superintendents. In addition to the quantity of students produced, the university is recognized for its flexibility and initiative relative to location and timing of classes. In addition to evening courses, the Department of Educational Administration uses the weekend course format to provide opportunities for teachers and administrators to complete their degrees. Furthermore, the department operates ten educational administration cohorts across central and southern Illinois serving over three hundred students pursuing master's or specialist's degrees leading to an administrative certificate with a principal or superintendent endorsement. These Illinois-based cohort programs are designed to meet the need for quality administrators in a time of state and national shortage particularly in underserved areas.
  - The Foreign Languages Department offers a six-week after school enrichment program to 1<sup>st</sup>-5<sup>th</sup> graders at Monroe Elementary School in Casey, Illinois. It developed, in conjunction with the *Universidad de Cadiz* and the *Instituto San Fernando*, a two-week immersion based pedagogy workshop for middle and high school teachers.
  - Each semester, Eastern students volunteer over 450 hours of time working with middle and secondary students at the Charleston Teen Reach Center, providing after-school homework assistance and programming for area teens. Over one hundred Eastern students "adopt" elementary school students and provide after-school homework assistance and activity programming, while twenty-five graduate students provide in-



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depth reading diagnosis and treatment to twenty-five elementary children needing specialized reading assistance. Eastern students also participate in the America READS program, which uses work study funds to support students tutoring grade school students needing reading assistance.

- Since 1979, Eastern Illinois University, in cooperation with McDonalds of Central Illinois, Illinois Consolidated Telephone Company and other businesses, has provided support and staff for the Illinois Special Olympics. In 2003, over six hundred students helped to staff this statewide Special Olympics competition.

While the number of external respondents was fairly small (n=53), almost 74% of those who completed the NCA Self-Study Survey agreed or strongly agreed that Eastern is “responsive to constituents and community needs” (Item 18a); over 90% agreed at least somewhat. Likewise, almost 70% agreed or strongly agreed that “Eastern has developed services in response to the needs of its constituencies” (Item 18c); almost 89% expressed at least some level of agreement. It is certainly true that faculty, student, and staff contributions to community needs are significant. In the 2002-2003 Faculty Activity Analysis Reports, for example, faculty self-reported completing almost 4300 hours of service. The figure does not include off-campus teaching, meaning that it drastically underestimates actual contributions to external constituents. No data are available that document the many hours students and staff contribute to such projects. However, the “Research and Service Grants Summary” included in section 4a of “Acquisition, Discovery, and Application of Knowledge” indicates that over 92% of the grants and contracts awarded at Eastern support service activities, an average of approximately five million dollars every year. In response to Item 22 on the NCA Self-Study Survey, more than 28% of faculty indicated their belief that the Faculty Activity Analysis Form currently used did not accurately document their service efforts. Thus, one of the recommendations of the *Self-Study Report* is that Eastern devise a reliable way to identify, track, and report the service activities of its students, faculty, and staff.

### **Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

Eastern’s School of Continuing Education (SCE) has maintained a long tradition of providing high quality off-campus credit and non-credit programs for its service region. According to its mission, the SCE:

creates and delivers student/consumer sensitive programs through diverse educational delivery systems. These programs greatly enhance the cultural, educational, and professional development opportunities for individuals seeking continuing education. Recognizing rapidly changing educational needs of society, the unit extends the academic resources of the University in a cost-efficient manner to provide access to on and off campus programs.

Cornerstones of the SCE program philosophy are environmental scanning and continuous program improvement. To fulfill these obligations, the SCE relies on:

- Four school and program advisory boards;



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- On-campus meetings with a wide variety of academic and administrative offices on a continuous basis;
- Major surveys of off-campus adult students' attitudes and perceptions of SCE services (every three to four years);
- Meetings with community college leaders and other off-campus individuals and organizations to assess SCE programs;
- Student surveys on a yearly basis in the (Board of Trustees) General Studies Degree Program;
- Continuous student surveying using the SCE web page;
- Continuous improvement in textbook rental dissemination services;
- Off-campus market analysis;
- Off-campus program requests;
- Off-campus information sessions at area community colleges; and
- Participation in continuing education professional association meetings.

Based upon these activities, the SCE has made numerous improvements since the last NCA visit; a partial list follows. The SCE has:

- Increased the variety and size of off-campus classes, programs, sites;
- Improved library access for off-campus students;
- Established an off-campus student identification program;
- Improved textbook rental dissemination services;
- Established a web site that serves the off-campus students and faculty teaching in these programs;
- Established a tuition recovery model to expand SCE programs off campus and provide additional funding for individual departments to support the cohort program;
- Initiated a branch of Alpha Sigma Lambda, the largest adult student honorary in the United States, to represent the needs, interests, and achievements of Eastern's growing adult population;
- Developed a unified class schedule for both on and off campus;
- Revised the (Board of Trustees) General Studies program requirements, developed a student learning assessment program for the major, and changed the degree name to "General Studies" to reflect more accurately its focus;
- Increased staff in the Board of Trustees Program;
- Established adult scholarships for SCE off campus adult students; and
- Expanded and established four different advisory boards for the SCE programs in order to get input from stakeholders.

Regardless of the method used or the constituency providing the assessment, Eastern connects with its communities for two essential reasons: to ensure continued responsiveness to their needs and to ensure continual improvement of programs that already address those needs. The School of Continuing Education plays a key role in enabling these connections. It does so by offering a non-traditional degree program for adult students, the (Board of Trustees) General Studies Program, for instance. Credit classes for this and other commonly requested programs are offered at accessible area centers, including Danville Area Community College, the Salem Education Center, Illinois



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Eastern Community College District, Kaskaskia College, Southwestern Illinois College, Wabash Valley Special Education District, Richland Community College in Decatur, Lake Land Community College in Mattoon, and Kluthe Center in Effingham and Parkland Community College in Champaign/Urbana. In addition to providing a large number of contract-credit classes (credit and no credit) to a wide variety of constituents throughout the state, the SCE also provides critical services to promote short-term study abroad programs that connect Eastern with international communities. In collaboration with the academic colleges, it is facilitating an evening college initiative on campus for non-traditional students in the Charleston-Mattoon area.

**School of Continuing Education:**  
<http://www.eiu.edu/~adulded/>

**International Programs:**  
<http://www.eiu.edu/~intern/>

**Office of Transfer Relations:**  
<http://www.eiu.edu/~transfer/>

**Student Life Office:**  
<http://www.eiu.edu/~slo/>

The Office of International Programs and the Study Abroad Office also are instrumental in creating effective connections between Eastern and international institutions. The Study Abroad Office creates agreements with international institutions that promote semester and year-long study abroad exchange programs appropriate for Eastern's programs of study. The office also connects students with exchange programs available through other institutions and promotes short-term study abroad experiences. Likewise, the Office of International Programs connects the university with international students who wish to study at Eastern and promotes international scholar exchange programs. The Office of Transfer Relations connects community college students with the support services they need to transfer successfully, working with the larger campus community to develop "2 +2" programs that guide the articulation of community college course work with that required by Eastern's degree programs. The Office of Student Life also plays a significant role in encouraging "effective connections" on campus and off, as the following programs attest:

- Greek Affairs: The mission of Greek Affairs is to "educate fraternity men and sorority women with the greater knowledge of social accountability, and to cultivate personal growth and to inspire group development, along with increased leadership within the community."
- Student Government: Student Government sponsors a Community Day that provides opportunities for students to identify community needs and provide services to address these needs. The typical activities include lawn and home maintenance for residents who are unable to meet the physical demands related to standard home and lawn maintenance.
- Homecoming: Homecoming offers students, faculty, staff, alumni and the entire university community to take part in the activities of Homecoming. The program begins with the annual Rotary Pancake Breakfast and includes a 2.5K race, Homecoming Parade, Kickoff Tailgate event, and football game and includes many more Homecoming activities throughout the weekend.
- Family Weekend: Family Weekend provides opportunities for EIU students and their families to join together and enjoy a weekend of fun activities.
- Parents Club: First formed in the fall of 1974, the Parents Club is an established and energetic organization at Eastern. The club acts as a communication link between the university's administration and parents of Eastern students.
- University Board: University Board (UB) is a Recognized Student Organization (RSO) that is committed to providing quality entertainment for the campus community. UB members share responsibilities in planning and implementing campus-wide events. UB organizes



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lecturers, comedians, major and minor concerts, multi-cultural acts, movies, and many more events that bring thousands of area residents to campus each year.

The Office of Alumni Services and the Eastern Illinois University Alumni Association, Inc., ensure that Eastern “connects” with its alumni. These two distinct entities, which are housed together and served by the same staff, engage alumni through personal contact, updates through the use of technology, and the dissemination of publications providing updates on campus events and the activities of their fellow graduates. Alumni also are surveyed periodically to obtain their thoughts on activities, initiatives and outcomes. In addition, alumni frequently contact the units to provide input or ask questions on a variety of topics. When necessary, the alumni are directed to the appropriate campus offices for further assistance.

**Alumni Association:**  
<http://www.eiu.edu/~alumni/welcome.html>

The Office of Alumni Services sponsors thirty alumni events each year; however, many more events are hosted by colleges, schools, departments, and athletics. The office encourages faculty and staff who are traveling to arrange for visits with alumni and report these events to the office to be highlighted in various communications. It also hosts annual reunions during Homecoming and the annual alumni recognition ceremony, as well as encouraging engagement with alumni through the use of alumni advisory boards. (Such boards are used by all of the academic colleges.) The office maintains a web site that offers an e-mail link with the director. It also hosts an 800 number and publishes the *Old Main Line* which is distributed to alumni who are members of the Alumni Association. In Spring 2004, *Old Main Line* was distributed to all alumni for the first time; the office is exploring ways to continue that practice. Finally, the office sends a weekly EIU update each Tuesday to all alumni who register for this service.

Other bridge-building efforts are conducted by Eastern’s External Relations Committee, which has had a tremendous impact on improving the university’s relationships with the city of Charleston. The group comprises student senators, faculty, administrators, city council members, and the Charleston mayor and is chaired by a member of the Student Senate. The group meets at least once per semester, though the chair meets more regularly with the mayor to discuss emerging topics of interest. This past year, the committee worked extensively on addressing concerns surrounding Eastern’s Homecoming Parade: The number of participants had decreased drastically, while bad behavior among student spectators had increased. Committee members met with representatives from the Greek community, as well as with concerned Charleston citizens, and found mutually agreeable ways to restore the parade to being a positive, entertaining event for alumni, students, and the community.

The External Relations Committee also has worked extensively on a survey to gain information pertinent to economic development needs (from students’ perspectives). Over four hundred students provided input. It has addressed concerns with (student) noise violations as well. Members participated in a “ride along” program with police officers to meter noise levels. The result was a recommendation that the city not adopt a noise violation program but instead more strictly enforce existing policies. Similarly, the group worked with the mayor’s office and city officials to write a housing inspection ordinance. The committee also is working with the chief housing inspector to implement a student tenant union as well as with area legislators to change state law so that Charleston can implement a housing inspection procedure.

Through these units and programs, Eastern connects to non-traditional, transfer, international students and alumni; to professionals in business, industry, and education; to public school students



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and teachers; and to community members interested in health, safety, art, music, and theatre. That these connections are effective is supported by a variety of evidence: the improvement in Eastern's relationships with community colleges that began in the late 1990s and the concomitant increase in transfer student enrollments (21% since 2002); the continuous growth of off-campus cohort programs; solid attendance at professional development conferences held for teachers of art, counseling and student development, elementary education, English, history, and math (over 1300 individuals attended these conferences in 2003); and repeated requests from constituents that Eastern partner with them to develop programs and services needed by their shared communities. Results of the NCA Self-Study Survey also substantiate the effectiveness of these connections. Almost 89% of external respondents expressed at least some level of agreement with the statement "Eastern maintains connections with its constituents through effective communications" (Item 18b); almost 68% agreed or strongly agreed. Almost 85% felt that there were "processes in place to identify the needs" of their constituent group (Item 17); almost 72% agreed or strongly agreed. Over 90% indicated that Eastern was "responsive to constituents and community needs; almost 74% of them agreed or strongly agreed.

There is always room to improve connections with constituencies, however. Survey Item 11f asked for respondents' opinions about university-community relations. Over 25% believed they had improved; almost 43% felt they remained the same; and over 21% did not know (even more of external respondents—28%--did not know). Similarly, survey Item 10m asked respondents to gauge their level of agreement with this statement: "Eastern builds positive relationships with its alumni." Among the aggregated responses, slightly over 42% agreed or strongly agreed. While "agree" was the most common response, selected by almost 30% of respondents, "don't know" was selected by the second highest number--over 28% of them. That large numbers of respondents were unable to answer these questions suggests that the university may need to better acquaint university constituencies with the work of the External Relations Committee and the Office of Alumni Services, as well as with the very positive results of annual alumni surveys. The 2003 survey of nine-year-out alumni, for example, yielded results consistent with previous surveys: 88% (615) were positive or strongly positive about Eastern, 98% were at least somewhat positive, and less than 1% were somewhat negative; similarly, 78% were positive or strongly positive about their major, while 93% were at least somewhat positive.

### **Co-Curricular Connections with External Communities**

Faculty, staff, and students work jointly in a number of co-curricular programs and activities that engage Eastern's external communities. For the most part, this engagement is focused in four areas. The first, professional service, usually is discipline based. It encompasses the conferences described in the paragraph above, opportunities for practicing educators and university students to enhance their professional development and "network" with other educators and scholars in the field. It also includes out-of-classroom activities that allow students to apply what they've learned in the major. Annually, each one of Eastern's three thousand education majors completes 110-400 hours of pre-student teaching practica, while student teachers spend over 324,000 hours in P-12 classrooms. Students majoring in foreign languages provide after school programming to grade schoolers, while those in Recreation Administration offer evening recreational activities for individuals who are developmentally or mentally disabled. Faculty and students in Elementary Education support programs such as Reading is Fundamental, Adopt a Student, and Head Start, while the Radio-Television Center (WEIU) sponsors "Ready to Learn," a public TV reading readiness program. Faculty and staff who serve on advisory boards or as consultants to education, business, industry,



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and/or health care entities (the Early Childhood Education Advisory Council, Coles County Planning Commission, etc.) also connect professional service to external communities.

A second category of co-curricular engagement occurs in the area of health and safety, as faculty, staff, and students work together to improve the quality of life in Eastern's service region. Area grade schools would have no physical education programs were it not for the Physical Education graduate students who provide it, for example. Physical Education faculty and students also provide programs such as Cardiac Rehab and Adult Fitness. Health Studies coordinates a high school health fair every semester, as well as an annual university health fair. Its students, along with those from Communication Studies, support a regional program called "I Sing the Body Electric," designed to educate high school students in healthy behaviors. Similarly, students and faculty in Recreation Administration participate in the Tobacco Refusal Program. Health Services plans the community Health Fair and coordinates the campus Tobacco Task Force and the Alcohol Coalition, both of which include representatives from the Charleston community.

Eastern's internal constituencies also engage with the community through co-curricular work in cultural enrichment. Each year, for example, the Theatre Department produces six major plays, works that feature the collaboration of faculty, students, and staff and draw an average of 2624 attendees. Likewise, the Art Department invites community members to three major annual student and faculty exhibitions in the Tarble Arts Center and from seven-to-ten short exhibitions in the Burl Ives Studio Hall, while the Music Department's faculty and students offer eighty recitals and forty concerts each year. Another unit in the College of Arts and Humanities, the Tarble Art center, draws more than 15,000 visitors annually to exhibits, concerns, lectures, and literary readings.

Last, Eastern's internal constituencies engage external communities through an assortment of volunteer programs, including Alternative Spring Break, Extend-a-Paw Program, Habitat for Humanity, Haiti Connection, Peace Meal, Points for Prevention, Red Cross Blood Drives, Special Olympics, and Upward Bound.

Additional activities are referenced in Appendix C-5.

Results of the survey of department chairpersons revealed that 100% of educational programs provide students with opportunities to connect to external communities, primarily through practica, internships, and research and service projects associated with courses. Students responding to the NCA Self-Study Survey (n=761) rated their co-curricular experiences as follows: More than 69% of those who participated in required service (n=486) rated the experience as valuable or highly valuable, while over 93% rated it as at least somewhat valuable (Item 27d); more than 58% of those who participated in community service (n=443) rated the experience as valuable or highly valuable, while almost 95% rated it as at least somewhat valuable (Item 28b); almost 84% of those who participated in internships (n=264) rated the experience as valuable or highly valuable, while almost 97% rated it as at least somewhat valuable (Item 28d); 75% of those who participated in study abroad (n=156) rated the experience as valuable or highly valuable, while almost 93% rated it as at least somewhat valuable (Item 28e); almost 86% of those who participated in practica (n=291) rated the experience as valuable or highly valuable, while almost 98% rated it as at least somewhat valuable (Item 28i); and over 83% of those who participated in student teaching (n=184) rated the experience as valuable or highly valuable, while over 97% rated it as at least somewhat valuable (Item 28j).



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Other responses to the NCA Self-Study Survey provide additional information about internal constituencies' perceptions of the value of external connections. For example, almost 77% of faculty agreed or strongly agreed that their department valued university service (Item 26e), and almost 66% agreed or strongly agreed that Eastern valued university service (Item 10b). Yet less than 54% agreed or strongly agreed that their department valued *community* service (Item 26f), and less than 42% agreed or strongly agreed that *Eastern* valued community service (Item 10c). (Students also rated university service as more valuable to their educational experiences than community service.) Ensuring that Departmental Application of Criteria documents (which guide the evaluation of faculty achievements in teaching, research, and service) clearly identify the kinds of service activities most pertinent to retention, tenure, and promotion may help to assuage this concern. In some cases, units also may need to more clearly identify the connection between service/service learning activities, departmental and institutional priorities, instructional practices, and student success.

### Support for Programs of Engagement

The Constitutional Plan, which identifies Eastern's long-range strategic goals, includes a section entitled "Service and Outreach" that identifies two broad goals:

1. Expand the University's visibility as a cultural center by maintaining and developing unique, widely recognized programs in the arts.
2. Serve the large community by providing expanded opportunities for continuing education, professional services, and other outreach programs.

Focusing on planning at the departmental level, almost 64% of faculty responding to the NCA Self-Study Survey agreed or strongly agreed that planning processes addressed service; almost 84% expressed at least some level of agreement with this statement (Item 28c). All fourteen departments in the Student Affairs division include service related initiatives in their strategic plans.

Due to state and university budget constraints, opportunities that require additional funding have been, and continue to be, under-funded or not funded at all. However, many departments have found ways to reallocate internal resources or enhance their ability to provide services without additional funding. This may explain why almost 66% of faculty agreed or strongly agreed that departments demonstrate "an appropriate level of financial commitment to service" (Item 29b), while a total of nearly 86% expressed at least some level of agreement with the statement. Because Eastern's resources are limited and teaching is its primary function, the vast majority of engagement and service programs/projects are, in fact, grant funded or are conducted at no cost or on a cost recovery basis (i.e., tuition and fees collected are sufficient to cover the costs of offering the program). Thus, the end of a grant may well mark the demise—or at least the reduction—of the service activity it funded, as was the case with three programs developed by the College of Education and Professional Studies whose multi-year grants were terminated by the state (Beginning Teacher Induction Program, EdSeek Web Portal, and the Illinois Virtual High School). However, because internal constituencies have extensive personal and professional commitments to service and engagement, and because service is required of faculty seeking tenure or applying for other forms of monetary recognition, human resources will continue to be available to support those projects the university and its communities deem most important.



## Criterion Five: Engagement & Service

### Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Collaborative ventures at Eastern comprise dozens of P-16 partnerships and transfer programs developed and/or supported by the College of Education and Professional Studies (CEPS), the Office of Transfer Relations, and other units. CEPS has a distinguished record of securing grant monies to support collaborations intended to improve teaching and learning throughout the state, including the Minority Teaching Identification and Enrichment Program, the New Leaders Assistance Service (which offers mentoring, training, and other assistance to beginning principals), and a new program, Adventure of the American Mind, a project designed to train in-service and pre-service classroom teachers and teacher education faculty to access, use, and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress.

**Adventure of the American Mind:**  
<http://www.eiu.edu/~eiuam/about/>

Additional examples are described below. Each one relies on the college's development of a network of service providers, granting agencies, and public school districts/Regional Offices of Education that work together to identify concerns and discover solutions.

- The Preparing Tomorrow's Teachers for Technology grant from the U.S. Department of Education supports the preparation of teachers to integrate technology as part of active student learning. EIU's grant program provided over fifty professional development opportunities for faculty, K-12 teachers, and pre-service teachers with a total attendance of almost three hundred in FY 2003. The grant also supported seventeen special technology projects among Eastern faculty and P-12 schools and the redesign of ten courses for future teachers to better integrate technology. Finally in Spring 2003, the grant brought together P-12 educators, P-12 students, university faculty, and pre-service teachers for a Technology Fair that included twenty-five projects.
- CEPS offered a Beginning Teacher Symposium in August 2002 as part of The Beginning Teacher and Induction Program, initially funded with a grant from the IBHE. The symposium provided information and support for forty-seven first- and second-year teachers. In addition, the college offered a graduate seminar series on the transition to teaching that enrolled fifteen new teachers.
- Another grant allowed CEPS to partner with area Regional Offices of Education, School Districts, and Community Colleges to enhance, promote, and support the Illinois Virtual High School (IVHS). In FY 2003, the college created a steering committee representing six regional offices and two community colleges whose goal is to increase significantly the number of schools enrolling students in IVHS courses from the central Illinois area.
- Project Tie-Ins – Technology, Inquiry, Environment-Investigation and the Nature of Science, also supported by an IBHE grant, supported a series of technology-based sessions for sixty-three middle school teachers, introducing them to cutting-edge technologies for science labs. Mentoring and peer assistance were utilized in the project.

**Preparing Tomorrow's Teachers for Technology:**  
<http://www.eiu.edu/~pt3/old%20PT3%20website/>

**Illinois Virtual High School:**  
<http://www.ivc.illinois.edu/>



## Criterion Five: Engagement & Service

**EdSeek Illinois  
Education  
Portal:**  
<http://www.eiu.edu/~edportal/>

- In FY 2002, CEPS received yet another IBHE grant to plan an education portal in central Illinois. The portal allows teachers to access professional development opportunities and classroom content material from a single web site. Although EIU did not receive additional funding in FY 2003, the portal (EdSeek Illinois) has been expanded and training has been provided to users. In addition, EdSeek Illinois has become part of E-learning Illinois and the Illinois On-line Leadership Council.
- In FY 2002, CEPS received new economic incentive funds from the IBHE to enhance and expand the Aides to Teachers Program in Danville. EIU, Danville Area Community College, Danville District #118, and Kaskaskia College have a longstanding partnership in preparing elementary teachers for the Danville area through a “grow-your-own” program based in Danville. The funds supported the recruitment, advising, and available course offerings to help aides become certified teachers in underserved areas.
- EIU also continued to direct the PT3 grant. This was to be the final year for the grant program; however, CEPS received a one-year, no-cost extension for FY 2004. The grant, Teaching and Learning with Technology in Rural Schools, seeks to improve the ability of the university, in partnership with K-12 schools, to support the preparation of teachers to integrate technology as part of active student learning.

**Office of  
Transfer  
Relations:**  
<http://www.eiu.edu/~transfer/>

**Illinois  
Articulation  
Initiative:**  
<http://www.itransfer.org>

**Course  
Applicability  
System:**  
<http://www.miami.transfer.org/cas/index.jsp>

Collaborative programs also have strengthened Eastern’s relationships with the state’s many community colleges. To date, the Office of Transfer Relations and participating academic departments have worked with eleven community colleges to develop seventy-two 2+2 programs. These programs provide students with a “course map” listing the requirements they need to complete while at the community college and after they transfer to Eastern. In Spring 2004, the university initiated a dual admission program with nearby Lake Land College; if the program is successful, it may be extended to additional community colleges. Eastern also participates in the Illinois Articulation Initiative (IAI), a statewide program that established a “core” general education curriculum and several baccalaureate majors that transfer to more than one hundred participating colleges and universities. The adoption of these common requirements ensures that transfer students may progress through their programs as quickly and efficiently as native students. Students can access information about IAI through iTransfer, a web site designed to disseminate IAI information. The university also is involved in the Course Applicability System (CAS) initiative, another statewide program that will allow students to search for programs at participating institutions by completing an online degree audit that compares program requirements. Eastern has just begun work on Phase I of the project, which will allow transfer students to view coursework equivalencies online.

With transfer students making up approximately 35% of Eastern Illinois University population, it is extremely important that the organization’s transfer policies and practices support these students’ mobility, and this is precisely why the aforementioned 2+2, dual admission, and articulation programs are in place. Although Eastern has offered transfer services for the past ten years, a formal Office of Transfer Relations opened in Fall 2003. Services now include a resource center; unofficial evaluations and pre-advisement (a service not found at most institutions.); course articulation (The office has developed curriculum plans and course substitution lists for each community college and program); admission information; help with the transfer process and transfer policies; and development of transfer agreements.



## Criterion Five: Engagement & Service

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Eastern also clearly outlines its transfer policies and procedures in the undergraduate and graduate catalogs and on its website, which also includes course matrices to assist students who want to transfer into baccalaureate degree programs at Eastern. In addition, the Office of Orientation provides a one-day orientation (EIU Debut) to all transfer students, focusing on the tools they will need to make a smooth transition to Eastern Illinois University. To improve transferability, Eastern also eliminated the “fifteen hour” rule in Fall 2001: Formerly, this prohibited students who had completed more than fifteen hours at Eastern from using them toward the completion of an associate’s degree.

A final effort to smooth the path of transfer students was the formation of the President’s Community College Advisory Council. Established in 2002, this council comprises the presidents of the ten community colleges from which Eastern receives the largest number of transfer students. The purpose of this council is to provide a forum where feedback on the issues and challenges affecting transfer students can be voiced and discussed. Because of Eastern’s success in achieving a transfer-friendly environment, it was recently determined that the committee needs to meet only once per year.

### **Bridges to Diverse Communities**

Previous chapters have detailed the diverse makeup of those Eastern serves and described a number of programs that specifically address their needs, including the Gateway Program, the TRIO Program, the Office of Disability Services, the Honors College, the Academic Success Center, the Minority Teacher Identification and Enrichment Program, and International Programs. In addition to this evidence that Eastern “demonstrates attention to the diversity of the constituencies it serves,” other examples may be cited. For many years, the Office of Minority Affairs has been active in addressing the problems and concerns of a diverse student population in a variety of ways. For example, as a result of its attention to student issues, a hair salon specifically targeting the needs of minority students was added in the Student Union. The office also sponsors numerous campus events, open to the public, to encourage the sharing of cultures: In early fall, it hosts the Latino Heritage Celebration; in January and February, it hosts the African-American Heritage Celebration. Both of these events include social events, panel discussions, relevant movies, and cultural activities that heighten the awareness, presence, and success of minorities and other under-represented groups on Eastern’s campus. In addition to programs already described in “Student Learning and Effective Teaching,” Minority Affairs also offers the Peer Helper/Student Mentoring Program which pairs new students with upperclassmen to help them transition successfully to Eastern, both socially and academically. The office continues the minority recruiting effort by sponsoring a variety of bus trips and campus tours that bring students from high schools with a large percentage of minority students to Eastern’s campus, a low cost initiative that has been an effective recruitment tool. It is working on the Anderson Scholarship Campaign to establish a \$100,000 endowment so that a permanent group of scholarships can be focused on increasing the retention and graduation rates of returning minority and first generation students. It also participates in the Five University Consortium Minority Internship Program, which awarded nine paid internships for FY 2003 designed to better prepare minority juniors, seniors, and graduate students to enter the world of work. Recently, it has initiated a pilot program called the “Plus Program” that serves eight to ten freshmen with learning or motivational difficulties. The office also has applied for funds that would support a McNair Scholars Program to provide specialized education for under-represented groups to prepare them for admission to graduate study. While after two rounds of competition, the program has not yet been funded, the effort resulted in two positive outcomes: The Council on Graduate Studies adopted an



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application waiver policy for scholars from other McNair programs who apply to study at Eastern and approved the development of a McNair Scholars Assistantship. This assistantship would become available to any program that attracts a McNair Scholar. In Fall 2004, the Office of Minority Affairs, in collaboration with the Graduate School and the Graduate Student Advisory Council, will initiate the Black Graduate Student Association. The focus of this group will be to increase diversity among graduate students studying at Eastern.

Other programs designed to build bridges among diverse communities include:

- The Minority Teacher Education Identification and Enrichment Program (MTIEP) has completed its tenth year of creating and providing a network of Minority Teacher Education Associations (MTEA) which identify and recruit potential teachers among minority students. During this period, over three thousand students have participated in the program. Currently, MTEA chapters are active at one university, fourteen community colleges, fourteen high schools, six middle schools, and two elementary schools with over eight hundred members. The program also hosts an annual conference designed for MTEA members, attracting 350-450 students each year. Finally, the program hosts a weeklong summer camp designed to give approximately fifty MTEA students a taste of college life. Since its inception, nearly one hundred minority students involved in the program have completed baccalaureate degree programs and become certified practicing teachers in P-12 public schools.
- Eastern's Excelling through Enrichment Summer Camp serves third and fourth year high school students from East St. Louis Senior High School. The students from this economically challenged area attend a four-week, on-campus experience that provides them with an intensive study of specialized disciplines and visits to educational sites within Illinois. Three other summer camps that serve minority students are Summer 'AD' Ventures, a program for junior high students in the state, College Prep Camp, a weeklong camp for minority students on campus, and Upward Bound.
- The College of Education and Professional Studies also is involved with Parkland College in a project called Increasing the Number of Minority Public School Teachers in Illinois to identify and measure the factors that contribute to students' satisfactory transition from a community college to the four-year institution where they will prepare to become P-12 teachers. Since the community college is an important economic factor in providing higher educational access to minorities, increasing overall transfer success will automatically increase the number of minority teachers.
- Eastern's Office of International Programs promotes a climate of multi-cultural awareness on campus and in the surrounding area. The International Programs Advisory Committee is made up of faculty members who have had extensive experience living, teaching, and studying abroad and who advise the International Programs Office on all issues concerning program development, education abroad, and international students and faculty. As members of the Eastern community, international students interact with American students sharing and exchanging knowledge and insights about their respective countries. The International Programs Office also sponsors international forums and teas, open to the



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public, to encourage cultural sharing. For example, in Fall 2003, the program hosted “An African Day at EIU.”

As was reported in “Mission and Integrity,” increasing diversity among the university’s faculty (as well as students and staff) is one of its continuing goals. Eastern works to achieve this goal in a variety of ways, including the following:

- **Diversity Pool:** A pool of resources is maintained by the Office of Civil Rights for the purpose of enhancing faculty diversity. Programs that attract faculty members from diverse backgrounds may request resources from the pool to enhance offers to increase competitiveness for securing the faculty member.
- **H1B Visa Procedures:** In 2002, the Provost, Office of Civil Rights, and Graduate School collaborated to develop streamlined procedures to hire international faculty members. After their appointment, the university sponsors international faculty members so that they may obtain H1B visas, temporary work permits, or Green Cards. The new procedures have been successful at stabilizing Eastern’s ability to attract international faculty.
- **Visiting International Scholars:** The Office of International Programs maintains two apartments offered without charge to those programs that attract visiting international scholars. The visiting international scholars may use the apartments for up to an academic year as part of a Visiting Scholars program.

**Civil Rights:**  
<http://www.eiu.edu/~civil/index.htm>

Eastern also demonstrates that it values its external constituencies by acting with integrity in its dealings with them. Eastern’s General Counsel is available to review all partnerships and contractual arrangements that involve the university. Contracts dealing with academic areas (internships, student teaching experiences, etc.) are reviewed by the Vice President of Business Affairs. The Office of Clinical Experiences, which works with schools all over the state to develop student teaching agreements for Eastern’s students, ensures the integrity of these arrangements via Clinical Experiences Agreements. These identify the district’s responsibilities (non-discrimination, supervision of students by cooperating teachers who have a minimum of three years teaching experience and are properly certified, etc.) and the university’s responsibilities (ensuring that qualified students have met necessary prerequisites including background checks, providing an assigned on-site supervisor, stipends, tuition and fee waivers for cooperating teachers, etc.). Included in these agreements are avenues for addressing problems with either party. Department chairpersons/unit heads also review all contractual arrangements in their purview.

Similarly, all grant-funded programs are strictly monitored to ensure that all agreements are in keeping with the provisions of the grant. The Peace Meal grant agreement, for example, requires that staff must be hired in strict accordance with Eastern’s hiring processes and procedures and that the program must follow other guidelines established in the service procedures manual. All partnerships include similar standards. Exchange agreements developed for all students participating in the Study Abroad Program, for example, include “No Fault Clauses,” allowing either party to withdraw for certain identified reasons. All contracts and services are closely monitored to ensure quality control and to protect not only the university but the student as well.



## Criterion Five: Engagement & Service

### Core Component 5d: Internal and external constituencies value the services the organization provides.

One of the ways external constituencies demonstrate that they value the services Eastern provides is by participating in them. For example, workforce development activities offered by the Lumpkin College of Business and Applied Sciences' Business and Technology Institute (BTI) serve over fifty businesses and industries each year. BTI serves as the link between the college and the surrounding business community. It provides training for company-specific needs, as well as consulting and expertise in the areas of technology, finance, accounting, computer and operations management, marketing, and management and business skills.

On average, the BTI provides sixty-three training programs to over one thousand individuals each year. Principles of Lean Manufacturing has been the most requested course in the manufacturing sector, while other courses taught to manufacturers included ValueStream Mapping, Kan Ban, SolidWork, Negotiation Skills, and Ford Global 8-D: Problem Solving and Root Cause Analysis. BTI also provided training in Basic and Advanced RSLogix and Basic RSView computer training. The unit's ability to offer matching training grant dollars (more than \$81,000 each year) from the Illinois Department of Economic Opportunity (ETIP) Training Grant Program has allowed many manufacturing companies to reduce their training costs while providing on-site and company-specific training. Additionally, other business'es needs were met by BTI's partnership with New Horizons Learning Center. This partnership allows the BTI to offer more than 1,200 quality "online ANYTIME" training courses to clients. Certification for A+ and a Microsoft Certified Systems Engineer also is offered, which is geared toward systems and network analysts, technical support, systems engineers, and technical consultants.

BTI is one of dozens of already described programs that engage citizens locally, regionally, and statewide. Others include Eastern's Athletic Programs. Eastern is a Division I school, and it strongly encourages public participation in its many athletic events through various "support the Panther" activities such as attendance at sporting events, the Homecoming Parade, tailgate parties, Alumni Tent City, and a special booster club for children. Athletes participate in a number of service projects—tutoring, hospital visits, etc. Likewise, the Physical Education Department engages citizens in two unique programs that are open to the public. The Adult Fitness Program is an exercise/fitness program that any member of the community or surrounding communities may join. For a minimal cost, participants have a health/fitness screening including blood pressure, resting heart rate, resting EKG, body composition, muscular flexibility, muscular strength, and complete blood lipid profile performed. Based on their results, a cardiovascular, muscular strength/endurance, and/or flexibility program is prescribed for them. The members have a one-year membership that enables them to use the Student Recreation Center, the indoor/outdoor tracks, and Lantz Pool. The Director, Associate Director, and eight to ten exercise science graduate students are available at all work out sessions to monitor, supervise, and provide any guidance to the participants. The program currently has 150 participants. A second program the Physical Education Department offers to the public in conjunction with Sarah Bush Lincoln Health Center is a Phase III Cardiac Rehabilitation Program. It is run at the same time as the Adult Fitness Program in the Student Recreation Center. A physician must have referred all cardiac patients. A cardiac nurse, the Adult Fitness Director, and exercise science graduate students all help supervise and monitor the cardiac patients. This program allows community members with heart /pulmonary disease the opportunity to exercise in a supervised setting at a very low cost. This program has thirty active patients. And as one more



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example, the Tarble Arts Center offers a wide variety of educational and outreach programs designed for area schools and the general public including, school enrichment tours combined with participatory workshops; Arts-In-Education artist-residency for participating schools; guided tours of the exhibitions for schools and other groups; non-credit art classes and workshops for all ages; group tours to area museums to view special exhibitions; performing arts programs; touring exhibitions designed for libraries and other public spaces; and cooperative activities, including support for touring children's literature. For the 2002-2003 year, total on-site attendance was approximately 15,206 individuals. Off-site attendance was 15,250.

As has been noted, Booth Library provides services to the citizens of Illinois, to the other four thousand Illinois libraries, and to numerous other libraries throughout the nation. Citizens of Illinois who are over eighteen are eligible to apply for a user's card at Booth Library. They have access to all materials and services and are welcome to borrow print and media materials from Booth's collections. Area citizens often visit the Ballenger Teachers' Center, a collection of teaching and learning materials and services for students and faculty of the College of Education and Professional Studies and to regional elementary and secondary public school teachers and administrators. The collection includes more than 30,000 volumes; access to electronic databases related to education and teaching; seating and networked table space for forty-four visitors; comfortable group seating for eleven visitors; six technology stations; a staffed service desk; a variety of shelving and display areas for education materials; and programming for forums and special activities for area teachers and education students. Regional school systems often include visits to Booth Library so that specific groups of students may have a large library research experience. Booth librarians host presentations on the use of electronic resources and help students get a proper start for their research. This introduction to digital information is sometimes high school students' first opportunity to enter the world of specialized databases on the topic of their choice.

Additional resources for regional elementary and secondary public school teachers and administrators can be found in the Instructional Technology Center (ITC) located in the College of Education and Professional Studies. The ITC is available for users to create educational materials for their classrooms and other education related projects. It hosts a PC lab containing thirty computers with six scanners. Software available includes the Microsoft Office Suite, Macromedia Dreamweaver/Fireworks, Adobe Photoshop Elements, Inspiration, Real Player, Quicktime, Windows Media Player, Netscape, Internet Explorer, and SPSS. Individuals also have access to printing/copying services, educational resources (books, magazines), transparencies, paper cutters, Ellison dies, bulletin board supplies, construction paper, lamination, and an opaque projector.

In addition to offering programs of engagement, the university also hosts them. The Martin Luther King Union rents its facilities for weddings, meetings, conferences, etc. In fact, the Union has been remodeled recently to make it more inviting and accessible to the public. Lantz Gymnasium and Eastern's athletic and recreational facilities are used by community and state organizations on a regular basis. Charleston High School holds its annual graduation at Lantz, for example. The local swim team uses the indoor pool for training and home meets, while the annual Charleston high school basketball tournament is held at Lantz Gymnasium. Numerous athletic camps, fine arts camps, and Boys' and Girls' State utilize recreational facilities while on campus. Eastern also allows the American Heart Association to use campus facilities for its annual walkathon. Special Olympics, in partnership with the Department of Special Education, utilizes Eastern's athletic facilities for its annual event as well.



## Criterion Five: Engagement & Service

It was previously noted that continuing education needs are met by the School of Continuing Education, which offers programs at thirty-three sites throughout Illinois. In FY 2003, it served 3800 participants through its Center for Continuing Professional Development. Some of the largest programs include the Illinois Council of Teachers of Mathematics Annual Meeting and the Illinois Municipal Treasurers Institute. In addition, the SCE offers summer programs for a wide variety of minority and gifted students, as well as conferences for educators throughout the year. It coordinates off-campus undergraduate degrees in business and education and focused study in Family and Consumer Science for prospective child care providers, in addition to graduate-level degree programs in education, business, and technology. By offering 550 off-campus credit courses, it served an additional 3300 students in sites throughout the university's service region. It also continues to offer the (Board of Trustees) General Studies Degree Program. Currently, 1500 students are pursuing this nontraditional degree program from throughout the state and beyond. Since 1996, off-campus credit programs have grown by 28%. In collaboration with the College of Education and Professional Studies, SCE is the largest provider of continuing education programs for the P-12 educator/administrator in the state of Illinois. In the spring of 2004, over 1500 students were enrolled in courses off-campus.

The School of Continuing Education conducts a major survey of off-campus students every three to four years: Results of the most recent survey indicate that 92% believe SCE programs, activities, and services are good or very good. And while it is not direct evaluation, the number of people who take part in Eastern's programs of engagement and the frequency with which these programs are offered also suggests that the programs are useful. Businesses and school districts continuously send their employees/ teachers/administrators to these programs. Public superintendents and principals continue to have Eastern students tutor and offer educational programming to elementary, middle, and high school students. In fact, a large majority of the university's programs of engagement are the direct result of constituencies asking it to develop programs to meet their needs.

See the Conclusion of this report for final comments on issues discussed in this chapter.