

APPENDIX C-1

UNIVERSITY CONSTITUTIONAL PLAN

OUR STUDENTS AND OURSELVES: STRATEGIC POSITIONING FOR EASTERN ILLINOIS UNIVERSITY THROUGH THE YEAR 2000

Approved by the Board of Trustees: January 26, 1998

FOUNDATIONAL GOALS

- I. Improve quality of education in both undergraduate and graduate programs.
- II. Attract and retain diverse, highly qualified faculty and staff.
- III. Improve university service and outreach.
- IV. Attract and retain a diverse and highly qualified student body.
- V. Increase university resources.

EDUCATIONAL QUALITY:

1. Promote and reward excellence in teaching as the primary purpose of the University.
2. Ensure that the great preponderance of the curriculum is developed and delivered by qualified full-time continuing faculty with terminal degrees in the disciplines they teach.
3. Ensure a learning environment in which oral and written communication, scholarly research, and collaborative educational relationships between faculty and students are encouraged.
4. Ensure that the opportunity to study language and culture abroad is available to all students.
5. Implement university-wide, academic assessment in order that Eastern students leave the University as well-prepared, liberally educated, competent men and women.
6. Encourage learning experiences, such as internship, study abroad, or community service which link classroom learning with out-of-classroom experience.
7. Ensure that Eastern is nationally recognized as a traditional, residential university of high academic standing.
8. Develop and sustain rigorous, high-quality graduate programs that complement undergraduate education and most particularly, serve the needs of graduate students.
9. While preserving the traditional strengths of the University, pursue a public agenda which will establish Eastern as Illinois' "Designated Selective Institution of Higher Education."
10. Establish several academic learning clusters (e.g., student groups with similar academic interests) within the residence halls.
11. Promote a greater interrelationship between academic activities and residential life.
12. Secure and maintain state-of-the-art equipment and systems in support of the University's mission and planning initiatives.
13. Secure and maintain library holdings and services suitable for high quality undergraduate/graduate programs.

PERSONNEL:

1. Promote a diverse faculty and staff who embrace cultural differences.
2. Retain and attract exemplary faculty and staff dedicated to student development.
3. Move Eastern's salaries from the lowest to the highest among comparable institutions.
4. Integrate the best practices in collegial governance seeking continuous improvement throughout the campus.
5. Improve support for research and creative activities.
6. Improve support for instructional and non-instructional service and performance.

7. Encourage and support off campus professional development activities for all faculty and staff.
8. Promote and reward activities which improve services or reduce costs without compromising quality.
9. Encourage University employees to participate in at least one professional development activity each year.

SERVICE AND OUTREACH:

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.

STUDENT BODY:

1. Remain a predominantly residential undergraduate institution.
2. Strive to maintain an on-campus enrollment of approximately 10,000-10,500 FTE students.
3. Increase admission standards until Eastern has a student body profile academically comparable to that of outstanding public and private institutions of equivalent scope.
4. Promote a campus environment in which students embrace diversity.

RESOURCES:

1. A strong Alumni Association that supports initiatives of the University.
2. Establish initiatives that engage the entire University and its friends in increasing appropriated funds.
3. Increase University resources through strategic development activities.

FACILITIES:

1. Build upon the traditional beauty of the campus by implementing a program to correct deferred maintenance and renovate selected buildings.
2. Enhance student facilities to provide an environment that enriches the quality of student life.
3. Improve physical facilities to enhance faculty and staff comfort and productivity on the campus.

UNIVERSITY STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

The Council on University Planning and Budget, in accordance with its responsibility to periodically review and modify the University's strategic plan, initiated development of a list of the institution's strengths, weakness, opportunities, and threats (SWOT) in February of 2003. Below is a summary as approved by the Council on May, 23, 2003. Items in the SWOT statement are not listed in any specific order.

The Strengths of Eastern Illinois University

Academic Programs

- Wide variety of academic programs attracting undergraduate and graduate students
- Nationally accredited and recognized undergraduate and graduate programs
- Second largest educator of teachers in Illinois, providing multiple options toward teacher certification and professional development
- Nationally recognized Honors College
- Graduate programs that complement undergraduate programs
- Continuing Education (its non-traditional degree programs and off-campus outreach activities)

Education Quality

- Ranked in the first tier of Midwestern regional universities in *U.S. News & World Report's* 2002 annual guide to *American's Best Colleges*
- High student retention and graduation rates
- Very high level of alumni satisfaction
- Affordability of high-quality education at EIU

Faculty/Student Relationship

- An emphasis on having classes taught by faculty with doctorates and other appropriate terminal degrees
- Low student-to-faculty ratio that provides opportunities for engaged learning and production of faculty-student research/creative activities
- Highly productive scholars and artists as faculty

Diversity

- Increased diversity of faculty, administration, staff and student body

Co-curricular Opportunities

- Nationally recognized and comprehensive student-life programs
- An established athletic program that promotes athletes' academic success
- A wide range of student organizations and leadership-development opportunities

The Campus Experience

- Safe, attractive, residential campus
- Community (location, affordable child care, and good public schools)
- An important provider of cultural enrichment
- Wide use of university facilities for special events

Campus Facilities

- Renovated Booth Library (its technology, holdings, and services)
- Institutional commitment to improvements in computer technology
- Fifteen-year Master Plan for physical facilities, including plans to renovate the Doudna Fine Arts Center and expand the Tarble Arts Center

Operations

- Institutional stability fostered by university shared governance and established collective-bargaining agreements
- Ongoing assessment by university and units
- Institutional commitment to faculty and staff development
- Flexibility produced by decentralized budgeting

The Weaknesses of Eastern Illinois University

Resources & Funding

- Inadequate investment in institutional development leading to inadequate alumni giving and endowments
- Inadequate resources for faculty and staff development
- Inadequate resources for recruitment and retention of diverse, high-quality faculty, staff, administration, and students
- Inability to support graduate assistants at competitive-stipend levels
- Inadequate resources to support services to individuals with special needs
- Inadequate compensation for faculty, staff, and student employees
- An inadequately funded textbook rental system
- Inadequate funding of deferred maintenance impacting all aspects of campus
- Inadequate funding for critical rehabilitation and capital development for key campus facilities, including the physical and life science buildings, Coleman Hall, Klehm Hall, and other important buildings

Education Quality

- Participation in international education below the National Association of Foreign Student Advisors (NAFSA) recommended level of 3% of the student body (domestic students studying abroad and international students on campus)
- Inadequate diversity of faculty, staff, and student body
- Lack of consistent mechanisms to study, evaluate, and manage issues related to the grading continuum from grade inflation to excessively rigorous grading

Campus Facilities

- Inadequate technology infrastructure and related software
- Inadequate physical facilities to centralize and streamline critical services
- Lack of space for faculty/staff offices, for visiting professors, for lounge/gathering spaces to foster discussion, and for storage space

Operations:

- Inconsistent budget-decentralization practices
- Procedures, policies, and services that need to be streamlined
- Occasional lapses in communication on campus
- Occasional lapses in civility during campus debate

The Opportunities for Eastern Illinois University

Resources & Funding

- Growing number of alumni at the peak of their earning potential offering increased development opportunities
- State and regional interest in the new fine arts and expanded Tarble facilities offering opportunities for new revenue streams

Academic Programs

- Rapid and growing demand for professional development, advanced degrees, and partnerships with universities from business and industry

- An increasing pool of both traditional and non-traditional students seeking higher-education opportunities
- Demand for teaching professionals, health-care professionals, mental-health professionals, and continuing education for professions requiring licensing and certification

Diversity

- Rapid and growing demand for an internationalized workforce

The Threats to Eastern Illinois University

Resources & Funding

- Inadequate State support impacting morale, compensation, workload, deferred maintenance, needed services for students, and health-care costs
- No clear relationship between internal accountability and State funding
- State and national economic uncertainties
- A political climate that threatens institutional autonomy
- Increased competition for limited grant funds
- Potential resource redistribution based on the perception of excessive administration without properly defining administration

Academic Programs

- Expansion of community-college academic offerings beyond their initial mandates
- Emerging competition from entrepreneurial, on-line degree providers
- Expansion of requirements related to assessment, accreditation and standards compliance

Education Quality

- Less well-prepared students entering higher education
- Technology that isolates students, faculty, and staff
- Economic hardships placed on families and students leading to decreased accessibility to college

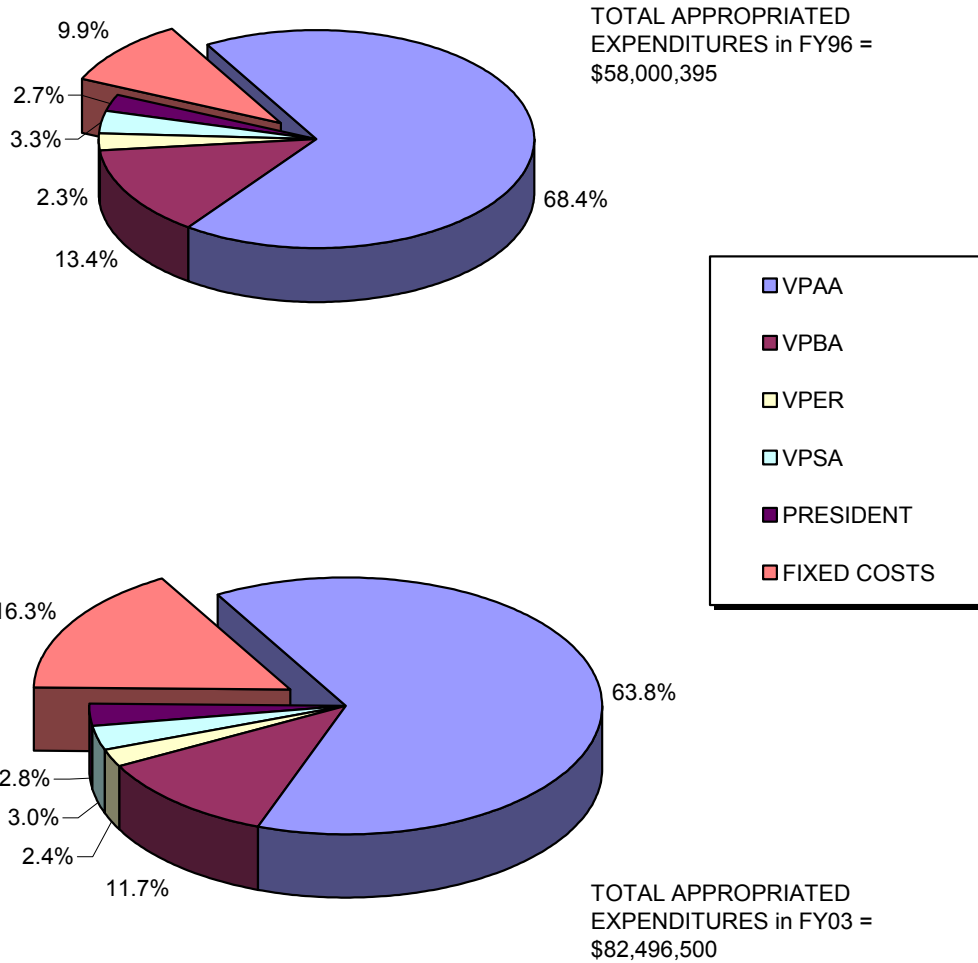
Guide to Terminology

- Strength: A strong attribute or asset or forces within the institution that are perceived as strengths
- Weakness: A lack of some necessary quality or forces within the institution that are perceived as weaknesses
- Opportunity: A favorable juncture of circumstances or forces outside the institution
- Threat: Something impending or forces outside the unit that are perceived as threats

APPENDIX C-2

EXPENDITURES BY VICE PRESIDENTIAL AREA

**UNIVERSITY EXPENDITURES from APPROPRIATED FUNDS
by VICE-PRESIDENTIAL AREA: FY96 and FY03**



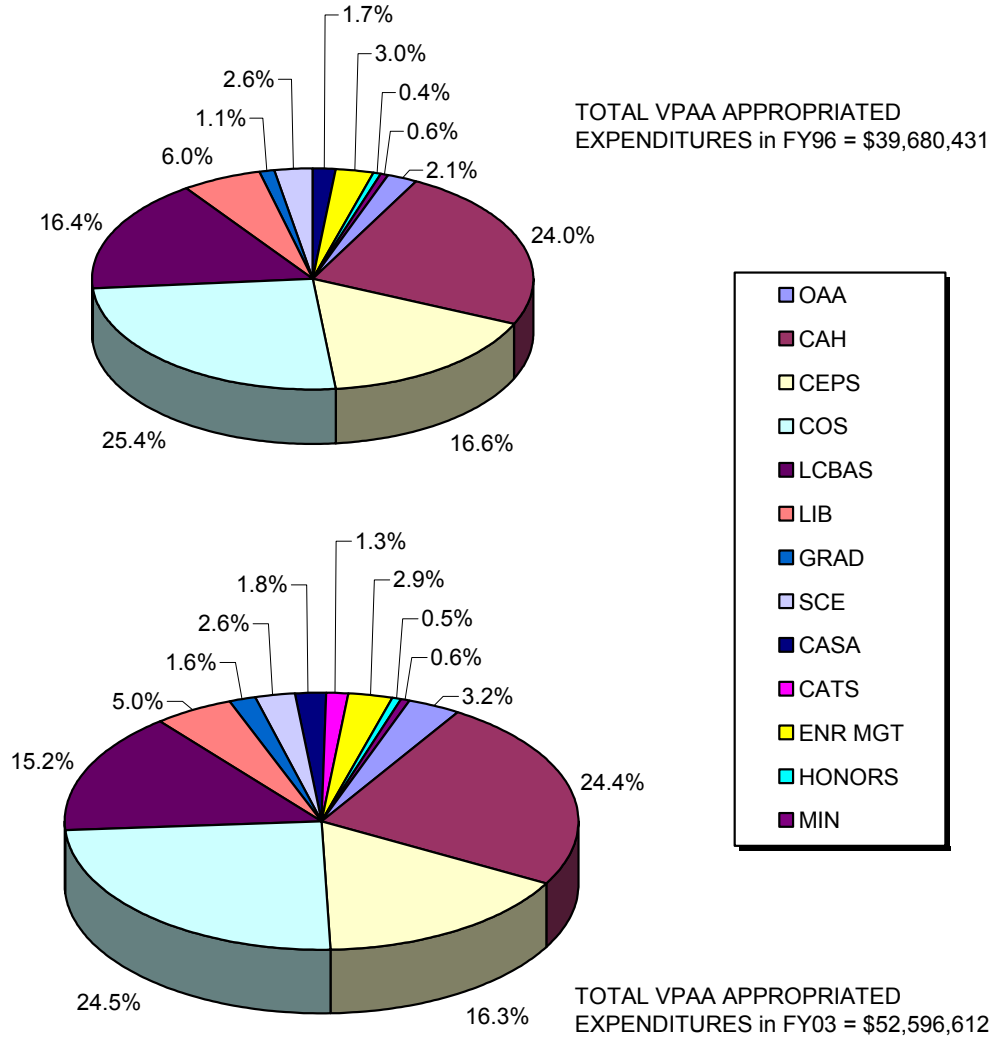
Source: Expenditure data from EIU Internal Budgets. FY96 data adjusted to be consistent with FY03 organizational structure.

Note: Fixed costs include FICA (Medicare) payments, utilities, insurance, microcomputer maintenance, library books, deferred maintenance and group health insurance contribution.

Note: Beginning in FY02, the State mandated that the University begin contributing \$1.71-million of its appropriated budget (2.1% in FY03) to group health insurance payments.

EXPENDITURES BY COLLEGE

ACADEMIC AFFAIRS EXPENDITURES from APPROPRIATED FUNDS by COLLEGE/DIRECT REPORT: FY96 and FY03



Source: Expenditure data from EIU Internal Budgets. FY96 data adjusted to be consistent with FY03 organizational structure.

Note: Nearly two-thirds of FY03 OAA expenditures (\$1.1-million) were used to make additions to the income fund reserve accounts that are used exclusively for future equipment purchases.

Note: The Center for Academic Technology Support (CATS) was established in FY01.

PLANNING CALENDAR

Planning and Budgeting Cycle*

NOTE: For the sake of simplicity, this calendar details a single two-year planning and budgeting cycle, beginning with the development of University Goals and culminating in the submission of the Results Report, which summarizes the year's planning and budgeting achievements. In fact, however, planning and budgeting activities from adjacent fiscal years overlap. For example, we recently received our FY04 budget, completed our FY03 Results Report, submitted our FY05 budget request, and began planning for FY06. (Are you confused yet?)

September **2003**

The President releases the University Goals, which support the goals of *The Illinois Commitment*, and Presidential Goals, which outline what Eastern's primary focus will be for the current planning year. The presidential goals are designed to address statewide educational and legislative issues that affect the university.

November **2003**

The Vice Presidents release their focus statements. These statements give direction/focus to their Deans/Directors on how their respective area will plan to assist the university in accomplishing the President's goals.

January **2004**

Dean/Directors develop and submit articulating planning objectives.

March **2004**

Units develop planning initiatives that request new planning dollars, will be supported from reallocations, or require no new funds.

May **2004**

Requests to offer new academic programs (New Program Requests) and to request funds via Program Priorities Budget Requests are due to the VPs. These requests will rise from the planning initiatives.

The University budget request document is prepared for review by CUPB.

June **2004**

President's Council approves the budget request and forwards it to the Board of Trustees for approval.

July 2004

Program Priorities Budget Requests are due to the IBHE.

September **2004**

The complete budget package, including cost increase requests, PPBRs, and capital requests, is due to IBHE.

October **2004**

Annual budget planning meeting with IBHE.

December IBHE Budget recommendations released.	2004
January EIU FY06 Appropriation Bill introduced.	2005
February Governor delivers the Budget Recommendations.	2005
March General Assembly begins budgeting work.	2005
June General Assembly finalizes Budgets.	2005
July Governor signs appropriation Bill.	2005
President's Council approves allocation of newly appropriated funds.	
August Results Report due to IBHE. This report summarizes the accomplishments of the University during FY06 (i.e., July 2005-June 30, 2006), focusing on its achievement of University and <i>Illinois Commitment</i> Goals and detailing significant expenditures that supported these achievements.	2006

*Adapted from the calendar found at http://www.eiu.edu/~planning/OPIS_2004/plbudget.htm.

APPENDIX C-3

PROGRESS IN GENERAL EDUCATION ASSESSMENT

Assessment goals for AY04 for the Center for Academic Support and Achievement and the Committee for the Assessment of Student Learning included:

- Maintain and update the assessment website, including CASL minutes and General Education data
- Offer guidance/support to departments concerning program assessment
- Coordinate a University-wide assessment forum and SAC workshops
- Write and distribute *Assessment Update* newsletter to provide assessment news across campus
- Provide information on assessment at Eastern Illinois University to students/faculty/advisors

These goals were met in the following ways:

- The assessment website (www.eiu.edu/~assess) was maintained and updated as changes to the writing-intensive course list passed through CAA and data was gleaned from assessment activities such as the alumni survey and the Watson-Glaser exam. A new section on speaking was added to the website this year; composite data and resources will be included on this page in the upcoming year.
- The Director of CASA provided a written response to each academic department concerning its departmental assessment report submitted in July; this included 97 plans. Responses were also provided to the deans and chairs. This year reports were broken out by graduate and undergraduate programs. The Director of CASA prepared information from these plans to the NCA Self-Study team concerning measures used, number of programs adopting General Education goals, and so forth.
- The Director of CASA met with departmental representatives and chairs concerning plans for assessment in the major. She met with representatives of Recreation Administration, History, Philosophy, Journalism, Family and Consumer Sciences (Gerontology, Family Services, Dietetics, FCS Core, and Business Options), Music, Physics and Pre-Engineering, Economics, Geology/Geography Social Science with teacher certification, Biological Sciences, and the Graduate School.
- A Spring Assessment Forum was organized with invited expert Dr. Trudy Banta from Indiana University-Purdue University/Indianapolis. Dr. Banta met with representatives from each of the colleges, CASL, and the NCA Self-Study and gave a presentation, "Using Information to Improve Student Learning," on using assessment results for curricular improvement. The evaluations indicated that 59% of participants listed this forum as "excellent" and 34% evaluated it as "good." A summary of her responses was provided in the April 2004 newsletter, and a written summary of her discussions with each college group was sent to the deans. CATS worked with CASA to tape the presentation, which is available as streaming video on the assessment web site.
- CASA coordinated 4 workshops with SAC: two each semester. SAC members gave presentations on designing speaking assignments, using the speaking rubric, and assessing group presentations. Each workshop was well received by the faculty who attended.
- In Fall 2003, Spring 2004, and Summer 2004 the Director of CASA gave a talk on assessment at Eastern to students in FCS 5470.
- In April the Director of CASA attended the annual meeting of the Higher Learning Commission/North Central Association.
- Four issues of the *Assessment Update* newsletter were published and disseminated to faculty and staff: September, November, January, and April. Due to printing issues with the

September newsletter, that issue was disseminated electronically rather than through print copies.

- Brochures on assessment were disseminated to all incoming freshmen and transfer students as part of their orientation packet.
- Information was prepared for the Major Assessment Profile (MAP) for each of the units. CASA provided program-level assessment plans and responses for the MAP as well.
- In June 2004 the CASA Director and Dr. Herrington-Perry gave a presentation, “Going Public: Communicating Assessment Results to Multiple Constituencies,” at the American Association for Higher Education’s Assessment Conference in Denver, CO. Approximately, 91 participants attended this presentation, which was well received.
- CASA has the responsibility for mailing and data entry for the IBHE-mandated Alumni Survey. Alumni who graduated in 1994 returned 700 of the 1,264 surveys that reached this population for a 55% return rate. Results from the 2003 (9 years out) qualitative data were organized, reports were disseminated in Fall 2003, and quantitative data was sent to Institutional Planning for reporting. Data was shared through the assessment newsletter and this story was reprinted in the alumni magazine.
- In AY 2003-2004, 1,972 letters, postcards, and surveys were sent to graduates one year out; 29 were not delivered due to bad addresses, deceased alumni, or do not solicit orders, so 1,943 surveys were delivered to 2003 graduates. A total of 851 surveys were received for a return rate of 44%.

Electronic Writing Portfolio

CASA oversees the Electronic Writing Portfolio (EWP) process. This oversight includes receiving student information downloads from the mainframe to the access database each semester, uploading student information on requirements met, placing holds on students’ records who do not meet this requirement, receiving submissions from students, maintaining the database, monitoring the writing-intensive course list, and answering questions from students, faculty, and advisors concerning the EWP’s submission process and requirements. CASA’s goals for the EWP this past year included:

- Accept and store student submissions
- Provide EWP information to students, faculty, and advisors
- Work with students/faculty/advisors/certifying officers on issues surrounding students’ successful completion of EWP requirements
- Work with certifying officers and ITS on providing EWP information in the degree audit process
- Update as needed the Writing-Intensive Course List on the website
- Monitor seat availability in WI courses
- Lobby where appropriate for more WI courses/seats
- Collaborate with CASL and the Writing Across the Curriculum (WAC) subcommittee on developing a summative assessment plan for completed portfolios
- Support WAC in its anchoring workshops for faculty

As of June 2004, CASA has collected 13,751 submissions from Fall 2000 through Intersession 2004. Currently, there are 1,423 completed portfolios. The number of submissions processed in AY04 totaled 6,289, which nearly doubled the total number of submissions of the previous 3 years. We anticipate that this number will continue to grow in the upcoming academic year and then level out as students completing the Writing Competency Exam graduate and as that exam is no longer a viable option in catalogs for entering students. See Appendix A for the EWP report.

This year the Director worked with ITS and the certifying officers to have a new designation placed on the student information system for the EWP: Level 4—exempt. This designation aids the College of Sciences in determining whether students majoring in Clinical Laboratory Sciences or who are enrolled in the Lakeview College of Nursing have completed their EWP portfolios.

Information on the EWP has been widely disseminated to students, faculty, and staff. Advisors from the Academic Advising Center include information on the EWP in their presentations to new freshmen and transfer students at orientation. Information on the EWP is available in the undergraduate catalog, on the assessment website, and in brochure form. Information on the EWP has been submitted to the advising listserv, discussed at advising workshops, and is provided to all instructors of writing-centered and writing-intensive courses each semester. EWP brochures are made available to faculty for dissemination in courses.

Each semester the Director provides information to CASL concerning seats offered in WI courses by course designation (General Education requirements, honors, major requirements, major electives, and level). The Director has worked with department chairs and deans to urge programs with no designated WI courses to identify those courses in the department that would meet the WI criteria. The number of courses designated as writing intensive was at 385 for Summer 2003 is at 416 in Summer 2004 for a total of 31 courses added to the list for AY04. The total number of seats offered AY04 was 21,275, which showed an increase of 1,549 seats over AY03 and increase of 4,336 seats from AY02. The annual WI seat availability report is attached as Appendix B; see Appendix A for a year-by-year comparison.

The goal of supporting WAC in its endeavor to anchor the EWP rubric with faculty was not met. WAC chose not to present workshops this year. When such workshops are developed, members of CASA will support this activity.

At the time of this report, the faculty member who had agreed in March to develop the training for EWP readers had dropped out and a replacement had not yet been found. Readings for Fall 2004 were delayed because no developer/trainer was found. CASL and the Director of WAC are planning to investigate the contents of 10% of the portfolios in order to move closer to developing a plan for reading portfolios. This idea was generated in a meeting with the Provost, Dean of Arts and Humanities, Assistant Dean of Arts and Humanities, Chair of the English Department, Assistant VPAA, and Director of CASA.

Critical Thinking

CASA manages the distribution of the *Watson-Glaser Critical Thinking Appraisal* to Senior Seminar faculty. The Office of Academic Assessment and Testing (OAAT) has the preliminary responsibility for the *Watson-Glaser*; information is disseminated to chairs and faculty, exams are delivered to departments, exams are scored, and results are sent to faculty. Our goals for this component of the assessment plan included:

- Manage the distribution of and scoring of the *Watson-Glaser Critical Thinking Appraisal*
- Offer information to faculty concerning administering the *Watson-Glaser*
- Incorporate *Watson-Glaser* data into the assessment database
- Create reports and disseminate *Watson-Glaser* data to departments
- Develop information to help faculty and administrators interpret *Watson-Glaser* results

All sections of Senior Seminar administered the *Watson-Glaser* from Summer Sessions 2003 through Intersession 2004. A total of 2,032 exams were delivered and scored for 102 sections of the Senior

Seminar. A report comparing results by major and semester was disseminated to deans and department chairs (see Appendix C).

Gary Canivez of the Psychology Department provided expert advice to CASL concerning norm-referenced scores. Unfortunately, since no national norms are available for college students, Eastern will have to norm this appraisal based on its own student scores. Dr. Canivez and CASL's Critical Thinking Subcommittee determined that a freshman-level test would be helpful to measure growth. CASL members determined that exploring whether this exam was providing sufficient data would be part of its work for the next academic year as would examining ways to administer this exam to incoming freshmen. As a result of the subcommittee's work, little additional information can be made available for faculty and administrators until more data is collected for norming purposes.

In addition to these issues with having a norm-referenced exam with no national norms, other problems continue with the administration of this exam. Some faculty members are still not asking students to fill in social security number information and major codes. OAAT staff members are working with faculty members and chairs to help them understand the need for this information and how to help students in the administration of the exam. We also continue to wonder at the seriousness with which students approach this appraisal. Students' attitudes clearly reflect effort, which has an impact on scores as well.

Global Citizenship

This academic year was the first one to begin collecting data related to this goal. The following objectives were set by CASA to serve this goal:

- Administer the Global Citizenship Survey to students at freshman orientation
- Begin administration of the Global Citizenship Survey in Senior Seminars Spring 2004
- Scan survey and provide data to CASL
- Provide information to faculty about the administration of the survey in Senior Seminars
- Work with CATS to place the survey on-line
- Create database for survey data
- Work with ITS on changes necessary to CASA's server for receiving this data and on a program to import pertinent data for the survey from the Mainframe.

In Summer 2003 OAAT staff members administered the surveys at two separate times for each freshman orientation day, and surveys were scanned on Fridays. At its first administration, 1,992 freshmen completed the survey.

CASL determined that administering the survey to students in senior seminars would relieve the burden of administration from faculty, would be more user-friendly for on-line courses, and would decrease the amount of data to be entered. CASA's technology person worked with ITS to upgrade its assessment server to be a web server to accommodate this project. As part of that upgrade, a firewall was put into place, so that the survey could only be accessed on-campus. This naturally caused problems with students trying to access the survey from an off-campus site, so ITS opened the port for off-campus addresses. Once these access problems were addressed, the on-line administration has worked well for senior seminars. Six hundred eleven students completed the survey in Spring 2004.

CASA staff members sent lists to faculty members to alert them to students who had completed the survey at two different points in the semester. It was determined that it would be helpful to faculty to set a date in the semester by which time students should complete the survey. CASL decided to

set the last day in the 12th week of the semester as the deadline for each subsequent semester. This deadline will go into effect with the Fall 2004 administration. With changes made to orientation for Summer 2004, incoming freshmen are completing the survey on-line as part of their computer orientation to the institution. CASL discussed the lack of direct measures being used to assess the responsible global citizenship goal and the limited indirect data being collected by the survey. The Director of CASA met with the Director of Minority Affairs and the Coordinator of Education Abroad to determine if additional data was available to supplement this information. None was uncovered. CASL will be looking at ways to supplement this data in the coming year.

Speak Effectively

Data that speak to this General Education goal were collected for the first time in Fall 2003 Speech 1310G courses. CASA's objectives that support this goal include:

- Assist the SPC 1310G coordinator in communicating assessment expectations to graduate assistants and faculty teaching this course.
- Create informational material for faculty
- Enter quantitative data in assessment database
- Establish procedures for faculty to return assessment forms to CASA
- Assist the Speaking Across the Curriculum (SAC) subcommittee with workshops on speaking activities for faculty to take place Fall 2003 and Spring 2004

Information was provided to the SPC 1310G Coordinator concerning procedures for completing the speaking assessment form and returning it to CASA. A plastic tub was purchased and placed in the Speech Communication Department's office for faculty to return the forms. CASA staff delivered the newly developed triplicate forms to faculty in Coleman Hall; 2,118 forms were delivered for 99 sections. Half of the sections were asked to evaluate the informative speech and half the persuasive speech.

Several faculty members and teaching assistants failed to put students' full names and social security numbers on the returned forms that first semester. Of the 1,052 forms returned, only 746 had the required information to make the forms usable, and 7 of those forms did not give a holistic score on the speech. For the second semester, CASA staff printed labels with students' names and social security numbers and placed the labels on the forms. For Spring 2004, 754 forms were sent to faculty and 712 were returned in usable condition. One tenured faculty member has not returned forms either semester. Of the 712 usable forms, thirty-six were returned without an overall holistic score.

The holistic scores for each section of the rubric as well as the overall holistic score are entered into the speaking database. The overall holistic scores are given below. Some faculty indicate scores between holistic numbers; those scores are consistently given the lower score on the rubric, so a 2.5 becomes a 2 and so on. Preliminary Speaking data is available in Appendix D.

Members of the Speaking Across the Curriculum subcommittee (SAC) developed and gave four presentations in AY04. CASA staff members created flyers, placed information in the assessment and University newsletters, handled the scheduling, and evaluation of these workshops. These workshops focused on the needs of senior seminar faculty because CASL intends to begin collecting speaking data in those courses in Fall 2004. Senior Seminar faculty were alerted to these plans through a letter from the Provost and through a story in the assessment newsletter in the spring. In Summer 2004, another letter from CASA will be disseminated to Fall 2004 Senior Seminar faculty outlining the procedures for the assessment of the speaking goal.

ACCREDITED PROGRAMS

Program Name	Accrediting Agency/Acronym/Effective Dates
Athletic Training Option (PED)	Commission on Accreditation of Allied Health Education Programs (CAAHEP) 1999-2005
Art	National Association of Schools of Art and Design (NASAD) 1998-2008
Business	International Association for Management Education (AACSB) April 2000-2010 for SOB and separate Accounting accreditation for same period
Chemistry	American Chemical Society (ACS) 1998-2003
Child Development Lab	National Association for the Education of Young Children (NAEYC) April 15, 2000-10-31-03
College Student Affairs	College Association of Student Services (CASS) (sought 2005)
Communication Disorders/Sciences	American Speech-Language-Hearing Association (ASHA) 2002-2009
Community/School Counseling	Council for Accreditation of Counseling and Related Programs (CACREP) 1998-2005
Community Health Option (HST)	Society of Public Health Education/American Association of Health Education (SOPHE/AAHE) 2002-2007
Dietetics Option (FCS)	American Dietetic Association's Commission on Accreditation for Dietetics Education: Dietetic Internship (Graduate) Program (1997-2007); Didactic Program (Undergraduate) 2001-2007
Family and Consumer Sciences	American Association of Family and Consumer Sciences (Fall 2002-2012)
Industrial Technology	National Association of Industrial Technology (NAIT) 1999-2005
Journalism	Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) 2000-2006
Music	National Association of Schools of Music (NASM) 1994-2004

Recreation Administration	National Recreation and Parks Association/American Association for Leisure and Recreation (NRPA/AALR) 2003-2008
School Personnel Programs	Illinois State Board of Education (ISBE) 2001-2006
School Personnel Programs	National Council for Accreditation of Teacher Education (NCATE) 2001-2008 (Next visit Spring 2008)

**DISCIPLINES WITH INTERNSHIP/PRACTICA/FIELD
PLACEMENT & STUDENT TEACHING PROGRAMS**

	Internship	Practica	Field Placement	Student Teaching	Study Abroad
<u>Accountancy</u>	X				X
<u>African-American Studies</u>	X				X
<u>Anthropology</u>	X				X
<u>Art</u>	X	X		X	X
<u>Biological Sciences</u>	X			X	
<u>Business</u>	X				
<u>Business Administration</u>	X				
<u>Career & Organizational Studies</u>	X				
<u>Career & Technical Education</u>			X	X	
<u>Chemistry</u>	X	X		X	
<u>Communication Disorders & Sciences</u>		X			
<u>Computer Information Systems</u>	X	X			X
<u>Counseling and Student Development</u>					
<u>Earth Science</u>	X			X	X
<u>Economics</u>	X				X
<u>Education</u>				X	
<u>Educational Administration</u>			X		
<u>Educational Foundations</u>					
<u>Educational Psychology</u>					
<u>Elementary Education</u>		X		X	X
<u>English</u>	X	X		X	X
<u>Family and Consumer Sciences</u>	X	X			
<u>Finance</u>	X				X
<u>Foreign Language</u>	X				X
<u>French</u>	X			X	
<u>General Studies</u>					
<u>Geography</u>	X			X	X
<u>Geology</u>	X				X
<u>German</u>	X				X
<u>Health Studies</u>		X	X	X	
<u>History</u>				X	X
<u>Honors</u>					
<u>Industrial Technology</u>	X				
<u>Journalism</u>	X				
<u>Latin</u>					

<u>Management</u>	X				X
<u>Marketing</u>	X				X
<u>Mathematics</u>	X			X	
<u>Middle Level Education</u>		X		X	X
<u>Military Science</u>			X		
<u>Music</u>				X	X
<u>Philosophy</u>					X
<u>Physical Education</u>			X	X	
<u>Physical Sciences</u>		X		X	
<u>Physics</u>				X	
<u>Political Science</u>	X			X	X
<u>Psychology</u>	X	X	X		X
<u>Recreation Administration</u>	X				
<u>Sciences</u>				X	
<u>Secondary Education</u>			X		
<u>Senior Seminar</u>					
<u>Social Studies</u>			X	X	
<u>Sociology</u>	X			X	X
<u>Spanish</u>	X			X	X
<u>Special Education</u>				X	X
<u>Speech Communication</u>	X	X		X	X
<u>Student Teaching</u>		X		X	
<u>Technology</u>	X				
<u>Theatre Arts</u>	X			X	X
<u>Women's Studies</u>	X				

APPENDIX C-5

SUMMARY OF EASTERN'S DEPARTMENTAL OUTREACH PROGRAMS AND ACTIVITIES

Department	Programs Connecting Students with External Communities
Accounting	7 Internships
African-American Studies	Internships
Art	Annual Art Education Conference
Biological Sciences	Internships, MSNS program for science teachers City of Charleston, IL Natural History Survey, IL Dept. of Natural Resources
Board of Trustees	Expansion of advisory board Participation in community college recruitment events Transfer Agreements HECA grant to develop on-line writing intensive course for adult students
Business Administration	
Career & Technical Education	Professional development Conferences for students
Center for Academic Support & Achievement	
Chemistry	Student/faculty research, Co-authoring journal publications Conference presentations, MSNS program for science teachers
Clinical Laboratory Science	
College of Student Affairs	Internships
Communication Disorders & Sciences	Increase in research mentored partnerships between undergraduate students and faculty Science Fest, Springfield Showcase
Computer Information Systems	
Counseling & Student Development	100 hour practicum, 600 hour internship Annual spring conference for practitioners CSD Advisory Council
Early Childhood Education	Practica, Student teaching, Observations Faculty/student collaborations in service activities: Adopt a student. ACEI mini-courses and workshops, Reading is Fundamental PT3 grants, Project Parent Power, Research Regional Office of Education workshops and off-campus offerings Mystery Readers in Schools School/University partnerships Regional Office of Education, Head Start Early Childhood Advisory Council
Economics	Undergraduate and graduate research, Field trips, Working experience Coles County Planning Commission
Educational Administration	Practicum for M.S., Field Study for Ed.S., Off-campus cohort programs Annual EIU Administrators' Roundtable, New Leaders Assistance Service, Clinical program for schools on IL Academic Warning List Partnerships with several Regional Offices of Education Advisory Council
Elementary Education	Practica, Student teaching, Observations Faculty/student collaborations in service activities (e.g., tutoring) Science workshops

	<p>PT3 grants, Fall Reading Conference, Off-campus cohort programs</p> <p>Tutoring programs</p> <p>Partnerships with P-12 schools: Charleston, Mattoon, Champaign, Mt. Vernon, Humbolt</p> <p>American Reads in local schools, Formal training programs through collaborative efforts with ROEs</p> <p>Professional education programs, Articulation agreements</p>
English	<p>Undergrad research, Graduate Assistant Mentoring Program in Teaching, Graduate assistant appointment to Writing Center</p> <p>Internships, Practica, Undergrad representation on department committees</p> <p>English/EIU Annual Literature Conference for Secondary-School Teachers</p> <p>English & English Education Student Conference</p> <p>Partnerships with three local high schools</p> <p>English * Sigma Tau Delta English Honorary High School Writing Contest</p>
Family & Consumer Sciences	<p>Completion by Learning on an Alternative Schedule Program – a collaboration with EIU School of Continuing Education to provide baccalaureate degree completion for those seeking career advancement in child care profession</p>
Finance	<p>Internships</p>
Foreign Languages	<p>Cadet teachers, Internships, After-school Enrichment Program</p> <p>Douglas County Department of Health</p> <p>Summer placements in Mexico, Student teachers</p>
Geography	
Geology	
Health Studies	<p>Internships, Student Teaching, Health Fair</p> <p>Accelerated summer offering of Safety & Driver Education courses for in-service teachers</p> <p>Department Advisory Council, Body Electric Tobacco Refusal Program (ROE), Regional Health Agencies</p>
History	<p>Student teaching, Editing journal <i>Historia</i>, Undergraduate research</p> <p>Graduate research, Independent studies, Internships</p> <p>Conference presentations, Volunteering at Lincoln Log Cabin</p> <p>Annual History Teachers Conference</p> <p>Bi-Annual History at the Grassroots Conference</p> <p>Annual Phi Alpha Theta Conference, Regional History Fair</p>
Honors College	<p>Recruitment of qualified high school students</p>
Industrial Technology	<p>Student organizations, Internships</p> <p>“Train the Trainer” with KalkKan in Mattoon, IL</p> <p>“Team Training” at Sarah Bush Lincoln Health Center</p> <p>“Leadership Academy” at Sarah Bush Lincoln Health Center</p>
Journalism	
Management	
Marketing	
Mathematics & Computer Science	<p>Student Organizations, Summer research projects, Mentoring</p> <p>Composing “The Tools of Teaching Secondary Mathematics”</p> <p>Annual Differential Geometry Day, Student teaching</p> <p>Presentations at state and national conferences</p> <p>Developed GAB Lab, Eisenhower grant, NSF grant for n-body problem</p> <p>Annual spring mathematics conference</p> <p>Judge/evaluator science and math contests</p>

Music	Internships, Practica
Philosophy	Student organizations
Physical Education	Student teaching, Practica, Community Fitness Program Provide physical education services for area schools Professional Education Programs Partnerships with hospitals and businesses Phase III Cardiac Rehabilitation Program Community Adult Fitness Program External advisory councils, IL Physical Activity Coalition for Kids Department Advisory Council
Physics	Student-faculty collaborative research projects, Presenting at conferences, Two courses in summer as part of MSNS Spring meeting of IL Section of the American Association of Physics Teachers Upward Bound physics program organized by Kankakee Community College With Argonne National Laboratories developed digital library material for the NSF Mattoon High School physics lab, Meadowlark Optics in Boulder, Colorado (research) Argonne National Laboratories – Digital Library development
Political Science	Internships, Model Illinois government On-campus field staff office of the Illinois office of the comptroller
Psychology	Faculty-student publications, Faculty-student presentations Thesis, Independent study, Field placements, Practica
Radio/TV Center (RTC)	Partnership with Speech Communication and Journalism to offer student financial incentives to enter and stay in broadcast journalism program. Interns for summer internship program Partnership with History to allow graduate student production of a documentary on the role of African-Americans in Coles County. Two additional campus radio stations RTC Mobile Digital Production Truck and multi-year contract between EIU Athletics and RTC has provided new training experiences for students through the production of live sporting events. Ready to Learn outreach program Local programming to serve communities surrounding EIU
Recreational Administration	EIU Homecoming race, Cleanup Lake Charleston, Internships Practica Work with Charleston Park and Recreation after-school programming 50 students/year provide evening recreation program for individuals with MR/DD Special Olympics track and field event Attendance at National Outdoor Recreation Rural Tourism Consortium Workshop for Therapeutic Recreation Internship/Job fair for therapeutic recreation professionals Advisory Council, Partnership with Camp New Hope (MR/DD) EIU Homecoming Race
Social Science Teaching	Pre-student teaching clinical experiences, Microteaching lessons Professional development for practicing educators – Annual History Teachers Conference Social Science Studies Program established a network of social studies

	alumni and teachers
Sociology	Research, Social Science Teacher Certification Program
Special Education	Off-campus cohort programs, Partnership with Special Olympics
Speech Communication	“I Sing the Body Electric” rural health education program Partners with Regional Office of Education, WCIA-TV, Sarah Bush Lincoln Health System, Lakeland College, Paris Community Hospital
Theatre Arts	6 faculty directed productions each year, Faculty directed children’s tour Student directed plays, American College Theatre Festival Hello Dali Improvisation Troup, Sketch Comedy/Writing/Performance Group Design sets and costumes for performances Performances in area community theatres/regional theatres
College of Education & Professional Studies	Partnership between the college’s Office of Safety Programs, IDOT, and IDHS providing child passenger safety and alcohol and drug violence programs.
Lumpkin School of Business & Applied Science	Peace Meal senior nutrition project Expanded support for the CCRR project 22 2+2 articulation agreements with regional community colleges
College of Education & Professional Studies	Creation of an Alternative Routes to Certification Program Beginning Teacher Induction Program Illinois Virtual High Schools Partnerships with Community Colleges – articulation agreements
College of Science	Science Fest: Spring event at which students and their faculty mentors showcase their research projects. Springfield Showcase: Students and mentors showcase their research.

NON-ACADEMIC UNITS SERVICE & ENGAGEMENT ACTIVITIES

Unit	Projects
Campus Recreation	<ul style="list-style-type: none"> ▪ Service unit for students and staff ▪ Facilities for summer camps ▪ Partner with Red Cross to provide lifeguard training
Textbook Rental	<ul style="list-style-type: none"> ▪ Service unit for students and staff ▪ Discount textbook sales to community ▪ Textbook rental services to off-campus students ▪ Development of an on-line searchable inventory for faculty ▪ Provide discontinued textbooks to local schools for a significantly reduced cost.
Health Services	<ul style="list-style-type: none"> ▪ Service unit for students ▪ Provide community alcohol awareness programs
MLK Union	<ul style="list-style-type: none"> ▪ Partnered with Sarah Bush Lincoln Health Center to provide wellness conference ▪ Rent space for wedding receptions and other community events (e.g., Lincoln Sergeant Foundation Dinner). Provides meeting space for a wide variety of off-campus programs, institutes, seminars, and conferences through SCE. ▪ Coordinates with Orientation and Admissions in providing open houses and transfer days to perspective students. ▪ Upgraded and renovated the University Bowling Center to enhance the bowling classes and provide increased social opportunities for students, staff, and community. ▪ Renovation and remodeling of the University Union Bookstore to increase funding to support students, staff, and community. ▪ Renovation and remodeling of meeting rooms and ballrooms to improve conference, reception, and programming facilities for students, staff, and community. ▪ Provided enhances audiovisual services for students, staff, and community.
Housing & Dining	<ul style="list-style-type: none"> ▪ Service unit for students and staff ▪ Complete revamping of the delivery of service to residents. ▪ Customer surveys conducted by university resulted in establishment of university food court and gourmet coffee facility that serves entire campus community throughout the year.

	<ul style="list-style-type: none"> ▪ Significant renovation to living facilities. ▪ Enhanced comprehensive assessment of resident satisfaction with services ▪ Remodeled 5 areas in Residence Halls into classroom space where University Foundations class is taught. ▪ Provide temporary space in Housing and Dining facilities to house academic units who are displaced by modeling projects. ▪ IHSA Track Meet ▪ Summer camps (music, sports) ▪ Girls' State/Boys' State
University Police Department	<ul style="list-style-type: none"> ▪ Provide parking access for university events/resources ▪ 911 Dispatch Center established in 1997. It was a group effort by local emergency services departments.
Career Services	<ul style="list-style-type: none"> ▪ Updated online resources for alumni ▪ A source of very current information on labor trends, recruitment techniques, and sound advice for developing and marketing student skills. ▪ Service provider to employer clients.
Alumni Services	<ul style="list-style-type: none"> ▪ Increased emphasis on outreach efforts that enhance communication between university and alumni/friends. ▪ Annual fund reorganization
Booth Library	<ul style="list-style-type: none"> ▪ Development of Booth Library website ▪ Increased level of statewide cooperation with web-based union catalog and shared databases ▪ Designed, built, and inaugurated the new library facility ▪ Annual speaker series and a film series ▪ Attracting national traveling exhibits to be a part of its public programming initiative. ▪ Exhibits in cooperation with the American Library Association and the National Endowment of Humanities: Spring 2004, Elizabeth I: Ruler and Legend exhibit; Fall 2005, Frankenstein in residence
Center for Academic Support and Achievement (CASA)	<ul style="list-style-type: none"> ▪ Created in 1999 – brought together units offering academic support services: Academic Advising Center, Academic Assessment and Testing, Disability Services, and Academic Success Center (formerly Learning Assistance Center) ▪ Built Campus Advising Network (CAN) ▪ Academic Success Center was created in 1997 based on recommendation from the Task Force on Lower-Division Student Services that Eastern needed an academic support center that could help students increase their academic skills and help identify problem areas.
Enrollment Management	<ul style="list-style-type: none"> ▪ Improving relationships with community colleges during past 5 years. As a result of significantly increased

	<p>outreach programs and marketing efforts, transfer student enrollments have increased. Now more than 50 2+2 articulation agreements in place and earned a well-deserved reputation across the state as a “transfer friendly” institution.</p>
Judicial Affairs	<ul style="list-style-type: none"> ▪ Revised the University Student Conduct Code – 1999-2000 ▪ Resource for faculty dealing with student academic integrity issues. ▪ Instrumental in organizing, and continues to coordinate, a problem Assessment Team which meets weekly to discuss student behavioral issues.
Student Life Office	<ul style="list-style-type: none"> ▪ Establishment of Late Night Weekend Program Series ▪ Establishment of Concert Fee as a result of student survey. ▪ Established Recognized Student Organizations Leadership Council, which provides a governing structure for these organizations. ▪ All Campus Service Day – Panther Day: A campus-community service initiative that promotes volunteer service within the Charleston community. In the first year of implementation in the spring of 2003, over 150 Eastern students, faculty/staff, and community members volunteered to paint seven homes in Charleston. ▪ Future Goal: Establishment of a new multicultural initiative – Learning by Example to Accept Diversity – to promote diversity among student leaders and organizations through the expansion of leadership training, development, and cultural programs offered.
Greek Life	<ul style="list-style-type: none"> ▪ Provide social service activities for off-campus and individuals on a regular basis.
Newman Catholic Center	<ul style="list-style-type: none"> ▪ Student Volunteer Center ▪ Alternative spring break ▪ Chapter of Habitat for Humanity ▪ Haiti Connection ▪ After school program
Tarble Art Center	<ul style="list-style-type: none"> ▪ Public school outreach programs (Junior/Senior High Art Enrichment, Fall & Spring 5th Grade Enrichment, Arts-In-Education Artist-In-Residence, Art Deco Christmas Card workshops for 3rd graders) ▪ Fall Teachers’ Institute’s Day ▪ Non-Credit Classes/Workshops ▪ Gallery Tours ▪ <i>Celebration: A Festival of the Arts</i>, Children’s Art Activities ▪ On-site education & outreach total =6,268
Athletics	<ul style="list-style-type: none"> ▪ Extend-A-Paw program: A program designed to provide community service opportunities in the Charleston area

	<p>(reading books to children in local schools, conducting food drives, involvement in nursing homes, etc.)</p> <ul style="list-style-type: none"> ▪ Volleyball Team: Points for Prevention – fight breast cancer -\$5,599 for mammograms ▪ Baseball: Habitat for Humanity home in Paris ▪ Football: Visited the residents of Prairieview Nursing Center in Charleston ▪ Student-Athlete Advisory Council ▪ Summer sports camps
Student Affairs	<ul style="list-style-type: none"> ▪ Construction of the new Human Services Center, housing Health Service and three other departments. ▪ In response to student needs, hired a part-time psychiatrist; added nutrition education and analysis services; hired a female physician; established the health education and promotion unit and Health Education Resource Center.
Counseling Center	<ul style="list-style-type: none"> ▪ Offers a series of “life skills” presentations on psychological and social topics of interest to students. ▪ Manages an annual grant of \$7,000 from the Illinois Department of Human Services to help finance the annual “Ending the Silence” conference and other psycho educational outreach in the related areas of depression and suicide. ▪ Responded to requests made by teachers at Charleston High School for programming related to psychological issues such as healthy relations and eating disorders. ▪ To facilitate the appropriate treatment of students experiencing a serious psychological emergency, has responded to request by Sarah Bush Lincoln Health Center for counselors to follow the student to the hospital and, if necessary, sign the petition required for involuntary commitment.
Office of Financial Aid	<ul style="list-style-type: none"> ▪ Financial aid presentations ▪ Gateway and Trio financial aid presentations ▪ Participation during student orientation and admissions open houses on campus ▪ Presentations at high schools, clubs, workshops, and conferences. ▪ Working with local hospitals, provide financial aid for students admitted to the Clinical Laboratory Science Program. ▪ Provide financial aid for students in the Study Aboard Program. ▪ Work with local hospital to get discounted costs for Eastern students who require medical care.

COLLEGE & DEPARTMENT SERVICE & ENGAGEMENT ACTIVITIES

Department	Active Student Learning Opportunities	Strategies to Improve P-16 Teaching and Learning	Collaborative Activities w/Business and Industry
Accounting	<ul style="list-style-type: none"> ▪ 7 Internships 	NA	NA
African-American Studies	<ul style="list-style-type: none"> ▪ Internships 	NA	NA
Art		<ul style="list-style-type: none"> ▪ Annual Art Education Conference 	
Biological Sciences	<ul style="list-style-type: none"> ▪ Internships 	<ul style="list-style-type: none"> ▪ MSNS program for science teachers 	<ul style="list-style-type: none"> ▪ City of Charleston ▪ IL Natural History Survey ▪ IL Dept. of Natural Resources
Board of Trustees			<ul style="list-style-type: none"> ▪ Expansion of advisory board ▪ Participation in community college recruitment events ▪ Transfer Agreements ▪ HECA grant to develop on-line writing intensive course for adult students
Business Administration			
Career & Technical Education	<ul style="list-style-type: none"> ▪ Professional development Conferences for students 		
Center for Academic Support & Achievement			
Chemistry	<ul style="list-style-type: none"> ▪ Student/faculty research ▪ Co-authoring journal publications ▪ Conference presentations 	<ul style="list-style-type: none"> ▪ MSNS program for science teachers 	
Clinical Laboratory Science			
	<ul style="list-style-type: none"> ▪ Internships 		

College of Student Affairs			
Communication Disorders & Sciences	<ul style="list-style-type: none"> ▪ Increase in research mentored partnerships between undergraduate students and faculty ▪ Science Fest: Student showcase research projects ▪ Springfield Showcase 		
Computer Information Systems			
Counseling & Student Development	<ul style="list-style-type: none"> ▪ 100 hour practicum ▪ 600 hour internship 		<ul style="list-style-type: none"> ▪ Annual spring conference for practitioners ▪ CSD Advisory Council
Early Childhood Education	<ul style="list-style-type: none"> ▪ Practica ▪ Faculty/student collaborations in service activities *Adopt a student * ACEI mini-courses and workshops *Reading is Fundamental ▪ Student teaching ▪ Observations 	<ul style="list-style-type: none"> ▪ PT3 grants ▪ Project Parent Power ▪ Research ▪ Regional Office of Education to provide workshops and off-campus offerings 	<ul style="list-style-type: none"> ▪ Mystery Readers in Schools ▪ School/University partnerships ▪ Regional Office of Education ▪ Head Start ▪ Early Childhood Advisory Council
Economics	<ul style="list-style-type: none"> ▪ Undergraduate and graduate research ▪ Field trips ▪ Working experience 		<ul style="list-style-type: none"> ▪ Coles County Planning Commission
Educational Administration	<ul style="list-style-type: none"> ▪ Practicum for M.S. ▪ Field Study for Ed.S. 	<ul style="list-style-type: none"> ▪ Off-campus cohort programs (12) ▪ Annual EIU Administrators' Roundtable ▪ NewLeaders Assistance Service ▪ Clinical program for schools on IL Academic Warning List 	<ul style="list-style-type: none"> ▪ Partnerships with several Regional Offices of Education ▪ Advisory Council
Elementary Education	<ul style="list-style-type: none"> ▪ Practica 	<ul style="list-style-type: none"> ▪ Science workshops 	<ul style="list-style-type: none"> ▪ Partnerships with P-12 schools:

	<ul style="list-style-type: none"> ▪ Faculty/student collaborations in service activities (e.g., tutoring) ▪ Student teaching ▪ Observations 	<ul style="list-style-type: none"> ▪ PT3 grants ▪ Fall Reading Conference ▪ Off-campus cohort programs ▪ Tutoring programs 	<p>Charleston, Mattoon, Champaign, Mt. Vernon, Humbolt</p> <ul style="list-style-type: none"> ▪ American Reads in local schools ▪ Formal training programs through collaborative efforts with ROEs ▪ Professional education programs ▪ Articulation agreements ▪ External advisory council
English	<ul style="list-style-type: none"> ▪ Undergrad research ▪ Graduate Assistant Mentoring Program in Teaching ▪ Graduate assistant appointment to Writing Center ▪ Internships ▪ Practica ▪ Undergrad representation on department committees 	<ul style="list-style-type: none"> ▪ English/EIU Annual Literature Conference for Secondary-School Teachers ▪ English & English Education Student Conference 	<ul style="list-style-type: none"> ▪ Partnerships with three local high schools ▪ English * Sigma Tau Delta English Honorary High School Writing Contest
Family & Consumer Sciences	<ul style="list-style-type: none"> ▪ Completion by Learning on an Alternative Schedule Program – a collaboration with EIU School of Continuing Education to provide baccalaureate degree completion for those seeking career advancement in child care profession 		
Finance	<ul style="list-style-type: none"> ▪ Internships 		
Foreign Languages	<ul style="list-style-type: none"> ▪ Cadet teachers ▪ Internships ▪ After-school Enrichment Program ▪ Douglas County Department of Health ▪ Summer placements in Mexico ▪ Student teachers 		
Geography			
Geology			

Health Studies	<ul style="list-style-type: none"> ▪ Internships ▪ Student Teaching ▪ Health Fair 	<ul style="list-style-type: none"> ▪ Accelerated summer offering of Safety & Driver Education courses for in-service teachers 	<ul style="list-style-type: none"> ▪ Department Advisory Council ▪ Body Electric Tobacco Refusal Program (ROE) ▪ Regional Health Agencies
History	<ul style="list-style-type: none"> ▪ Student teaching ▪ Editing journal Hisotria ▪ Undergrad research ▪ Graduate research ▪ Independent studies ▪ Internships ▪ Conference presentations ▪ Volunteering at Lincoln Log Cabin 	<ul style="list-style-type: none"> ▪ Annual History Teachers Conference ▪ Bi-Annual History at the Grassroots Conference ▪ Annual Phi Alpha Theta Conference ▪ Regional History Fair 	
Honors College	<ul style="list-style-type: none"> ▪ Recruitment of qualified high school students 		
Industrial Technology	<ul style="list-style-type: none"> ▪ Student organizations ▪ Internships 		<ul style="list-style-type: none"> ▪ “Train the Trainer” with KalkKan in Mattoon, IL ▪ “Team Training” at Sarah Bush Lincoln Health Center ▪ “Leadership Academy” at Sarah Bush Lincoln Health Center
Journalism			
Management			
Marketing			
Mathematics & Computer Science	<ul style="list-style-type: none"> ▪ Student Organizations ▪ Summer research projects ▪ Mentoring ▪ Composing “The Tools of Teaching Secondary Mathematics” ▪ Annual Differential Geometry Day ▪ Student teaching 	<ul style="list-style-type: none"> ▪ Presentations at state and national conferences ▪ Developed GAB Lab ▪ Eisenhower grant ▪ NSF grant for n-body problem ▪ Annual spring mathematics conference ▪ Judge/evaluator science and math contests 	
Music	<ul style="list-style-type: none"> ▪ Internships ▪ Practica 		

Philosophy	<ul style="list-style-type: none"> ▪ Student organizations 		
Physical Education	<ul style="list-style-type: none"> ▪ Student teaching ▪ Practica ▪ Community Fitness Program 	<ul style="list-style-type: none"> ▪ Provide physical education services for area schools 	<ul style="list-style-type: none"> ▪ Professional Education Programs ▪ Partnerships with hospitals and businesses ▪ Phase III Cardiac Rehabilitation Program ▪ Community Adult Fitness Program ▪ External advisory councils ▪ IL Physical Activity Coalition for Kids ▪ Department Advisory Council
Physics	<ul style="list-style-type: none"> ▪ Student-faculty collaborative research projects ▪ Presenting at conferences 	<ul style="list-style-type: none"> ▪ Two courses in summer as part of MSNS ▪ Spring meeting of IL Section of the American Association of Physics Teachers ▪ Upward Bound physics program organized by Kankakee Community College ▪ With Argonne National Laboratories developed digital library material for the NSF ▪ Mattoon High School physics lab 	<ul style="list-style-type: none"> ▪ Meadowlark Optics in Boulder, Colorado (research) ▪ Argonne National Laboratories – Digital Library development
Political Science	<ul style="list-style-type: none"> ▪ Internships ▪ Model Illinois government 		<ul style="list-style-type: none"> ▪ On-campus field staff office of the Illinois office of the comptroller
Psychology	<ul style="list-style-type: none"> ▪ Faculty-student publications ▪ Faculty-student presentations ▪ Thesis ▪ Independent study ▪ Field placements ▪ Practica 		
Radio/TV Center (RTC)	<ul style="list-style-type: none"> ▪ Partnership with Speech Communication and Journalism 		<ul style="list-style-type: none"> ▪ Ready to Learn outreach program ▪ Local programming to serve

	<p>to offer student financial incentives to enter and stay in broadcast journalism program.</p> <ul style="list-style-type: none"> ▪ Interns for summer internship program ▪ Partnership with History to allow graduate student production of a documentary on the role of African-Americans in Coles County. ▪ Two additional campus radio stations ▪ RTC Mobile Digital Production Truck and multi-year contract between EIU Athletics and RTC has provided new training experiences for students through the production of live sporting events. 		communities surrounding EIU
Recreational Administration	<ul style="list-style-type: none"> ▪ EIU Homecoming race ▪ Cleanup Lake Charleston ▪ Internships ▪ Practica ▪ Work with Charleston Park and Recreation after-school programming ▪ 50 students/year provide evening recreation program for individuals with MR/DD ▪ Special Olympics track and field event ▪ Attendance at National Outdoor Recreation Rural Tourism Consortium 		<ul style="list-style-type: none"> ▪ Workshop for Therapeutic Recreation ▪ Internship/Job fair for therapeutic recreation professionals ▪ Advisory Council ▪ Partnership with Camp New Hope (MR/DD) ▪ EIU Homecoming Race
Social Science Teaching	<ul style="list-style-type: none"> ▪ Pre-student teaching clinical experiences ▪ Microteaching lessons 	<ul style="list-style-type: none"> ▪ Professional development for practicing educators – Annual History Teachers Conference 	

		<ul style="list-style-type: none"> ▪ Social Science Studies Program established a network of social studies alumni and teachers 	
Sociology	<ul style="list-style-type: none"> ▪ Research 	<ul style="list-style-type: none"> ▪ Social Science Teacher Certification Program 	
Special Education		<ul style="list-style-type: none"> ▪ Off-campus cohort programs 	<ul style="list-style-type: none"> ▪ Partnership with Special Olympics
Speech Communication			<ul style="list-style-type: none"> ▪ “I Sing the Body Electric” rural health education program ▪ Partners with Regional Office of Education, WCIA-TV, Sarah Bush Lincoln Health System, Lakeland College, Paris Community Hospital
Theatre Arts	<ul style="list-style-type: none"> ▪ 6 faculty directed productions each year ▪ Faculty directed children’s tour ▪ Student directed plays ▪ American College Theatre Festival ▪ Hello Dali Improvisation Troup ▪ Sketch Comedy/Writing/Performance Group ▪ Design sets and costumes for performances ▪ Performances in area community theatres/regional theatres 		
College of Education & Professional Studies			<ul style="list-style-type: none"> ▪ Partnership between the college’s Office of Safety Programs, IDOT, and IDHS providing child passenger safety and alcohol and drug violence programs.
Lumpkin School of Business & Applied Science			<ul style="list-style-type: none"> ▪ Peace Meal senior nutrition project ▪ Expanded support for the CCRR

			<ul style="list-style-type: none"> project ▪ 22 2+2 articulation agreements with regional community colleges
College of Education & Professional Studies	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Creation of an Alternative Routes to Certification Program ▪ Beginning Teacher Induction Program ▪ Illinois Virtual High Schools 	<ul style="list-style-type: none"> ▪ Partnerships with Community Colleges – articulation agreements
College of Science	<ul style="list-style-type: none"> ▪ Science Fest: Spring event at which students and their faculty mentors showcase their research projects. ▪ Springfield Showcase: Students and mentors showcase their research. 		<ul style="list-style-type: none"> ▪