**7. Comparable Programs in Illinois**

Illinois Administrative Code: *1050.30(a)(6): B) The unit of instruction, research or public service meets a need that is not currently met by existing institutions and units of instruction, research or public service.*

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them.

For additional information about similar programs, check the Degree Program Inventory on the IBHE website (http://www.ibhe.org/BHEProgramInventory/default.htm) and review the Notice of Intent website for programs being planned (<http://www.ibhe.state.il.us/ODA/tracking/NOI/NOISearch.asp>).

|  |  |  |
| --- | --- | --- |
| **Institution** | **Program Name** | **# Enrolled, Fall \_\_\_\_\_** |
| SIUC [EXAMPLE] | Dental Hygiene/Hygienist  | 126  |
| SIUC [EXAMPLE] | Rehabilitation & Therapeutic Professions, Other | 9 |
|  |  |  |

**8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: *1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed program will support the three goals of ***A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*** Strategic Plan.

 • Equity: Close the equity gaps for students who have historically been left behind

 • Sustainability: Build a stronger financial future for individuals and institutions

 • Growth: Increase talent and innovation to drive economic growth

**Equity**

1. Describe institution-level plans to close equity gaps in access, progression, completion, and
 attainment and the implications for the proposed program. Explain how progress will be
 monitored.

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

3. Describe program and institution-based wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

**Sustainability**

4. Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

5. Provide Illinois benchmarks for tuition cost analysis.

**Growth**

\*6. Provide a supply and demand analysis for the proposed program that, at minimum, does the following:

a) Provides evidence of student interest in the proposed program including any strategies to
 incentivize students to stay in Illinois.

b) Identifies and provides evidence of viability for future careers for students and how the
 program proposes to prepare students for them.

\*7. Explain how the proposed unit will spur the state’s economy by leveraging new and existing

 partnerships with local, regional, and state industry, business leaders and employers.
\*8. If applicable, describe how the program will expand access and opportunities for students regarding
 research, internships, apprenticeships, career pathways, and other field experiences.

\*9. Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or
 liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

(For more information about each of the three goals of the ***A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*** Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

1. Describe institution-level plans to close equity gaps in access, progression, completion, and
 attainment and the implications for the proposed program. Explain how progress will be
 monitored.

In our responses to the questions that follow, EIU provides an overview of the resources, programs, and institutional assets focused on ensuring the success of all learners. As an institution with a Fall 2023 first-time full-time cohort that identified as 45.68% non-white, EIU is a significantly diverse community of undergraduate and graduate students, as the following composition demonstrates:

* + American Indian/Alaska Native 0.13%
	+ Black/African American 11.86%
	+ Asian 3.56%
	+ Hispanic/Latino 14.21%
	+ Two or More Races 1.92%
	+ Native Hawaiian/Other Pacific Islander 0.07%
	+ White 54.32%
	+ International 10%
	+ Unclassified 3.95%

Additionally, the University students represent a broad and diverse set of students across all socioeconomic groups (46% Pell Eligible & 47% MAP recipients) from across the state, nation, and world.

**The data.** Like all institutions, EIU reviews key retention and graduation rates (4 & 6 year). Over the past decade, EIU has expanded our approach towards student data and developed a set of Key Performance Indicators (KPIs). The KPIs include first-time full-time (FTFT) cohort and new transfer demographics, as well as demographics for all students, undergraduates, and graduate students by student type (FTFT/Transfer), SES (Pell & MAP recipients), standing/progression, and demographics (race/ethnicity, gender, and domestic/international).

The KPIs are shared regularly with internal and external shareholders. More importantly though, the data are reviewed and assessed each year by the Committee on Retention Efforts (CORE). CORE is comprised of the leadership of the Academic Success Center, the Executive Director of the Office of Inclusion & Academic Engagement (OIAE), and other stakeholders across campus. In 2021, the University expanded our data analysis by investing in Tableau to move beyond simple KPIs towards a dashboard that permits data-brushing. Our first project has been to analyze DWF rates by class and section by race/ethnicity, gender, and major over multiple years and terms/semesters. The DWF project was requested by the Dean of the College of Education to determine what barriers might exist relative to the recruitment and retention of minority pre-service K-12 educators. More broadly though, the new dashboard approach will enable us to more effectively advise all first-year candidates. All members of CORE, Enrollment Management, and the Provost’s Advisory Council have access to the DWF dashboard and utilize it to inform offerings and orientation registration strategies.

Beyond CORE and their annual presentation to the advisors and President’s Council, University leadership provides a summary of KPIs focused on enrollment, recruitment, and success at the Annual Board Retreat in June. The University also assesses the impact of high impact practices on student success and participates in the National Survey of Student Engagement every three years to assess our performance relative to peers. The NSSE data are shared broadly across campus and with the board. Our internal data are now supplemented by an annual review and discussion of student success with our IBHE partners at our annual fall budget meeting as we seek to collaboratively advance the *Thriving Illinois* strategic plan.

Based on the data and a presidential charge to focus on student success for all learners, the Division of Academic Affairs initiated a student success taskforce in 2017-2018. This taskforce made a range of policy, practice, and structural recommendations that have been addressed over the past few years. Specifically, the taskforce has resulted in the creation of an improved early alert system (2018), streamlined one-stop online student services website (2018), a re-visioning of the Office of Minority Affairs as the Office of Inclusion & Academic Engagement with an enhanced focus on high impact practices (2018), and the reconfiguration of student services as the Academic Success Center (2018). Over the past several years, the Academic Success Center (ASC) has continued to evolve and was relocated in 2020 from a location on the margins of campus to the heart of campus next to the MLK, Jr. Student Union in McAfee Hall. The new location provides students easier access to student affairs supports located in the student union, financial aid, and registration while substantially consolidating student academic support services in a single space. Today, the ASC is now physically located in a single space and also co-located with TRiO, New Student Programs, and the first-year orientation computer lab space.

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

In 2019, the University initiated a Higher Learning Commission Quality Initiative (QI) that resulted in the formulation of a campus wide plan entitled “Diversifying Eastern Faculty and Staff for Student Success” that was presented to the Board of Trustees in August 2021. The plan is in active implementation and a Senior Diversity Officer has been hired to support the actions and goals of the plan. EIU conducted a campus climate study survey and updated critical internal governing policies by re-defining the role, structure, and make up of search committee for faculty, administrative, and professional searches. Over the next few years, we will be closely monitoring hiring and retention across all demographic groups with the articulated goal to increase diversity across all employee groups and create a campus community that reflects the demography of our student community.

In addition to the QI, EIU’s President’s Council on Diversity (formed in 2016) serves as a coordinating and critical resource for campus programming, problem solving, and innovation. The Council is complemented by the faculty-led Making Excellence Inclusive (MEI) project that focuses on pedagogy and curriculum that extends from the national program led by the AAC&U. MEI is a visible advocate for student success and coordinates First Generation Study Day programming, having launched and hosted an annual Fall campus conference known as “Together We Rise: Reaching Inclusivity for Student Excellence.” This conference’s primary audience is the faculty, advisors, and professional staff at EIU. As such, MEI serves as a critical faculty resource for the entire community. This conference is a complement to the annual student-organized EIUnity Conference that occurs each spring in partnership with the Office of Inclusion & Academic Engagement. In 2019, the Office of Academic Affairs also launched employee affinity groups to create new opportunities for employees to connect and interact.

Finally, like all public institutions across the state, the University’s Office of Civil Rights and Diversity provides oversight for all non-civil service searches to ensure compliance with state and federal guidelines, as well as internal policies. The Office also provide search committee training and assistance with advertising/marketing to ensure the process is inclusive and advances institutional goals around diversifying the campus.

3. Describe program and institution-based wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

EIU has a long and established commitment to providing enhanced support for underrepresented students. Below, we present an overview of critical resources, programs, and offices:

* **Office of Inclusion and Academic Engagement (OIAE)** (formerly the Office of Minority Affairs) intentionally connects students from underrepresented groups to high-impact practices such as undergraduate research, study abroad, and internships. Indeed, the office’s core mission is to connect minority students with the resources and experiences necessary to thrive. Further, staff offer personal support, answer questions, provide information on special scholarships and internships, dispense relevant academic information, and provide general information on campus life and social activities.
* **Office of Accessibility and Accommodations** is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. One of four core units in the Academic Success Center (ASC) housed in McAfee Hall, the office works with students and faculty to ensure EIU is able to maximize student success by ensuring the institution is positioned to meet the accommodations and needs of all learners.
* **Testing & Evaluation Operations (TEO)** supports the educational mission of the university by providing high-quality testing, exam scoring, evaluation and survey services for faculty, students, and staff. In addition, TEO provides testing services to the local community. Services for all constituents are provided in a professional, secure, and accessible environment that supports academic success. TEO reports to the Academic Success Center (ASC) and is housed in McAfee Hall.
* **Academic Support Center** is a specialized unit supporting students returning to campus who may be on academic probation or readmitted following an academic dismissal. A member unit of the ASC, the center coordinates and staffs several EIU courses focused on academic skills development and offers workshops and one-on-one counseling.

Based in part on the efforts described above, EIU was designated a First-Gen Forward campus by the National Association of Student Personnel Administrators and Center for First-Generation Success in 2020. In Fall 2020, EIU also launched its Freshman Connection program that is a residentially based mentoring program intentionally designed to support first generation, Pell eligible, and minority candidates. The program doubled enrollment this year and expanded to include transfer candidates.

4. Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

EIU’s historical value proposition has been to provide Illinois residents a high-quality education at an affordable price point. For that reason, EIU continues to be the lowest cost of attendance of all four-year public institutions and has specifically developed scholarship programs that simultaneously support academic excellence and access.

In addition to these scholarship programs, EIU’s admissions team has also created online resources to support candidates of color. For example, the Scholarship Office created a web resource for minority candidates that aggregates outside scholarship resources. Likewise, EIU has developed similar online resources for undocumented students, veterans, and children of veterans. Finally, EIU is always exploring new opportunities to partner with community-based organizations to promote student success and diversity.

Additionally, the EIU Financial Aid Office has a long track record of efficient and effective support of post-baccalaureate and graduate-level candidates seeking financial assistance as they seek teacher licensure. The Financial Aid Office’s streamlined procedures have proven to be a great benefit to nontraditional candidates making career changes and needing to maximize financial resources during the accelerated program experience.

 5. Provide Illinois benchmarks for tuition cost analysis.

EIU consistently provides the lowest cost of overall attendance of any public four-year institution in the state. And, EIU is one of the most diverse residential public campuses in the State of Illinois. This program will charge standard tuition and fees. As such, the cost of attendance is very competitive and effectively maximizes student financial aid programs from state and federal governments.

Fall 2022 COA

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Tuition | Fees | Books | Other | Total |
| Eastern Illinois University | $10,865 | $4,811 | $322 | $1,000 | $17,498 |
| Chicago State University | $13,074 | $1,800 | $3,455 | $18,329 |
| Concordia University | $17,136 | $1,000 | $1,200 |  | $19,336 |
| Dominican University | $20,900 | $1,200 | $1,350 |  | $23,450 |
| Lake Forest College | $52,136 | $4,500 |  |  | $56,636 |
| National Louis University | $22,605 | $1,415 |  |  | $24,020 |
| North Park University | $19,795 | $370 |  |  | $20,165 |
| Northeastern University | $16,014 | $2,662 |  |  | $18,676 |
| Rockford University | $23,760 | $415 |  |  | $24,175 |
| Roosevelt University | $31,152 | $850 |  |  | $32,002 |
| St. Xavier University | $24,725 | $225 |  |  | $24,950 |

\*6. Provide a supply and demand analysis for the proposed program that, at minimum, does the following:

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