

Assurance Argument
Illinois State University - IL

6/14/2019

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

This mission statement guides all operations at Illinois State University. The statement has been adopted in accordance with shared governance processes shaped by and reflective of the unique nature and culture of the institution. The mission statement articulates concepts on which the University's strategic plan, [Educate Connect Elevate](#), is based. The strategic plan, in turn, guides all operations of the institution.

[1.A.1] The process used to adopt the mission statement is appropriate to Illinois State.

The mission statement was developed and adopted through shared governance processes that guide all major decisions at the University. The Academic Senate, the primary governing body of the University, [adopted](#) the mission statement on February 6, 2002, and [revised](#) it on May 7, 2008.

The mission statement is a core component of the university strategic plan and is subject to review and revision as each new edition of the plan is compiled. [Development](#) of the latest edition was led by a task force appointed by President Larry Dietz in fall 2016. The task force gathered feedback and suggestions from the campus community in spring 2017 and solicited feedback regarding a draft plan in fall 2017. The document resulting from the process was [endorsed](#) by the Academic Senate on January 24, 2018 and [adopted](#) by the Board of Trustees on May 11, 2018.

[1.A.2] Programs, services, and the enrollment profile are consistent with the mission.

Programs and services of each division of the University are designed to further the mission of the

institution.

In the Division of Academic Affairs, the program review process (see 3.A.1) is used to evaluate academic programs for their contributions to the University mission and strategic plan as well as to [The Illinois Public Agenda](#), the strategic plan of the Illinois Board of Higher Education. The Division of Student Affairs has created a comprehensive, systematic, and consistent approach to [strategic planning, program review, and accreditation reporting](#) for its numerous support services. Programs and services of the Division of Finance and Planning are guided by its [mission and vision](#), while programs and services in the Division of University Advancement are guided by its 2014-2019 [strategic planning document](#). Each division planning document is consistent with the mission and vision of the institution.

Consistent with its mission, Illinois State primarily serves undergraduate students while offering graduate programs in selected areas of strength. Illinois State is chiefly a residential university with comprehensive student services and co-curricular programming. The student population consists primarily of traditional-aged learners from Illinois communities. The percentage of students from historically underrepresented populations continues to increase, reflecting the changing demographics of the state. Consistent with its commitment to small-college atmosphere and individualized attention, Illinois State has maintained its student-to-faculty ratio at 19:1 since the 2015 HLC review through strategic management of enrollment and instructional capacity. In fall 2018, 73 percent of undergraduate classes at Illinois State enrolled fewer than 30 students and 90 percent enrolled fewer than 50. ([source data](#))

[1.A.3] University priorities align with and support the mission.

University-wide priorities are articulated through the strategic directions, objectives, and actions set forth in *Educate Connect Elevate*. They are intended to support the university mission and contribute to achievement of the vision articulated in the plan. Planning and operational documents of all units are expected to align with the university mission and vision. The annual budgeting process in the Division of Academic Affairs exemplifies how institutional processes are designed to promote such alignment. Each college annually submits a report to the Office of the Provost that includes a summary of current-year initiatives, a plan for the coming year, and requests for any additional funds needed to implement the plan. The process involves public presentation of documents to the university community by each dean. Units follow [instructions](#) for preparing the documents to demonstrate how their plans and proposed expenditures align with *Educate Connect Elevate*.

Sources

- 1A1EducateConnectElevateAdoptionBoardofTrustees
- 1A1EducateConnectElevateEndorsementAcademicSenate
- 1A1EducateConnectElevateWebsiteandDevelopment
- 1A1MissionStatementAdoptionAcademicSenate
- 1A1MissionStatementRevisionAcademicSenate
- 1A2Fall2014andFall2018AcademicProgramProfiles
- 1A2IllinoisPublicAgendaIllinoisBoardofHigherEducation
- 1A2MissionandVisionDivisionofFinanceandPlanning
- 1A2StrategicPlanningandAssessmentDivisionofStudent Affairs
- 1A2StrategicPlanningDivisionofUniversityAdvancement

- 1A3AnnualReportandPlanningDocumentGuidelinesDivisionofAcademicAffairs
- 1AEducateConnectElevate

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The university mission statement is communicated widely through numerous public documents, in print and online. The mission statement and strategic plan developed to further the mission address instructional, research, and service missions of the institution and establish parameters for its scope and target constituencies.

[1.B.1] The mission is clearly articulated and widely disseminated.

The mission statement is readily available to the campus community through university web pages (e.g., the [Office of the Provost](#)) and widely-distributed university documents. The statement serves to guide strategic planning of all university units. Examples include [strategic plans](#) for each of the seven colleges and the Graduate School. Each plan aligns with the mission, vision, and values articulated in the university strategic plan.

[1.B.2] The mission is current and inclusive of all university emphases.

The mission statement was last revised by the Academic Senate in 2008 and reaffirmed by the campus community and Board of Trustees through adoption of *Educate Connect Elevate* in May 2018. The mission statement explicitly refers to instruction, scholarship, and public service and the connections among them.

As the need arises, planning initiatives are commissioned to provide more detailed guidance than is included in *Educate Connect Elevate*. Specifics regarding the future of instruction and scholarship at the institution are documented in a [Strategic Plan for Teaching](#) (adopted 2012) and a [Strategic Plan for Research, Scholarship, and Creative Expression](#) (adopted 2012), while specifics regarding the internationalization of select university programs and services are documented in the [International Strategic Plan](#) (adopted 2014). Other recent planning initiatives include the [Master Plan](#) for physical improvements (updated 2019) and the [Administrative Technologies strategic plan](#) (adopted January 2018).

[1.B.3] The mission identifies constituents of university programs and services.

Educate Connect Elevate expresses the university mission through its statement of vision, values, strategic directions, objectives, and actions. The vision identifies high-achieving, motivated students as its primary constituency but also envisions contributions to the state, nation, and world through commitments of the institution to stewardship, civic engagement, cultural enrichment, and the development of global citizens.

Sources

- 1B_BoTresolutionapprovingECE5_11_18
- 1B1AcademicPlan2018_2023
- 1B1Collegestrategicplans
- 1B1OfficeoftheProvostwebsite
- 1B2AdministrativeTechnologiesStrategicPlanwebsite
- 1B2InternationalStrategicPlan
- 1B2MasterPlan20102030
- 1B2StrategicPlanforResearchScholarshipandCreativeExpression
- 1B2StrategicPlanforTeaching
- 1BEducateConnectElevate
- 1BEducateConnectElevateAdoptionBoardofTrustees
- 1BEducateConnectElevateEndorsementAcademicSenate

1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Through its mission statement and strategic plan, Illinois State University acknowledges its responsibility for serving and preparing students to succeed in a multicultural society. Diversity is a core value of the institution addressed in policies, procedures, programs, and services.

[1.C.1] Illinois State addresses its role in a multicultural society.

The University articulates its role in developing global citizens and in serving the residents of Illinois and beyond in *Educate Connect Elevate* and in programs and services that align with the strategic plan. Diversity and inclusion, respect, and collaboration are three of seven [core values](#) articulated in the plan.

Diversity and inclusion is addressed more specifically in the plan as one of four strategic directions of the University: [Nurture Diversity and Inclusion](#). The plan sets forth three objectives and 10 actions for doing so. The university community continues to work toward implementing the actions. Progress is reviewed through periodic reports compiled by the ECE Coordinating Team and reviewed by shared governance partners.

Completion requirements applicable to all undergraduate students at the University include two components intended to expose students to multicultural issues. One component is the [General Education program](#), which has as one of its four broad learning goals gaining knowledge of diverse human cultures and the physical and natural world. General Education requirements include courses related to Individuals and Civic Life and United States Traditions. A second component is a requirement that every student successfully complete at least one course in the cultures and traditions of societies or peoples from Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World ([AMALI](#)). The [Undergraduate Catalog](#) (page 76) lists almost 90 courses students may take to meet the AMALI requirement.

The University periodically evaluates effectiveness of its efforts to maintain a learning environment characterized by tolerance and inclusiveness. The 2015 Assurance Argument references work of a Diversity Task Force appointed by then-President Al Bowman. In summer 2016 President Larry Dietz appointed a [Campus Climate Task Force](#) to update and expand the work of the prior task force. Members of the Campus Climate Task Force spent a year gathering feedback from faculty, staff members, and students. The task force then compiled short- and long-term [suggestions](#) for addressing concerns communicated to the committee by members of the campus community. Components of each suggestion include proposed actions, the connection between the actions and university priorities articulated in the strategic plan, and the units responsible for implementing the actions. In 2017 President Dietz appointed an [Implementation Team](#) to move forward with the suggestions made

by the task force. Progress of the Implementation Team is documented in a [report](#) posted on the Campus Climate Task Force website.

[1.C.2] Processes and activities at Illinois State address human diversity.

Policies, processes, and activities at Illinois State reflect attention to human diversity. The University seeks to foster an environment that recognizes individual and cultural differences through attention to diversity in its student body, faculty, curriculum, and co-curricular activities (see 3.B.4).

In its [Equal Opportunity/Non-discrimination Statement and Policy](#) the University affirms its commitment to equal opportunity in employment, educational programs and activities, and admissions for all persons regardless of race, color, religion, sex, national origin, sexual orientation, order of protection, gender identity and expression, ancestry, age, marital status, disability, genetic information, unfavorable military discharge, or status as a veteran. Through adoption of its [Reasonable Accommodation Procedure](#), the University affirms its commitment to inclusion of individuals with disabilities in programs and activities. With regard to mitigation of physical barriers, the University has addressed accessibility in its [Master Plan](#).

In its [Anti-Harassment and Non-discrimination Policy](#) the University affirms its commitment to the free expression and open exchange of ideas. The [Whistleblower Policy](#) protects employees who in good faith report alleged wrongful conduct.

The [Office of Equal Opportunity and Access](#) (OEOA) is charged with promoting a welcoming, supportive, and inclusive university environment for faculty, students, and staff free from discrimination and harassment. OEOA investigates allegations of civil rights violations including student sexual assault. The office also works closely with campus partners to create and deliver educational programming in the areas of civil rights compliance, diversity, equity, and inclusion. OEOA is charged with systematically examining employment and educational policies and practices to ensure they do not disadvantage any person on the basis of protected class. Since the 2015 accreditation review, President Larry Dietz has authorized hiring [two additional full-time staff members](#) in OEOA to assist with discrimination and harassment investigations and to help create and deliver educational training programs.

The Division of Academic Affairs assists academic units with their efforts to recruit for faculty diversity by providing multiple-year grants for start-up investments in teaching or research, travel, graduate assistant funding, or support provided by a faculty mentor. The 2015 assurance argument references a program called the Recruitment Assistance Program of Faculty from Traditionally Underrepresented Groups. In May 2017 that program was replaced by the [Educational Diversity Enhancement Program](#), which takes a broader approach to diversity to include diverse experiences and perspectives. Since the 2015 accreditation review (through Fiscal 2019), the programs have helped units recruit and retain 14 faculty members. The University also participates in the [Diversifying Higher Education Faculty](#) (DFI) initiative sponsored by the Illinois Board of Higher Education. DFI provides scholarships to graduate students from underrepresented populations pursuing careers in higher education. The Fiscal 2018 cohort of DFI fellows includes four Illinois State students.

The Division of Academic Affairs also sponsors services to support students from underrepresented populations. For students across all majors, University College offers several such academic support programs including the [Louis Stokes Alliance for Minority Participation](#) (in STEM fields),

[TRIO/Student Support Services](#), the [University Scholars Enrichment Program](#), and the [Mentoring, Academics, Scholarship, and Achievement Initiative](#). In addition, some academic units have programs in place to support students in their own majors who self-identify with traditionally underrepresented populations. For example, the 2015 assurance argument cited a three-year \$1.1 million grant received by Mennonite College of Nursing to encourage students from underrepresented populations to enroll in the undergraduate nursing program. In 2017 Mennonite College of Nursing receive a [four-year \\$2 million grant](#) from the same funder to support students from underrepresented groups after they have been admitted to the nursing program through their graduation from it. In 2018 a consortium comprised of Illinois State University, Illinois Wesleyan University, and Heartland Community College received a [\\$4.6 million grant](#) from the National Science Foundation to increase recruitment and retention of talented, socio-economically underrepresented students in STEM programs.

The Division of Student Affairs offers several services to support and advocate for students from underrepresented populations, including [Diversity Advocacy](#), [Student Access and Accommodation Services](#), and [Student Conduct and Conflict Resolution](#). Through its Dean of Students Office, Student Affairs provides support services to [422 registered student organizations](#) (as of February 2019) including 22 organizations that [advocate for people or communities](#) facing adversity and 29 organizations that promote, support, and provide education regarding a [culture or ethnicity](#).

Illinois State celebrates the diversity of its faculty and staff in several ways. The president annually hosts a diversity appreciation reception for university employees. The Media Relations unit publishes an electronic newsletter ([Identity](#)) that includes news of university programs, events, and issues related to diversity. The University recognizes four faculty/staff affinity groups: [AsiaConnect](#), the [Association of Black Academic Employees](#), the [Organization of Latino/a Employees](#), and the [Triangle Association](#).

Sources

- 1C1AMALI
- 1C1CampusClimateTaskForceimplementationteam
- 1C1CampusClimateTaskForceprogressreport
- 1C1CampusClimateTaskForcesuggestions
- 1C1CampusClimateTaskForcewebsiteandmembership
- 1C1EducateConnectElevate
- 1C1GeneralEducationprogram
- 1C2_IBHEDiversifyingHigherEducationFacultyand2018fellows
- 1C2AdvocacyRSOs
- 1C2AntiHarassmentandNondiscriminationPolicy
- 1C2AsiaConnectwebpage
- 1C2AssociationofBlackAcademicEmployeeswebpage
- 1C2CulturalEthnicRSOs
- 1C2DiversityAdvocacywebpages
- 1C2EducationalDiversityEnhancementProgramguidelines
- 1C2Equal OpportunityNondiscriminationStatementandPolicy
- 1C2Identitywebpage
- 1C2LouisStokesAllianceforMinorityParticipationwebpages
- 1C2MASAIwebpage

- 1C2MasterPlanwithaccessibilitystatement
- 1C2NSFSTEMgrant
- 1C2OEOAincreases staff
- 1C2OfficeofEqualOpportunityandAccesswebpages
- 1C2OrganizationofLatino_aEmployeeswebpage
- 1C2PROUDwebpage
- 1C2ReasonableAccomodationProcedure
- 1C2RegisteredStudentOrganizations
- 1C2StudentAccessandAccommodationServiceswebpages
- 1C2StudentConductandConflictResolutionwebpages
- 1C2TriangleAssociationwebpage
- 1C2TRiO_StudentSupportServiceswebpages
- 1C2UniversityScholarswebpages
- 1C2WhistleblowerPolicy

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Illinois State University embraces its role as a state-assisted institution dedicated to providing affordable public education of the highest quality to the residents of Illinois and beyond. The University continues to honor its roots as an educator preparation institution through its emphasis on quality instruction informed by research, scholarship, and creative activities and enhanced by service. In furthering its mission, the University engages external constituencies, primarily locally and regionally but also nationally and internationally, regarding issues of mutual interest and concern.

[1.D.1] Illinois State recognizes and honors its public obligation.

Illinois State has adopted the identifier "Illinois' first public university" as a reminder of its founding in 1857 by act of the Illinois General Assembly to prepare teachers to work in the common schools of the state. The identifier is included in the university logo as a visual reminder and reinforcement of the public obligations of the institution. While programs of the University were expanded in 1964 beyond educator preparation, actions and decisions of university leaders have continued to reflect an understanding of the public obligations of the University in all programs and services.

The relationship between the University and the people of Illinois through the Illinois General Assembly is reiterated in the [Illinois State University Constitution](#). Public obligations of the institution are articulated in the university strategic plan. Emphasis on civic engagement is echoed in the Legislative Bylaws of the Student Government Association, which establish a [Civic Engagement Committee](#).

University business is conducted publicly by a [Board of Trustees](#) appointed by the Governor with advice from and consent of the Illinois Senate. Interaction between university and state officials is frequent through participation by university officials in meetings and hearings before the General Assembly and Illinois Board of Higher Education and through involvement in state-sponsored initiatives. The president meets regularly with leaders of the other 11 public universities in the state to discuss issues of mutual concern.

Illinois State supports [The Illinois Public Agenda](#), the strategic plan for higher education in the state (see 1.A.2). Every academic program offered by the University must further one or more goals of the state strategic plan. Alignment of existing programs with the plan is monitored through the program

review process, while alignment of new programs with the plan is promoted through the program proposal process.

[1.D.2] Education is the preeminent responsibility of Illinois State.

Education is the foremost responsibility of Illinois State, as articulated in the authorizing legislation of 1857 (written by Abraham Lincoln) and reiterated in subsequent statutes. The latest statute (the [Illinois State University Law](#)) states that “the object of Illinois State University is to offer such courses of instruction, conduct such research and offer such public services as are prescribed by the Board of Trustees of Illinois State University or its successor ...” The *Illinois State University Constitution* affirms “dedication [of the University] to the teaching-learning process through which it serves its students, the body of scholars, and the general public.”

[1.D.3] Illinois State engages with and is responsive to its external constituencies.

The importance of university engagement with external constituencies through mutually beneficial initiatives is articulated in *Educate Connect Elevate*. The plan emphasizes enhanced organizational infrastructure to support innovation and collaboration.

Illinois State maintains strong ties with governmental bodies of its host communities. The president and administrators meet periodically with mayors, council members, and municipal staff to explore matters of mutual interest. The mayors of the Town of Normal and the City of Bloomington address the Board of Trustees each July regarding municipal initiatives that may impact and involve the University. One of the largest collaborative initiatives during the last decade is ongoing development of [Uptown Normal](#), which serves as a gateway to the University and provides goods and services to students, faculty, staff, and visitors. The University leases office space in the mixed-use Uptown Crossing development adjacent to campus, makes extensive use of the [Marriott Hotel and Conference Center](#), has relocated [University Galleries](#) from campus to Uptown Station (town hall and transportation center), and is working with community partners to develop a [makerspace and business incubator](#).

Illinois State maintains strong ties with business and industry in the region. Business and industry leaders serve on numerous academic program [advisory boards](#) at the University to help guide the curriculum and provide co-curricular opportunities for students. Some corporations contribute financially to programs and services across all units of the University while many others target programs within a particular discipline. For example, the [State Farm Companies Foundation](#) annually pledges over \$500,000 to support academic programs, intercollegiate athletics, and minority recruitment initiatives. More than 100 corporations and organizations contribute to the [Katie School of Insurance and Risk Management](#) to support research, scholarships, and co-curricular activities in the College of Business. The University reciprocates by preparing students for work in businesses and industries and by providing [professional development](#) opportunities for their employees.

Illinois State maintains strong ties to local residents and organizations. University administrators and faculty members serve on non-profit organization boards, and students volunteer for local programs and services. Civic engagement efforts are coordinated by the [Center for Community Engagement and Service Learning](#), new since the 2015 accreditation review. Community engagement and service learning activities are reported biannually by the center in its [Redbird Impact](#) publication. Students, faculty, and staff engage with the community through numerous center partners, such as the [American Democracy Project](#), the [Involvement and Leadership](#) unit of the Dean of Students Office,

and [registered students organizations](#) dedicated to service. Students also serve the community through their work in practicum assignments and graduate assistantships hosted by local organizations and businesses.

The University provides numerous specialized professional services and learning opportunities to residents of the region and state through its academic units or through units affiliated with them. Examples include the [Psychological Services Center](#), the [Eckelmann-Taylor Speech and Hearing Clinic](#), the [Illinois Art Station](#), and the [Sports Medicine and Rehabilitation Therapy Clinic](#). Learning opportunities provided through community outreach projects include [Community School of the Arts](#), [String Project](#), [Saturday Morning Visual Arts](#), and [Saturday Morning Creative Drama](#). The University also enriches the local community through the many [art exhibitions, theatrical productions, recitals, and concerts](#) showcasing the talents of Illinois State University students and faculty, including the [Illinois Shakespeare Festival](#). The University further serves communities of interest through its 10 state-authorized [research and service centers](#).

The College of Education places more graduates in Illinois teaching positions than any other university and offers educator preparation services throughout the state. The college has [Professional Development School](#) partnerships with school districts throughout Illinois, including two partnerships in early childhood, seven in elementary (four with bilingual opportunities), five at the middle level, and two at the secondary level that together provide year-long student teaching placements at 17 high schools. Through its [National Center for Urban Education](#), the college partners with the Chicago Public Schools and non-profit organizations in the city to prepare students to teach in the district. In its home community, the college provides elementary and secondary education to area youth through its two laboratory schools: [Thomas Metcalf School](#) and [University High School](#). The laboratory school system at Illinois State is one of the oldest (dating to 1857) and largest in the nation.

Sources

- 1D1BoardofTrusteeswebpage
- 1D1IllinoisPublicAgendawebpageanddocument
- 1D1IllinoisStateUniversityConstitution
- 1D1StudentGovernmentAssociationLegislativeBylawsandMeetingMinutes
- 1D2IllinoisStateUniversityLaw
- 1D3AmericanDemocracyProjectwebpages
- 1D3Businessincubatorproposal
- 1D3CenterforCommunityEngagementandServiceLearninghomepage
- 1D3CommunitySchoolfortheArtswebsite
- 1D3DeanofStudentsInvolvementandLeadershipwebpages
- 1D3Eckelmann_TaylorSpeechandHearingClinic webpages
- 1D3FineArtsEventsforMarch2019webpage
- 1D3IllinoisArtStationarticle
- 1D3IllinoisShakespeareFestival
- 1D3KatieSchoolwebpages
- 1D3MarriottHotelandConferenceCenterwebsite
- 1D3NationalCenterforUrbanEducationwebpages
- 1D3ProfessionalDevelopmentopportunities
- 1D3ProfessionalDevelopmentSchoolswebpage

- 1D3PsychologicalServicesCenterwebpages
- 1D3RedbirdImpactwebsiteandissues
- 1D3ResearchandServiceCenterswebpage
- 1D3RSOcommittedtoservice
- 1D3SaturdayMorningCreativeDramawebsite
- 1D3SaturdayMorningVisualArtswebsite
- 1D3SportsMedicineAnd RehabilitationTherapyClinic
- 1D3StateFarmdonationarticle
- 1D3StringProjectwebsite
- 1D3ThomasMetcalfSchoolwebpages
- 1D3UnitAdvisoryBoards
- 1D3UniversityGallerieswebpages
- 1D3UniversityHighSchoolwebpages
- 1D3UptownNormalwebpages

1.S - Criterion 1 - Summary

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

Summary

Strategic planning provides a strong foundation for programs and services at Illinois State University. The most recent strategic plan, *Educate Connect Elevate*, continues to unify the efforts of the many largely decentralized units on campus toward a common vision and mission. Sustained efforts have been made since 2000, when the first institutional strategic plan was adopted, to ensure that campus units continue to align their respective vision, mission, and goals to reflect the university mission.

The evidence provided in this Criterion documents that the institution's mission is widely understood, is inclusive, and guides operations across all divisions. In addition, the mission guides institutional policies and processes for effectively responding to the needs of internal and external constituencies and for preparing graduates to be responsible citizens in a multicultural society.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Integrity is among the core values articulated in the university strategic plan. Illinois State University strives for an environment characterized by stewardship, collaborative decision-making through shared governance, and the highest levels of academic quality and integrity. Numerous policies and procedures have been adopted at the state and university levels to guide actions of university trustees, administrators, faculty, and staff in comporting themselves ethically and with integrity.

Integrity in financial, academic, personnel, and auxiliary systems

Since the 2015 HLC review, Illinois State has developed and has been implementing an extensive [University Compliance Program](#) to coordinate, monitor, and, when possible, enhance the ability of the University to meet its compliance responsibilities. Components of the program include goals, a [compliance policy](#) adopted by the Academic Senate, a network of 35 units responsible for managing compliance, and a process for university community members to report compliance concerns.

The [Office of Internal Auditing](#) conducts reviews of campus unit operations based on a schedule approved by the president. The internal audits are intended to help units determine whether they have appropriate and effective internal controls to ensure the integrity of their operations.

External audits of university finances and compliance with state and federal regulations are commissioned annually by the State of Illinois Office of the Auditor General. The external audit reports are reviewed by university administrators and trustees and by the [Legislative Audit Commission](#). Each year the commission reviews audits of all state agencies and calls before it representatives of agencies with significant audit findings. Illinois State has not been called to appear before the commission in the last decade.

Policies and processes for governance

The governing structure of the University and the rights and responsibilities of each university stakeholder are set forth in the [Illinois State University Constitution](#). The document addresses the actions of students, faculty, administrators, the Academic Senate, and the Campus Communication Committee. The current version of the constitution was approved by the Board of Trustees on October 20, 2017.

The composition, powers, and duties of the Board of Trustees are defined in Illinois state statutes. Policies for performance of board functions and delegation of certain responsibilities to the president are set forth in the [Governing Document of the Board of Trustees](#). The document includes statements regarding academic freedom, shared governance, individual rights, freedom of information, and ethics.

The Academic Senate, the primary governing body of the University, is composed of faculty, staff, and students elected by their colleagues as well as administrators. The Academic Senate has nine standing committees, including the Faculty Caucus, which provides oversight of matters related solely to faculty. In addition, the Senate and its standing committees oversee the work of 16 standing external committees that include as members persons who are not senators. Proceedings and actions of the Academic Senate are guided by the [Bylaws of the Academic Senate of Illinois State University](#). Since the 2015 HLC review, the Academic Senate has revised its bylaws twice. One revision provided for establishment of a [Textbook Affordability Committee](#).

A [memorandum of understanding](#) dated January 1999 clarifies the respective roles of the Board of Trustees and the Academic Senate. The Board of Trustees has ultimate legal authority regarding university matters but defers to the faculty in matters pertaining to academics, faculty affairs, and education. If the board chooses to modify or reject any formal Academic Senate recommendation, the president is to communicate the reasons to the Senate.

Policies and processes for administration, faculty, and staff

Standards for professional conduct of executive officers, faculty, staff, and any other individuals employed by or acting as agents of the University are set forth in the [Code of Ethics](#). Fair treatment of all personnel regardless of protected class is addressed in the [Equal Opportunity/Non-discrimination Statement and Policy](#) and the [Anti-harassment and Non-discrimination Policy](#).

A [Protection of Minors](#) policy, new since 2015, was developed to ensure a safe and secure environment when faculty, staff, and students have direct contact with minors while involved in university-related activities. In 2018 the president appointed a task force to examine best practices in scheduling and use of university facilities in light of First Amendment concerns that have arisen at some universities. The task force will work with the Academic Senate on policy changes if any areas of concern are identified.

Adherence to non-discrimination and anti-harassment policies is monitored by the Office of Equal Opportunity and Access (OEOA). During the 30-month period ended December 31, 2018, OEOA investigated 46 cases involving faculty or staff members and 539 cases involving students. The student cases collectively involved potential violations of numerous laws, including, but not limited to, Title IX, the Violence Against Women Act, and the Preventing Sexual Violence in Higher Education Act.

Alleged violations of the [State Officials and Employees Ethics Act](#) by university employees are

investigated by the University Ethics Officer in collaboration with the Illinois Office of the Executive Inspector General. During the 30-month period ended December 31, 2018, the ethics officer received 54 complaints of alleged ethics violations. The allegations were reviewed and investigated as appropriate, and disciplinary action was taken when necessary.

The ethics officer monitors annual completion by university employees of state-mandated [Ethics Training](#). In addition, the ethics officer and OEOA staff jointly monitor annual completion by university employees of [Mandatory Reporting training](#). New employees are required to complete both Ethics Training and Mandatory Reporting Training within 30 days of hire. In 2017 the University began requiring student workers to complete ethics training. The University annually reports to the state regarding the number of employees trained.

University Policy and Procedures address [responsibilities, appointment, compensation, and evaluation of academic deans](#); [administrator search and selection policies](#); and policies for [evaluating department chairpersons, school directors, deans, and the president](#).

Policies and procedures related to tenure-line faculty performance, including provision for equitable treatment of all faculty members, are set forth in [Faculty Appointment, Salary, Promotion, and Tenure \(ASPT\) Policies](#). Extensive work has been done by faculty committees since the 2015 accreditation review to revise the ASPT policies, resulting in new editions of the document in 2017 and 2019. Major revisions include four new articles regarding disciplinary actions (sanctions, suspensions, and dismissals) and a provision for [ongoing study of equity in the ASPT system](#). Issues regarding academic freedom as well as ethics issues not subject to OEOA oversight are monitored by the [Academic Freedom, Ethics, and Grievance Committee](#). Policies related to that committee were extensively updated in 2018 by the Academic Senate.

Academic integrity in research, scholarship, and creative expression is addressed through two university policies. [Integrity in Research and Scholarly Activities](#) sets forth procedures for fact-finding and adjudication of alleged research and scholarly activity misconduct by administrators, faculty, students, and staff. [Significant Interest Disclosure](#) addresses financial conflicts of interest in relationship to sponsored projects involving research, education, and university service. The Associate Vice President for Research and Graduate Studies is charged with ensuring compliance with both policies, while the rights and welfare of human subjects participating in research investigations are protected by the [Institutional Review Board](#). Other policies related to integrity, efficacy, and safety in research and scholarly activities include [Biosafety](#), [Classified Research](#), [Security of Information Technology Resources and Systems](#), [Hazardous Waste](#), and [Radiation Safety](#). The [Intellectual Property](#) policy, which governs ownership of inventions, discoveries, copyrights, and other creative works that result from activities of university employees, has been extensively updated since the 2015 accreditation review.

The [Ombudsperson Council](#) is available to assist university employees regardless of their classification with professional problems and concerns before they necessitate formal investigation or action by one of the adjudicators named above. Work of the council is governed by the [Ombudsperson Policy](#). The council assigns one of its members to review, recommend, interpret, or refer. The ombudsperson does not advocate for any individual nor does the ombudsperson adjudicate disputes or alleged policy violations.

Sources

- 2AAcademicDeanPolicies
- 2AAcademicFreedomEthicsAndGrievanceCommittee
- 2AAcademicSenateminutesTextbookAffordabilityCommittee
- 2AAdministratorEvaluationPolicies
- 2AAdministratorSelectionandSearchPolicies
- 2AAntiHarassmentandNondiscriminationPolicy
- 2AASPTPolicies
- 2ABiosafetyPolicies
- 2ABoTminutesevidencingapprovaloftheISUConstitution
- 2ABylawsAcademicSenate041118
- 2AClassifiedResearchPolicies
- 2ACodeofEthics
- 2AEqualOpportunityNondiscriminationStatementandPolicy
- 2AEquityReviewASPTSystem
- 2AEthicsTrainingwebpage
- 2AGoverningDocumentoftheBoardofTrustees
- 2AHazardousWasteManagementProcedures
- 2AIllinoisStateUniversityConstitution
- 2AInstitutionalReviewBoard_IRB_webpages
- 2AIntegrityinResearchandScholarlyActivities
- 2AIntellectualPropertyPolicies
- 2AInternalAuditingwebsite
- 2ALegislativeAuditCommission
- 2AMandatoryReportingTrainingwebpageandreport
- 2AMemorandumofUnderstandingBoTandAcademic Senate
- 2AOmbudspersonCouncilwebpages
- 2AOmbudspersonPolicy
- 2AProtectionofMinors
- 2ARadiationSafetyProcedures
- 2AReportingComplianceConcernswebpages
- 2ASecurityofInformationTechnologyResourcesandSystems
- 2ASignificantInterestDisclosure
- 2AStateOfficialsandEmployeesEthicsAct
- 2AUniversityComplianceProgramPolicy
- 2AUniversityComplianceProgramwebpages

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Illinois State University strives to provide complete, accurate information to the public. The university [home page](#) and second tier pages provide information intended primarily for the general public and prospective students. Linked from the second-tier About page is the [Consumer Guide](#), which is provided in compliance with the Higher Education Act and updated biannually. The guide consolidates consumer information from multiple locations elsewhere on the university website. Information for current students, faculty, and staff members is provided through the password-protected enterprise portal (*My Illinois State*). Information provided through the portal is customized based on each user's status, discipline, courses, unit, and interests.

Programs

Information about academic programs at Illinois State is accessed from the university homepage and from the second-tier [Academics](#) page of the university website. Information is provided about [undergraduate majors](#) and [minors](#) and [graduate programs](#), including sample plans of study. The university website also includes information regarding the [General Education](#) program, the [Honors program](#), and [study abroad](#) opportunities. Complete information about program admission and graduation requirements is available in the [University Catalog](#), which is linked from the footer of all first- and second-tier pages of the university website.

Requirements

Information about admission requirements and processes can be accessed from the Admissions section of the university website, which is linked at the top of the university homepage, all second-tier pages, and many lower-tier pages. The Admissions landing page includes links to specialized admissions information for transfer students, graduate students, international students, out-of-state students, military veterans, returning students, home schooled students, undocumented students, visiting and non-degree seeking students, and students seeking a second bachelor's degree. Admission requirements are also set forth in the [University Catalog](#).

Faculty and staff

At the time of the 2015 HLC review, information regarding faculty and staff persons was available online via college, department, and school websites. The content and format of that information varied across units. Since 2015 the University has developed a database-driven platform for compiling and archiving faculty information and a template to standardize its presentation on the university website for ease of access by the general public, prospective students, and the university community. The transition to the new platform is being phased by college (see [sample entry](#)). The University also maintains a master list of faculty members and their credentials on the Office of the

Provost website.

Costs to students

Illinois State addresses concerns regarding the cost of attending college through clear information about costs students can expect and through aggressive efforts to aid students through loans, scholarships, tuition waivers, grants, graduate assistantships, and employment (see [Paying for College](#), [Cost of Attendance](#), and [Net Price Calculator](#)). Pursuant to legislation passed by the Illinois General Assembly in 2003 and amended in 2010, tuition and fee rates applicable to incoming undergraduate students are fixed for four years, allowing for long-term financial planning by students and their families. Some majors qualify for additional time based on the length of their program.

During the 2017-2018 academic year, approximately 78 percent of Illinois State students received [financial assistance](#) through loans, scholarships, tuition waivers, grants, or university employment. Financial aid received by all Illinois State students that year totaled \$268 million, of which \$49 million was provided by the University. The institution annually employs approximately 5,700 students.

Control

Information regarding university governance is available on the [Shared Governance and Administration](#) page of the university website. Links on that page lead to information regarding shared governance bodies, administrative units, and academic colleges. Board of Trustees meetings are announced and conducted in compliance with the (Illinois) Open Meetings Act.

Accreditation relationships

Information regarding accreditation of Illinois State University by the Higher Learning Commission is available on the [Accreditation page](#) of the university website (linked from the About page of the site). The HLC logo on the Accreditation page links to a current Statement of Affiliation Status for the institution. Information about specialized accreditation is also available on the Accreditation page.

Sources

- 2BAcademicswebpage
- 2BAccreditationwebpage
- 2BAdmissionshomepage
- 2BBoardofTrusteeswebpage
- 2BConsumerGuidewebpage
- 2BCostofattendancewebpage
- 2BGeneralEducationprogramhomepage
- 2BGraduateProgramswebpage
- 2BHonorsprogramhomepage
- 2BillinoisStateUniversityhomepage
- 2BillinoisStateUniversityhomepagenotingacademicprograms
- 2BMajorswebpage
- 2BMajorswithadditionaltime

- 2BMasterlistoffacultymembers
- 2BMinorswebpage
- 2BNetpricecalculatorwebpage
- 2BPayingforcollegewebpage
- 2BSamplefacultyinformation
- 2BSampleplanofstudywebpage
- 2BSharedgovernanceandadministrationwebpage
- 2BStudentFinancialAid
- 2BStudyAbroadhomepage

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Illinois State University is governed by a Board of Trustees established pursuant to Illinois state statutes codified at [110 ILCS 675](#). Statutes provide for a board consisting of seven voting members appointed by the Governor with advice and consent of the Illinois Senate and one voting member who is a student chosen through a campus-wide student election. No more than four of the seven gubernatorial appointees may be affiliated with the same political party. Members must reside in the state.

State statutes set forth the powers and duties of the board. One directs the board to adopt rules, regulations, and bylaws. The board has done so through adoption of its [Governing Document of the Board of Trustees](#) and the [Illinois State University Constitution](#). Both documents have been revised since the 2015 comprehensive review. Together, the state statutes, Board of Trustees *governing document*, and university constitution guide a university responsible to the residents of the state of Illinois through its Governor and General Assembly yet sufficiently autonomous to make independent decisions in the best interests of the institution.

[2.C.1] The Board of Trustees of Illinois State acts to preserve and enhance the University.

The *Governing Document* articulates an [operating philosophy](#) that describes broad values and principles through which the board is to govern. The operating philosophy characterizes the board as "a steward for society" that "seeks to use the institution's resources wisely" and emphasizes the importance of institutional planning. Consistent with that emphasis, the board adopts a five-year strategic plan for the University (currently *Educate Connect Elevate*) that articulates a vision for the institution, its mission, core values, strategic directions, objectives, and actions. Board actions, as documented in meeting agendas and minutes, continue to demonstrate commitment to preserving and enhancing the University. The board monitors implementation of the strategic plan through review of annual [progress reports](#) and annually approves a five-year rolling Academic Plan that includes a five-year strategic plan and annual objectives for each college. The board authorizes applications to the state for [new academic programs](#), annually adopts an [operating budget](#), and adopts plans that address specific aspects of university operations (e.g., the Master Plan for facilities).

[2.C.2] The Board of Trustees considers interests of internal and external constituencies.

Issues that come before the Board of Trustees typically have been vetted through appropriate communities of interest, as provided for in university governing documents. The Academic Senate plays a key role in this vetting process in its role as the “primary governing body” at the institution (per the [Illinois State University Constitution](#)). Academic Senate meetings provide a venue for public discourse by its members, which represent faculty, staff, and students.

To facilitate ongoing communication among the board, faculty, staff, and students, the *Governing Document* provides for a [Campus Communication Committee](#) consisting of representatives from the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association. Input from the committee is presented near the beginning of each regular Board of Trustees meeting (see [minutes](#)).

The primary external constituency of the Board of Trustees consists of the residents of Illinois. University officials are in frequent contact with members of the Illinois General Assembly and staff of executive departments of the state on matters pertaining to budgets and higher education legislation.

[2.C.3] The Board of Trustees preserves its independence from undue influence.

Independence of the board from undue influence is promoted through [statutory restrictions](#) and through the [ethics statement](#) of the *Governing Document*. Together, these restrictions and provisions are intended to minimize conflicts of interest and guide board members should conflicts arise. State statutes provide that trustees are to serve without compensation, shall not be employed in or appointed to any office or place under the authority of the board, shall not have interest in any contract made by the board, and shall not be an employee of the state. The document provides that activities of board members “shall be consistent with the principle that there shall be no conflict between the private interests of a public official or employee and his/her official duties.” The document sets forth guidelines for ethical conduct of board members. The student member of the board is selected through a student election process, removed from influence of the Governor and Illinois General Assembly. Thus, the Board of Trustees has and continues to maintain its independence from undue influence of internal and external constituencies.

[2.C.4] The Board of Trustees delegates day-to-day management and oversight of academic matters.

State statutes empower the board to employ a president and all administrators, faculty, and support staff necessary to properly manage the institution. Through provisions of its *Governing Document*, the board designates the president as the chief executive officer of the institution responsible for day-to-day management and administration and recognizes the faculty as having primary responsibility for academic matters. The *Governing Document* authorizes the president to hire and terminate employees; make final determinations regarding promotion, tenure, and sabbaticals; execute legal instruments within budget expenditures approved by the board; and approve certain capital projects, leases, and licenses.

Sources

- 2C1BoTGoverningDocumentOperatingPhilosophy
- 2C1BoTresolutionreFiscal2019operatingbudget
- 2C1BoTresolutionreMasterofAthleticTrainingprogram
- 2C1ReporttoBoTreEducatingIllinoisprogressJuly272018
- 2C2BoTminutesevidencingCampusCommunicationsCommittee
- 2C2GoverningDocumentoftheBoardofTrustees
- 2C2IllinoisStateUniversityConstitution
- 2C3GoverningDocumentoftheBoardofTrustees
- 2C3IllinoisStateUniversityLaw
- 2CBoTGoverningDocumentwebpage
- 2CIllinoisStateUniversityConstitution
- 2CIllinoisStateUniversityLaw

2.D - Core Component 2.D

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

Argument

Commitment to freedom of expression and pursuit of truth is demonstrated through university policies and their enforcement. The parent policy related to these matters is the [Code of Ethics](#), which establishes standards of professional conduct for administrators, faculty, staff, and anyone else acting as an agent of Illinois State University. The code identifies academic freedom, intellectual honesty, and personal integrity as core values.

Additional guidance regarding academic freedom is provided by the [Academic Freedom](#) policy, which is based on the American Association of University Professors definition of academic freedom (1940 policy with 1970 interpretive comments). The Academic Freedom policy and the [Tenure](#) policy make explicit the right of all employees at Illinois State to participate in shared governance and to speak on matters related to the functioning of the University, including its positions and policies, without fear of discipline.

Related university policies include [Integrity in Research and Scholarly Activity](#) and [Involvement in Political Activities](#), which expressly permits faculty member involvement in political activities outside the classroom. Expectations regarding student conduct are addressed in the [Code of Student Conduct](#), which has been updated since 2015 and is enforced by the [Office of Student Conduct and Conflict Resolution](#).

[Faculty Responsibilities to Students](#) addresses free pursuit of learning by students. As an appendix to the Code of Ethics, the policy states that faculty members should encourage free pursuit of learning by all students and should exemplify the highest scholarly standards.

The primary means of enforcing academic freedom policies are the [Faculty Academic Freedom, Ethics, and Grievance](#) policy, which was revised by the Academic Senate in 2018 following a multiple-year review, and the companion policy regarding [Proceedings in Faculty Academic Freedom, Dismissal, and Non-reappointment Cases](#). The policies provide for a Faculty Academic Freedom, Ethics, and Grievance Committee (AFEGC) to review complaints from faculty about alleged violations of academic freedom and the code of ethics, including allegations that violations of those policies affected appointment, promotion, tenure, evaluation, or disciplinary decisions. AFEGC consists of 31 faculty members elected by their peers. From 2014-2015 through 2017-2018, 28 cases were heard by AFEGC panels (an average of seven per year). Most disagreements involving faculty members are settled through mediation options rather than heard and decided by AFEGC panels.

Sources

- 2DAcademicFreedom
- 2DCodeofEthics

- 2DCodeofStudentConduct
- 2DFacultyAcademicFreedomEthicsandGrievancePolicy
- 2DFacultyResponsibilitiestoStudents
- 2DIntegrityinResearchandScholarlyActivities
- 2DInvolvementinPoliticalActivities
- 2DProceedingsinFacultyAcademicFreedomDismissalandNonreappointmentCases
- 2DStudentConductandConflictResolutionhomepage
- 2DTenure

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

With the freedom to express oneself and to pursue truth in teaching and learning comes the responsibility to conduct one's academic pursuits ethically and with integrity. Over several decades an effective system of oversight and support services has developed at Illinois State University unique to the institution. Through its system of shared governance, the University has adopted policies and procedures to promote honesty and integrity in all academic pursuits, including research, scholarship, and creative activities, involving students and faculty. Numerous programs and services have been implemented to proactively guide students and faculty in ethical research practices and use of information resources. This system of oversight and support services is ever evolving to accommodate changes in the institutional environment, scholarship and scholarly communication, and technology.

[2.E.1] Illinois State acts to ensure the integrity of research and scholarly practice.

The *Illinois State University Constitution* sets forth rights and responsibilities of university administrators, faculty, staff, and students, including the responsibility to adhere to standards of professional ethics in research, scholarship, and creative activities. Numerous campus policies and programs provide oversight and support services to ensure adherence to those standards.

Oversight

The Office of the Associate Vice President for Research and Graduate Studies is the primary unit responsible for oversight of research, scholarship, and creative activities to ensure their integrity. Within that office, [Research Ethics and Compliance](#) oversees responsible conduct of research, human subject research, vertebrate animal research, and conflicts of interest. It also assists with oversight of biosafety and radiation safety.

Research Ethics and Compliance facilitates mandatory training in the responsible conduct of research through the [Collaborative Institutional Training Initiative](#) (CITI) based at the University of Miami. Online CITI course content includes human research subjects, laboratory animals, export controls, the Health Insurance Portability and Accountability Act, and responsible conduct of research. In addition, face-to-face training in research safety is provided for principal investigators, staff, and students by the [Environmental Health and Safety](#) unit on campus.

The [Integrity in Research and Scholarly Activities](#) policy addresses fabrication of data, plagiarism, abuse of confidentiality, falsification, deliberate violation of regulations, property violations,

retaliation, and failure to report observed offenses. Oversight of the policy is the responsibility of the Office of the Associate Vice President for Research and Graduate Studies. Between August 2009 and December 2018 the office facilitated five formal proceedings regarding alleged research misconduct and investigated approximately 12 cases that did not lead to formal proceedings. The associate vice president also monitors compliance with the [Significant Interest Disclosure](#) policy, which requires investigators to disclose financial interests that may present a conflict of interest in relation to research or scholarly activities supported by funds external to the University.

The [Intellectual Property](#) policy, revised in 2016, addresses protections and incentives to encourage the discovery and development of new knowledge and its transfer for the public benefit. The policy also guides generation of revenue for the University and the creators. Oversight of patents and copyrights is the responsibility the Office of the Associate Vice President for Research and Graduate Studies, while oversight of trademarks is the responsibility of the Vice President for University Advancement. The [Classified Research](#) policy provides that the University will not enter into any contract that requires approval of any outside person or agency prior to publication or dissemination of research results.

Research involving human subjects, animals, or biohazards must be conducted in compliance with relevant federal and state regulations as well as policies and procedures adopted by the University.

Adherence to [Policies and Procedures for the Protection of Human Research Subjects](#) is monitored by the campus [Institutional Review Board](#). The board reviews approximately 450 research protocols each year. All key personnel on these protocols are required to complete CITI training. The Research Ethics and Compliance office keeps the university community updated regarding [changes to human research subject policies](#).

The [Institutional Animal Care and Use Committee](#) oversees use of animals in research and teaching. On average, the committee reviews 20 protocols each year.

Research involving biohazards, including hazardous infectious diseases and recombinant DNA, must adhere to standards adopted by the [Institutional Biosafety Committee](#), overseen by Environmental Health and Safety. That unit also oversees [radiation safety](#) and [chemical safety](#) in research.

Faculty members are charged with instructing their students and staff in appropriate and ethical research methods. Student research conducted for classes or independent study is subject to the same guidelines as research conducted by faculty. Additional provisions regarding student conduct in research and scholarly practice are outlined in the [Code of Student Conduct](#). Investigations of alleged violations of the code are coordinated by the [Office of Student Conduct and Conflict Resolution](#).

Support services

Research and Sponsored Programs, a unit of the Division of Academic Affairs, has developed internal procedures to ensure compliance in grant submissions and oversight. The office is also charged with supporting research through technical assistance, dissemination of information regarding grant opportunities, and assistance with grant-funded projects. The [University Research Council](#) advises Research and Sponsored Programs and other campus units regarding research policies, procedures, and support. [Research coordinators](#) from each of the seven colleges, the Division of Student Affairs, the Division of University Advancement, and the Center for

Mathematics, Science, and Technology are members of the council. They provide insights regarding research training and support needs in their units and disseminate information to their colleagues regarding policies and procedures, training opportunities, and support services.

Faculty research support services are numerous and varied. They include services on the campus level and services on the college level (see [inventory](#)). Research and Sponsored Programs facilitates a travel award program that enables faculty members to meet with funding agencies or collaborators to discuss prospective research grant applications. The office also facilitates recognition of faculty research through several faculty research awards. Each college offers research grants to its faculty on a competitive basis. Other support includes, but is not limited to, travel funding, discipline-specific research training, and grants to cover page costs assessed by publishers.

[2.E.2] Students at Illinois State are guided in the ethical use of information.

Standards for ethical use of information by students are set forth in the [Code of Student Conduct](#), which defines plagiarism and acts of dishonesty and establishes procedures for addressing alleged instances of them. Standards for ethical and legal use of information technology and procedures for adjudicating alleged violations of them are set forth in the [Appropriate Use of Information Technology Resources and Systems](#) policy. Students are guided in understanding and abiding by both standards through instruction and coaching at multiple points in their academic program. Even before attending their first course, students receive information about [campus technologies and their ethical use](#) at the summer orientation program attended by all incoming students. Then, using information ethically and legally is proactively addressed with students in two General Education courses taken by all first-year students at the University. An [information literacy module](#) that includes instruction in ethical and legal use of information is embedded in each course. The modules were developed collaboratively by library and program faculty and are taught by course instructors. Building on that training, research methods courses required by most academic programs and taken by students in their sophomore or junior year provide discipline-specific instruction on appropriate source paraphrasing and citation. Information use and fluency sessions in those courses are often team-taught by the course instructor and the subject librarian who works with students and faculty in the program.

[2.E.3] Illinois State enforces policies on academic honesty and integrity.

Policies regarding academic honesty and integrity among faculty members are reviewed in 2.E.1.

Academic honesty and integrity among students is addressed in the [Code of Student Conduct](#). Enforcement of the code is the responsibility of the [Office of Student Conduct and Conflict Resolution](#). Alleged violations of academic honesty and integrity provisions are first handled at the course and department levels. Cases not resolved there are referred to Student Conduct and Conflict Resolution, which facilitates the student disciplinary process. Cases not successfully mediated by that unit are heard and decided by the [University Hearing Panel](#), which is comprised of students, faculty, and staff. The panel may require students deemed in violation of the student code to complete an educational activity or community service project. The panel may also issue sanctions, including probation, suspension, or dismissal. Decisions of the panel may be appealed to the [University Appeals Board](#). In 2017-2018 Student Conduct and Conflict Resolution investigated 3,865 alleged student code violations, of which 248 related to academic dishonesty. In 222 of those cases, the student was judged to be in violation and was sanctioned.

Sources

- 2E1Biosafety
- 2E1ChangesforhumansubjectresearchJanuary2019
- 2E1ChemicalSafety
- 2E1ClassifiedResearchPolicy
- 2E1CodeofStudentConduct
- 2E1CollaborativeInstitutionalTrainingInitiativehomepage
- 2E1CollegeResearchCoordinators
- 2E1EnvironmentalHealthandSafetyhomepage
- 2E1InstitutionalReviewBoard_IRB_webpage
- 2E1IntegrityinResearchandScholarlyActivities
- 2E1IntellectualPropertyPolicy
- 2E1PoliciesandProceduresfortheProtectionofHumanResearchSubjects
- 2E1RadiationSafety
- 2E1ResearchEthicsandCompliancehomepage
- 2E1SignificantInterestDisclosurePolicy
- 2E1StudentConductandConflictResolutionhomepage
- 2E1SupportForScholarlyAndCreativeActivities
- 2E1UniversityResearchCouncil
- 2E1VertebrateAnimalResearch
- 2E2CodeofStudentConduct
- 2E2InformationLiteracyModule
- 2E2PolicyonAppropriateUseofInformationTechnologyResourcesandSystem
- 2E2Technologyguide2018_2019
- 2E3AppealProcessUniversityAppealsBoard
- 2E3CodeofStudentConduct
- 2E3FormalResolutionProcessUniversityHearingPanel
- 2E3StudentConductandConflictResolutionhomepage

2.S - Criterion 2 - Summary

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

Summary

Integrity is a core value articulated in the institutional strategic plan. Fostering an environment characterized by ethical and responsible conduct is an ongoing effort at Illinois State University and the shared responsibility of all members of the university community. Illinois State expects board members, administrators, faculty, staff, and students to act with integrity and provides guidance documents outlining responsible behavior and activities.

The evidence provided in this Criterion documents the university commitment to integrity and its efforts to regularly update policies and processes related to promoting appropriate behavior on behalf of all members of the Illinois State community. In support of these efforts, the University Compliance Program, which was established since the 2015 HLC review, coordinates, monitors, and, when possible, enhances the ability of the University to meet its compliance responsibilities.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Illinois State University offers 78 baccalaureate, 51 graduate, and 33 certificate programs (see [2018-2019 inventory](#)). Each of these programs is appropriate to higher education with respect to learning goals and student performance expectations. Quality and learning goals of programs offered at multiple locations or via multiple modes of delivery are consistent across locations and modes. Appropriate and consistent rigor and quality are achieved and maintained through multiple processes that together promote an environment of continuous improvement.

[3.A.1] Courses and programs at Illinois State are current, and required performance levels are appropriate.

Illinois State uses several internal processes for maintaining appropriate rigor and currency of its courses and academic programs. Illinois State also has numerous academic programs subject to review by external entities. Both internal and external processes are dynamic and iterative.

Review of course and program proposals

The process of creating and revising courses and programs at Illinois State is necessarily lengthy to ensure input from faculty at the department/school, college, and university levels. The process is typically initiated at the department/school level by faculty members responsible for and most familiar with the discipline. Proposals are typically reviewed first by the department/school curriculum committee provided for in department/school governing documents and are subject to review and approval by the department chairperson/school director, who, as fiscal agent, is responsible for ensuring that the curriculum can be delivered. Proposals are then reviewed by the appropriate college curriculum committee as provided for in college governing documents and are subject to review and approval by the college dean.

Proposals related to educator preparation programs receive further review by the [Council for Teacher](#)

Education. Proposals for courses intended to meet general education requirements are reviewed by the [Council on General Education](#).

Undergraduate course and program proposals are reviewed by the [University Curriculum Committee](#) (UCC). [Policies and procedures](#), including general expectations of student performance at the 100, 200, and 300 course levels, are published on the UCC website.

Graduate course and program proposals are reviewed by the [Graduate Curriculum Committee](#) in accordance with [policies and procedures](#) published on the Graduate School website.

At each level of the course proposal process, course syllabi are reviewed to ensure they include student learning outcomes consistent with university policies and guidelines. Review of course proposals ends with either the University Curriculum Committee or the Graduate Curriculum Committee.

Program proposals require additional approvals, by the Academic Senate, Board of Trustees, and Illinois Board of Higher Education (IBHE). The [proposal form](#) prescribed by IBHE includes curriculum and course descriptions as well as a description of student learning outcomes assessment.

Review of student learning outcomes assessment plans

Each degree program at Illinois State maintains a student learning outcomes assessment plan. Although these plans necessarily differ by discipline, common elements include student learning outcomes, strategies for obtaining direct and indirect evidence of student learning, and processes for compiling and analyzing assessment findings. Through implementation of their assessment plans, faculty members gather evidence regarding student performance and then use the information to modify student learning goals, course content, and program content and structure.

All academic units are asked to submit updates regarding their assessment processes, including a description of information that has been collected and how the information has been used in faculty discussions regarding program improvements (see 4.B.3). Feedback on the updates is provided by the [Assessment Advisory Council](#), a committee with faculty and staff representation from units across the University. In addition, a review of student learning outcome assessment plans is conducted by University Assessment Services and the Assessment Advisory Council in conjunction with the program review process (see below).

Program review

Program review at Illinois State is conducted in compliance with statutes approved by the Illinois General Assembly and with regulations promulgated by IBHE. The state requires review of every degree and certificate program at Illinois public universities at least every eight years.

The program review process for each program at Illinois State spans three years. During the first year the student learning outcomes assessment plan is reviewed and revised through a process described in the [Process for Review of Academic Assessment Plans](#). During the second year of program review, faculty members compile assessment data in accordance with the revised assessment plan. During the third year of program review, faculty members complete an extensive program self-study using results of student assessment as well as other available information. Required [self-study content](#) includes an evaluation of the program curriculum and a report of findings from the latest specialized accreditation review, if applicable. Programs are also asked to respond to findings and

recommendations for program improvement resulting from the previous program review.

Specialized accreditation

Of 272 plans of study offered by Illinois State (as of July 2018), 144 (52.9 percent) are accredited or approved by specialized accreditors (see [accreditation by accrediting body](#) and [accreditation by program](#)). Accredited sequences include educator preparation plans of study, which are subject to oversight by the Illinois State Board of Education.

Alumni feedback

Procuring feedback from program completers is another means of evaluating program currency and appropriateness. One way this is accomplished is through the Alumni Survey administered by University Assessment Services to persons who graduated from Illinois State one or five years prior. Preliminary results from the spring 2019 survey indicate that 94 percent of respondents who pursued another degree after leaving Illinois State believed that their Illinois State program adequately prepared them for their subsequent [academic endeavors](#). For alumni entering the workforce after graduation, 89 percent indicated that their degree adequately prepared them for their [career path](#).

Since the 2015 HLC review, University Assessment Services (UAS) has planned and implemented an initiative to supplement alumni survey results with aggregate earnings and employment data for graduates of undergraduate programs of the University. Working with the Illinois Department of Employment Security, UAS has compiled [earnings and industry data](#) through 2016 for alumni who graduated between 2003 and 2012 and reside in Illinois. The data indicate that, regardless of the academic program completed, alumni experience both job stability and steady increases in their salaries after graduating. In the early years after leaving the University, graduates of technical or STEM programs typically have higher salaries than graduates of humanities or fine arts programs. However, as graduates gain experience in their respective fields, differences in salaries across disciplines decrease, as salaries for humanities and fine arts graduates increase at higher rates. UAS has shared program-specific findings of the study with academic units, for use in program evaluation and student recruitment.

[3.A.2] Level-appropriate learning goals are clearly articulated at Illinois State.

Broad learning goals for programs at Illinois State are articulated by course level through documents maintained by the University Curriculum Committee and Graduate Curriculum Committee. Learning goals for specific programs are articulated through student learning outcomes assessment plans. (see 3.A.1).

In addition to meeting requirements of their chosen program of study, undergraduate students must meet requirements of the General Education program. Following the work of a task force appointed by the provost and recommendations approved by the Academic Senate on April 10, 2013, the General Education program was revised and [Essential Learning Outcomes](#) (LEAP) and VALUE [rubrics](#) published by the Association of American Colleges and Universities were adopted. (see 3.B.1)

[3.A.3] Program quality and learning goals at Illinois State are consistent across delivery modes and locations.

State and university policies require consistency in program content and quality regardless of

whether a program is delivered face-to-face or via distance learning and regardless of whether a program is offered on or off campus. Compliance with this requirement is promoted through processes described in 3.A.1. Syllabi evidencing compliance are kept on file in department and school offices.

Any academic program for which a degree or certificate is conferred by the University must be approved by IBHE as a new program or a reasonable or moderate extension of degree-granting authority previously approved by IBHE. Criteria for IBHE approval are set forth in [23 Illinois Administrative Code 1050](#). The code specifies requirements for distance education programs and provides that “demonstration of student learning and program outcomes [shall be] ... consistent regardless of program delivery method.” The code also provides that Illinois public universities must receive prior IBHE staff approval before offering any academic program at off-campus locations outside their IBHE-designated home region. One purpose of this requirement is to provide a means for IBHE to check for consistency in program rigor and quality across locations.

Federal regulations require institutions of higher education to obtain approval from the home state of an out-of-state student before enrolling that student in an online course. Prior to the 2015 HLC review, Illinois State had filed documents and obtained authorizations from most states to serve their residents through distance education. Since then the University has signed onto the [State Authorization Reciprocity Agreement](#) through the Midwestern Higher Education Compact. The agreement includes [policies and standards](#) regarding the quality of distance education programs.

Illinois State has adopted policies and programs to further consistency across delivery modes and locations. Its [credit hour policy](#) provides that credit hour requirements for distance education courses are to be “consistent with the standards of courses offered through face-to-face instruction” and that all definitions and standards apply equally to courses offered on and off campus.” Its [distance education policy](#) provides that programs offered face-to face and via distance education or at on-campus and off-campus locations should have a single assessment plan that applies to all modes and locations.

Distance education at Illinois State continues to be guided by the extensive work of a [Distance Education Task Force](#) that was organized in 2008-2009 by the provost and whose work spanned 18 months. A key recommendation of the task force was to proceed cautiously with expanding distance education offerings to ensure their quality. Since release of the task force report in December 2009, the University has invested more than \$1.1 million to train more than 300 faculty members to offer quality, fully-online courses (see [DART Online](#)). This effort is ongoing. To qualify for the training program, faculty members must be nominated by their academic unit and have selected a course they intend to teach online. The training is based on [Quality Matters](#) standards to ensure that distance education courses have the same rigor, performance expectations for students, and faculty support as courses offered through face-to-face instruction

Compliance with these policies and requirements is monitored through multiple processes, including new program approvals, program review, monitoring by the Higher Learning Commission, and compliance auditing. Through its review of applications for new programs to be delivered in whole or part via distance education, the IBHE staff and board seek evidence of compliance with state regulations regarding technologically-mediated instruction. The most recent distance education program of Illinois State approved by IBHE is the Master of Business Education program (pedagogy-intensive track) in 2018 (see [distance education programs](#)). Similarly, IBHE staff seeks assurances of program consistency across locations when it reviews requests from the University to operate outside its home region (see [IBHE authorized programs by higher education region](#)). After distance

education and off-campus programs have been approved, they are subject to the same program review guidelines as all other academic programs at the institution. With regard to off-campus programs, the HLC last conducted a review of Illinois State program offerings at additional locations in 2017-2018 (the regularly-scheduled year three review in the Pathways program). The [site visit report](#) concluded that “the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.” Compliance with Illinois higher education statutes and codes, including those related to academic program approval and delivery, is monitored annually through completion of a [compliance audit](#) by a third-party vendor, pursuant to state statutes. There have been no findings related to delivery of programs via distance education or at off-campus locations.

Sources

- 3A1AlumniEarningsandIndustryData
- 3A1AlumniSurveyAcademicPreparation
- 3A1AlumniSurveyCareerPreparation
- 3A1AssessmentAdvisoryCouncilDescription
- 3A1ComplianceExaminationReportfortheYearEndedJune302019
- 3A1CouncilforTeacherEducation
- 3A1CouncilonGeneralEducation
- 3A1GraduateCurriculumCommitteeDescription
- 3A1IBHNewProgramApplication
- 3A1PoliciesandProceduresGraduateCurriculumCommittee
- 3A1PoliciesandProceduresUniversityCurriculumCommittee
- 3A1ProcessforReviewofAcademicAssessmentPlans
- 3A1ProgramReviewSelfStudyContentReportFall2019
- 3A1SpecializedAccreditationByAccreditingBody
- 3A1SpecializedAccreditationByProgram
- 3A1UniversityCurriculumCommitteeDescription
- 3A20182019ProgramInventory
- 3A2EssentialLearningOutcomesLEAP
- 3A2VALUERubrics
- 3A323IllinoisAdministrativeCode1050
- 3A3CreditHourPolicy
- 3A3DARTOnline
- 3A3DistanceEducationPolicy
- 3A3DistanceEducationPrograms
- 3A3DistanceEducationTaskForceReport
- 3A3Fiscal2018ComplianceExaminationReport
- 3A3IBHEAuthorizedProgramsByHigherEducationRegion
- 3A3MultiLocationVisitReportJanuary1918
- 3A3QualityMatters
- 3A3SARAPoliciesAndStandards
- 3A3StateAuthorizationReciprocityAgreement

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Consistent with its mission, Illinois State University offers a comprehensive array of undergraduate programs and select graduate programs in areas of specialized expertise. Courses and programs at Illinois State are ever changing to remain current, relevant, and appropriately rigorous (see [inventory of changes](#) since the 2015 HLC review). General education, the foundation of undergraduate education in all disciplines, was recently revised to simplify the program from the student perspective, promote timely graduation, expand instruction outside the classroom, and further incorporate human and cultural diversity. All academic programs have student learning outcomes assessment plans that articulate learning goals and guide collection of data for program improvement. Faculty at Illinois State is guided by a balanced teacher-scholar model through which faculty members incorporate research, scholarship, and creative activities into their teaching and involve graduate and undergraduate students in original and collaborative scholarship.

[3.B.1] General education at Illinois State aligns with the university mission, educational offerings, and degree levels.

Undergraduate students constitute about 85 percent of the university enrollment. Accordingly, general education plays a prominent role in the University and is reviewed periodically to ensure that its goals, structure, and requirements align with the university mission, vision, goals, and strategies. The [General Education program](#) is designed to provide students in all 78 undergraduate programs with a broad, common educational foundation.

The Council on General Education (see 3.A.1) works toward alignment of individual general education courses with goals of the program. All courses to be included in the General Education program are reviewed and approved by the council in addition to being reviewed and approved

through department/school, college, and university curriculum committees.

Transfer students constitute approximately one-third of students new to the University each fall. About 80 percent of them matriculate from community colleges. To effectively serve transfer students and promote their timely graduation, the General Education program deems students transferring to Illinois State with a baccalaureate-oriented associate's degree as having met general education requirements. A transfer student lacking an associate's degree may count courses taken at a community college or other four-year college toward general education requirements if the courses articulate to the [Illinois Transferable General Education Core Curriculum](#).

[3.B.2] The General Education program at Illinois State is based on the LEAP framework to provide students broad knowledge and essential skills.

The General Education program at Illinois State is designed to provide students a broad foundation of study upon which to build an undergraduate education regardless of the discipline they choose to pursue. Specifics about the program are described in the [Undergraduate Catalog](#) (pages 74-85).

[3.B.3] Students at Illinois State engage in scholarly inquiry and develop transferable skills.

Engaging students in modes of inquiry and scholarly creativity appropriate to their chosen discipline is a component of all programs at Illinois State. The University emphasizes collaboration between students and faculty in scholarship and its dissemination on the graduate and undergraduate levels. Processes including specialized accreditation and program review are in place at the University to assess effectiveness of its programs in these areas and to improve efforts accordingly.

Inquiry and scholarly creativity

Learning and scholarship is a core value of Illinois State University. *Educate Connect Elevate* establishes a goal of increasing scholarship activities among students and increasing the number and percentage of faculty members mentoring students engaged in scholarship. The manner in which students learn about and engage in modes of inquiry and scholarly creativity is the responsibility of program faculty. In many programs students are required to complete one or more research courses. In other programs scholarly inquiry is a component within other courses.

Many degree programs require students to present original scholarship to their program peers through [capstone](#) experiences. The annual [research symposium](#) provides opportunities for students to share their work with students and faculty in other academic units. Students also have opportunities to co-publish and co-present results of collaborative faculty-student scholarship (see 3.B.5).

Milner Library plays an integral role in engaging students in original inquiry and creative works. Library faculty members collaborate with program faculty to develop information use and fluency skills (finding, evaluating, using, and citing information) through instruction embedded in courses and through online research guides created by library faculty. In a typical year more than 500 library instruction sessions are collaboratively delivered by program and library faculty, reaching more than 11,500 students. (see 3C4 and 3C5)

Preparing students for a competitive, diverse, and changing environment

Educate Connect Elevate also sets forth a goal of preparing students to excel in a globally competitive, culturally diverse, and changing environment. This is accomplished in part through a

focus on developing transferable skills and providing transferable experiences. The General Education program has been designed to develop core competencies in communication and problem-solving, logical and quantitative thinking, and understanding and appreciating varying perspectives. Programs in the disciplines focus on transferable skills while preparing students for the work environments they are likely to encounter upon graduation. Students practice these skills through [internships](#), clinical experiences, and [study abroad](#) opportunities.

Assessing program effectiveness

Program effectiveness is assessed using processes described in 3.A.1. A key first step is inclusion of learning goals in assessment plans compiled and implemented by every program on campus including general education. Programs affiliated with specialized accrediting associations incorporate related accreditation standards when developing their plan.

In their program review self-study reports, faculty members are asked to describe experiential learning experiences and collaborative efforts with library faculty to develop information use and fluency skills. Graduate level faculty members also address student participation in research, scholarship, and creative activities. Undergraduate and graduate programs are asked to describe and assess changes in the discipline and field, student demand, societal need, and institutional context.

[3.B.4] Education at Illinois State recognizes human and cultural diversity.

The University encourages respect for differences by incorporating diversity in its curriculum; seeking to increase diversity among students, faculty, and staff; increasing civic engagement and service learning opportunities; and implementing a plan to enhance internationalization of the campus and the curriculum.

Diversity in the curriculum

Illinois State University promotes coverage of human and cultural diversity in its plans of study through courses required of all undergraduates and through redesign of courses and plans of study to include that content.

All undergraduate students must complete at least one course in global studies. Students choose from courses in the cultures and traditions of Asia, the Middle East, Africa, Latin America, and indigenous peoples (AMALI). In 2017-2018 the Campus Climate Task Force recommended adoption of an additional graduation requirement related to diversity, a requirement that all undergraduate students complete a course focusing on Inclusion, Diversity, Equity, and Access ([IDEAS](#)). A proposal for such a course was subsequently developed by an ad hoc committee organized by the provost. The University Curriculum Committee approved a revised version of the course proposal on April 3, 2019. The proposal may be considered by the Academic Senate in 2019-2020.

Through the program review process, academic programs are asked to provide evidence of efforts made by the faculty to further infuse diversity issues into and across the curriculum. Faculty of educator preparation programs at the University are assisted in doing so by the [National Center for Urban Education](#), established at Illinois State in 2016 as the successor to the long-standing Chicago Teacher Education Pipeline project. The center helps instructors of courses required for teacher education majors add urban or diversity issues and experiences to course content.

Diversity among students

To help develop Illinois State as a culturally diverse place of learning, the University aggressively recruits students from underrepresented populations. To attract a diverse pool of undergraduate applicants, the University conducts application workshops at high schools serving racially-diverse student populations to provide assistance with application completion as needed and partners with community-based organizations that assist traditionally underrepresented students with navigating the college selection and application process. The University offers [scholarships](#) to high achieving students who would not otherwise be able to attend college. In Fiscal 2018 alone, private donors gifted [\\$8.6 million](#) to the University to provide student scholarships. That same year the University awarded 2,090 scholarships using gifts facilitated by the Division of University Advancement. For qualified graduate students, the University offers [diversity tuition waivers](#) and partial tuition waivers for [international students](#) and promotes numerous private [scholarships and fellowships](#).

Due in part to these efforts, the number of students at Illinois State self-identifying with underrepresented populations increased 118.3 percent from fall 2008 to fall 2018 (from 2,320 students to 5,064). The number of Hispanic (any race), Black/African-American, and Asian students increased 178.5 percent, 70.7 percent, and 6.1 percent, respectively. Students from underrepresented populations increased from 11.2 percent to 24.5 percent of the student body ([source data](#)).

Academic programs are asked to address diversity in their program review self-studies by defining the concept of underrepresented populations as it relates to their discipline and addressing commitment of the program to increase the number of students in those groups if applicable. It is not uncommon for program review recommendations to include development and implementation of outreach plans to recruit for diversity.

Once enrolled, students from underrepresented groups are assisted by [Diversity Advocacy](#), a unit of the Dean of Students Office, and by specialized retention programs in University College. Both units are charged with helping students from underrepresented populations find their way at the University through a variety of resources, programs, and services.

Diversity among faculty and staff

The University uses a variety of tools and strategies to diversify its faculty and staff. A core resource for guiding those efforts is the affirmative action plan. The plan is used to review the hiring and promotion of persons of color and women, in accordance with federal law, as well as veterans and individuals with disabilities. Since the 2015 HLC review, Illinois State has embarked on a revamp of its affirmative action planning process that involves updating content of the plan and the manner in which it is compiled. The University has enlisted help from University of Michigan staff to develop in-house capacity to compile and analyze employment data, tasks formerly done by an external vendor. The first edition of the revamped plan is expected to be completed by fall 2019. In the meantime, there have been no audit findings related to affirmative action, and the University has continued to compile affirmative action data annually in compliance with federal and state statutes.

To promote diversity among teaching faculty, the Office of the Provost provides supplemental support to assist units with successful recruitment and retention of faculty from underrepresented groups. The Office of the Provost offers funding through the [Educational Diversity Enhancement Program](#) and assists with additional expenses incurred by units when hiring international faculty. The University also participates in the state-facilitated [Diversifying Higher Education initiative](#). (see 1.C.2)

Modest but steady progress has been made in the last ten years with respect to faculty diversity.

Continuation of those efforts is an ongoing, high priority for the University. Comparing fall 2008 to 2018, the number of departmental faculty members at Illinois State self-identifying with underrepresented populations increased 18.4 percent, from 125 to 148. Departmental faculty members self-identifying as Hispanic (any race), Black/African-American, or Asian increased 13.0 percent, 5.9 percent, and 13.8 percent, respectively. Departmental faculty members from underrepresented populations comprised 12.7 percent of departmental faculty in fall 2018 compared to 11.0 percent in fall 2008. ([source data](#))

Among employees in all other classifications, the number self-identifying with underrepresented populations increased from 244 to 341 (or 39.8 percent) from fall 2008 to fall 2018. Employees in those classifications self-identifying as Hispanic (any race), Black/African-American, or Asian increased 36.2 percent, 17.2 percent, and 61.5 percent, respectively. The percentage of non-faculty employees self-identifying with underrepresented populations increased from 10.7 percent in fall 2008 to 14.6 percent in fall 2018. As with faculty, further increasing these percentages is a high priority for the University. ([source data](#))

Civic engagement and service learning

Illinois State offers numerous academic programs and co-curricular activities intended to expose students to different cultures, engage students locally, and prepare them to be engaged citizens in their communities after graduation.

Undergraduate students in any major may complete the minor in Civic Engagement and Responsibility ([Undergraduate Catalog](#), page 98). Its curriculum includes a concentration for teacher education majors interested in pursuing careers in high-need urban schools ([Undergraduate Catalog](#), page 98). The [Stevenson Center](#) coordinates graduate sequences in applied community and economic development for students enrolled in the anthropology, applied economics, kinesiology and recreation, political science, or sociology master's programs. AmeriCorps alumni and returned Peace Corps volunteers who enroll in the program complete an 11-month professional practice with a non-profit or government organization. In 2016 the Stevenson Center launched a campus-wide [Peace Corps Prep](#) program for undergraduates and opened a Peace Corps campus recruitment office.

Co-curricular activities include projects such as [Bring it Back to Normal](#), [Dr. Martin Luther King Jr. Day of Service](#), [Serving Those Who Served](#), [Alternative Breaks](#) (winter, spring, and summer), and mentorship initiatives that match pre-service teachers with students in local and Chicago high-needs schools. Student-led cultural and civic engagement opportunities include activities of 29 registered student organizations organized to address [cultural/ethnic issues](#) and 40 organized to address [service or advocacy issues](#).

At the time of the 2015 HLC review, a task force of representatives from the Division of Academic Affairs and the Division of Student Affairs was completing its investigation of ways to further strengthen the commitment of the University to civic engagement. The task force completed its work in summer 2015, [recommending establishment of a center](#) for civic engagement to develop appreciation, understanding, and application of the principles of civic engagement among students, faculty, and staff. Accordingly, the [Center for Community Engagement and Service Learning](#) was established in late summer 2015 to support existing programs at the University that promote civic engagement and to serve as a catalyst to create, coordinate, and expand future programming. The center works to [inform students](#) about community engagement and service learning opportunities available to them and [provides resources to faculty members](#) to help them integrate civic engagement and service learning into the curriculum. (see 3.E)

Internationalization of campus and curriculum

International programs at Illinois State are coordinated by the [Office of International Studies and Programs](#) (OISP). The office facilitates [study abroad opportunities](#) and welcomes students and faculty from other countries, thereby enriching the learning environment for Illinois State students. In 2014 Illinois State adopted an [International Strategic Plan](#) to guide further globalization of campus and curriculum through 2018. OISP is currently working with the [International Studies Advisory Council](#) to revise the strategic plan.

At the time of the last HLC review, Illinois State had committed to doubling the number of undergraduates studying abroad. To further that goal, OISP has established several grant programs, such as the Faculty-Led Study Abroad Program Development Grant. Efforts by OISP to promote study abroad among students have included study abroad fairs each fall and spring. The efforts have helped increase study abroad participation from 425 students in Fiscal 2016 to 547 in Fiscal 2018. The preliminary count for Fiscal 2019 is 695 students, a 63.5 percent increase over the Fiscal 2016 count.

Since the 2015 HLC review, President Larry Dietz announced a goal of increasing international enrollment at the University from approximately 2 percent of total enrollment to 10 percent by 2026. The University subsequently chose to contract with INTO University Partners (INTO) to supplement ongoing efforts to recruit and enroll international students. INTO has an international recruitment team working in more than 75 countries. The first group of international students recruited by INTO to Illinois State enrolled in fall 2018 and numbered 43 students. Approximately 150 new international students recruited by INTO are expected to enroll in fall 2019. Each incoming international student is assigned to one of three tracks depending on their English proficiency. The University provides intensive English language preparation for students needing that assistance. The Center for Teaching, Learning, and Technology at the University has added professional development opportunities in global learning for faculty members working most closely with international students.

[3.B.5] Faculty and students at Illinois State are active in research, scholarship, and creative activities.

The work of faculty members at Illinois State is guided by a balanced teacher-scholar model that values faculty contributions as facilitators of learning and creators and discoverers of knowledge and information. Among the strategies in *Educate Connect Elevate* for providing a supportive, student-centered educational experience is increasing student participation in research at the undergraduate and graduate levels, in part by increasing the number and percentage of faculty members mentoring students conducting research, scholarship and creative activities.

Faculty research, scholarship, and creative activities

Scholarship standards for tenured and tenure track faculty members are addressed through [Faculty Appointment, Salary, Promotion, and Tenure \(ASPT\) Policies](#). Review of faculty scholarship occurs at the department/school level by a committee of faculty peers most familiar with the discipline. Scholarship standards are established in each department/school by faculty vote and are published in department/school faculty status policies. Types and volume of activities deemed acceptable for tenure or probationary tenure status vary across academic units.

From Fiscal 2009 through Fiscal 2018, the number of requests by faculty for external funds to support research annually averaged 301. The number and value of grant awards averaged 219 and \$21.8 million, respectively. In Fiscal 2018, 209 external grant requests submitted by Illinois State faculty were funded for a total of \$24.2 million, the third highest funding level in university history. (see [source data](#))

Detailed information regarding scholarship of tenure-line faculty members in all units of the University are included in an [evidence file](#).

Student research, scholarship, and creative activities

Every academic program at Illinois State includes one or more components designed to help students learn and practice scholarship. Faculty members model scholarship for students by incorporating their research into their teaching and mentoring students conducting original scholarly work.

A point of pride for Illinois State is involvement of both graduate and undergraduate students in research. All students regardless of level are encouraged by their faculty mentors to present or publish their original scholarship or creative works. The largest venue for students to share their work is the research symposium held each spring. The 2018 symposium included 340 student presentations, 24.1 percent more than in 2014 (see [abstracts](#)). Students from 25 of 35 departments/schools participated, and 159 faculty members served as research mentors (30.3 percent more than in 2014). Graduate and undergraduate students studying the creative arts have opportunities to showcase their works through multiple [events and venues](#). In a typical year, about 130 music concerts and recitals, 10 student theatre/dance performances, and 30 student art exhibitions occur at the University.

Programs and services to promote and support graduate student research are coordinated by the Graduate School. New since the 2015 HLC review are [professional development workshops](#) offered to students by the Graduate School and its partnering units. Also new is the [Three Minute Thesis](#) competition, which challenges graduate students to describe their research and its significance to a lay audience within three minutes. The Graduate School also coordinates graduate assistantships overseen by units and their faculty. In 2017-2018, 981 graduate students (40.0 percent) received assistantships with full tuition waivers. In addition, the University allocated \$871,763 to units to provide full or partial [tuition waivers](#) to students not receiving assistantships.

While many academic programs at Illinois State emphasize involvement of undergraduate students in research, heretofore those efforts have largely occurred on the unit level independent of one another. In spring 2019, the University established the Office of Student Research to support, coordinate, and raise the profile of student research activities at the institution, with an initial emphasis on undergraduate research. The new unit will begin its work in fall 2019.

Sources

- 3B1GeneralEducationRequirements
- 3B1IllinoisTransferableGeneralEducationCoreCurriculum
- 3B1PoliciesandProceduresManualIllinoisArticulationInitiative
- 3B3CapstoneRequirementsOfAcademicPrograms
- 3B3InternshipRequirementsOrOpportunities
- 3B3ResearchSymposium

- 3B3StudyAbroadPrograms
- 3B4AlternativeBreaks
- 3B4AppliedCommunityAndEconomicDevelopmentSequences
- 3B4BringItBackToNormal
- 3B4CenterforCivicEngagementTaskForceReport
- 3B4CenterforCommunityEngagementandServiceLearning
- 3B4DiversifyingHigherEducationFacultyInIllinois
- 3B4DiversityAdvocacy
- 3B4DiversityTuitionWaivers
- 3B4DrMartinLutherKingJrDayofService
- 3B4EducationalDiversityEnhancementProgram
- 3B4FacultyDiversityData
- 3B4ForFacultyAndStaffCenterforCommunityEngagementandServiceLearning
- 3B4ForStudentsCenterForCommunityEngagementAndServiceLearning
- 3B4FundraisingFiscal2018
- 3B4GlobalLearning
- 3B4GrantProgramsOfficeofInternationalStudiesandPrograms
- 3B4IDEAScourseProposal
- 3B4InductionandMentoringNationalCenterforUrbanEducation
- 3B4InternationalStrategicPlan
- 3B4InternationalStudiesAdvisoryCouncil
- 3B4INTOUniversityPartners
- 3B4NationalCenterforUrbanEducation
- 3B4OfficeofInternationalStudiesandPrograms
- 3B4PeaceCorpsPrep
- 3B4RegisteredStudentOrganizationsCulturalorEthnicIssues
- 3B4RegisteredStudentOrganizationsServiceorAdvocacyIssues
- 3B4Scholarships
- 3B4ScholarshipsandFellowships
- 3B4ServingThoseWhoServed
- 3B4StaffDiversityData
- 3B4StudentDiversityData
- 3B4StudyAbroadFairs
- 3B4StudyAbroadParticipation
- 3B4StudyAbroadPrograms
- 3B4TuitionWaiversForInternationalStudents
- 3B5AbstractsResearchSymposium
- 3B5CollegeofFineArtsEventsOctober2018andApril2019
- 3B5FacultyAppointmentSalaryPromotionandTenurePolicies
- 3B5FacultyResearchAndScholarship
- 3B5GraduateSchoolBylaws
- 3B5GrantRequestsAndAwardsByCollege
- 3B5LouisStokesAllianceforMinorityParticipation
- 3B5ProfessionalDevelopmentWorkshopsGraduateSchool
- 3B5ThreeMinuteThesisCompetition
- 3B5TuitionWaiverAllocations
- 3BProgramChangesFiscal2016ThroughFiscal2019

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Planning, budgeting, and personnel policies at Illinois State University ensure that faculty and staff members are sufficient in number, appropriately credentialed, adept at their work, current in their areas of expertise, and accessible to students as needed. The University maintains a 19:1 student-to-faculty ratio by allocating sufficient resources for instructional capacity while maintaining enrollment within a target range. The student-to-faculty ratio varies across departments ([source data](#)). A sufficient and appropriately qualified team of student support personnel is also vital to providing a quality, small-college experience. Numerous professional development opportunities are available to faculty and staff members to help them hone their skills and remain current with changes in higher education instruction and administration.

[3.C.1] Illinois State has sufficient faculty to carry out its instructional mission.

Despite flat or declining state appropriations, Illinois State has been able to increase the number of faculty members at the institution through strategic allocation of existing resources, measured increases in tuition and fees, and cost savings. In fall 2018 the University employed 1,362 faculty members (1,025.9 FTE) in academic units compared to 1,180 (984.8 FTE) in fall 2009. This represents a 12.4 percent increase by count and a 4.2 percent increase by FTE. Of those 1,362 faculty members, 726 held tenured or probationary tenure status (54.8 percent) and 600 (193 full-time and 407 part-time) held non-tenure track status (45.2 percent) ([source data](#)). Most tenure track faculty members teach two or three courses during both the fall and the spring semesters. Full-time non-tenure track faculty members typically teach three or four courses each semester. The mix of tenure track and non-tenure track faculty members is carefully monitored by the Division of Academic Affairs and its shared governance partners to promote continuity in programs while providing flexibility to shift instructional resources as needs change.

Oversight of faculty credentials

Faculty credentials are established by faculty members on the department/school and college levels. Oversight of individual faculty performance occurs through annual evaluations and consideration of tenure and/or promotion requests by peer review committees. It is primarily through the ASPT system of granting promotion and tenure that continuity of faculty is achieved at Illinois State.

Faculty members teaching graduate-only courses must be members of the graduate faculty. Qualifications for membership and oversight of graduate faculty credentials are described in the Graduate School [bylaws](#).

Qualifications for non-tenure track faculty members are established on the department/school and college levels working with the Office of Human Resources. Qualifications vary by discipline and instructional needs (see 5.A.4).

Processes for ensuring sufficiency of faculty resources

Each department/school works with their college office each year to prepare an [annual report and budget planning document](#) for submission to the Office of the Provost. One component of the document is a report on personnel levels and, if deemed appropriate by the college, a request for new faculty positions. Each dean presents the college request in a meeting open to the campus community (see [March 26-27, 2019 presentations](#)). Decisions regarding new positions are subsequently made by the Provost in consultation with deans and division administrators.

The ability to provide sufficient numbers of faculty to support an academic program is a key issue in requests for new or significantly revised programs. Before a new program proposal moves beyond the department/school level, the program submits a [financial implication form](#) to the Office of the Provost addressing adequacy and sustainability of faculty support for the program. The proposal may proceed to college-level review only upon confirmation by the Provost that resources will be sufficient to support the program. It is not uncommon for a financial implication form submission to result in an allocation by the provost of one or more additional faculty lines.

[3.C.2] Instructors at Illinois State are appropriately credentialed.

Credentials for instructors at Illinois State as of fall 2018 are summarized in [tables](#) organized by college. Cited in the tables are tenure track faculty and non-tenure track faculty as well as academic/professional and civil service staff members who served as instructors of record.

In accordance with ASPT policies (see 3.B.5), an applicant for a tenure track faculty position at Illinois State must have the terminal degree appropriate to the field. The terminal degree is established by faculty on the department/school level. The doctorate is the established terminal degree for most programs on campus. Candidates for tenure track positions are also evaluated for their records in scholarship and service. Hiring qualifications in some programs are guided by specialized accreditation standards.

General qualifications for non-tenure track instructors vary by classification and are established in [Non-Tenure Track Faculty Classifications and Performance Evaluation](#). Qualifications vary by position based on the discipline and instructional needs. Instructors are required to have earned a degree at least one level higher than the degree level they are hired to teach.

Graduate School [bylaws](#) provide that courses restricted to graduate students may be taught only by faculty members with graduate faculty status. To qualify for that status with full voting rights in Graduate School matters, a faculty member must have full-time tenure or tenure track employment, possess adequate training or education including the appropriate terminal degree, actively participate in scholarship appropriate to the discipline, provide evidence of effective teaching at the graduate level, demonstrate the ability to supervise theses and dissertations, and be involved in activities recognized or commended by an appropriate professional organization.

[3.C.3] Illinois State regularly implements faculty evaluation policies and procedures.

Educate Connect Elevate supports investment in high-quality faculty by recognizing, rewarding, and promoting the balanced teacher-scholar model (see 3.B.5). The faculty evaluation process is the primary venue through which this is accomplished.

Tenured and tenure-track faculty

Evaluation of tenure-line faculty is guided by Faculty Appointment, Salary, Promotion and Tenure (ASPT) policies adopted by the Faculty Caucus of the Academic Senate. ASPT policies provide general guidance related to performance evaluation and salary incrementation. The policies require evaluation of all tenure track faculty members annually in January. Evaluations are conducted on the department/school level in accordance with guidelines adopted by department/school faculty. (see 3.B.5) The result of each evaluation is a determination whether the faculty member meets standards established by unit faculty. Faculty members meeting performance standards are eligible for salary increases if funds are otherwise allocated by the University for them. Salary increases are determined by criteria set forth in the department/school guidelines. Performance evaluations provide tenure track faculty members formative feedback and are a critical factor in promotion and tenure decisions. ASPT policies provide for a system of faculty appeals to ensure fair and equitable treatment of all faculty members.

ASPT policies and procedures are not static. The [University Review Committee](#) facilitates a comprehensive review of university-wide policies every five years, although changes may be made to the document at any time by vote of the Academic Senate Faculty Caucus with concurrence of the President. The most recent comprehensive review of the ASPT policy document occurred in 2014-2016, resulting in the document that took effect [January 1, 2017](#). In fall 2018, after almost five years of collaborative work by the University Review Committee and the Faculty Caucus, the Caucus approved four new articles to the ASPT policy document setting forth policies and procedures regarding disciplinary actions involving tenure track faculty members. The articles were subsequently approved by President Larry Dietz and took effect [January 1, 2019](#).

Non-tenure track faculty

The [Non-Tenure Track Faculty Classifications and Performance Evaluation](#) policy provides for annual evaluation of non-tenure track faculty members not covered by a collective bargaining agreement. Evaluation of negotiated non-tenure track faculty is addressed in the Non-Tenure Track Faculty Association [collective bargaining agreement](#). The current agreement is valid through June 30, 2020. Academic units have discretion regarding how and by whom the evaluations are conducted.

[3.C.4] Processes and resources at Illinois State assure that instructors are current in their disciplines and adept at teaching.

Hiring and evaluation

Ensuring that instructors are current in their discipline and qualified to teach starts with effective hiring processes. These are described in 3.C.2. All faculty members in the hiring unit are typically involved in the hiring process through opportunities to meet and comment on candidates and, for some, service on search committees. In this way candidates are vetted by faculty members most familiar with the discipline and most knowledgeable about the skills the successful candidate will need to succeed.

ASPT policies require that annual performance evaluation for tenured and tenure track faculty members include assessment of teaching, service, and scholarly/creative productivity. The policies further provide that materials upon which faculty members are evaluated shall include student reactions to teaching performance. Student reactions are solicited following policies and procedures adopted at the unit level. Many units use the IDEA evaluation instrument. Student evaluations are also considered in the evaluation of non-tenure track faculty members.

Professional development

Educate Connect Elevate articulates a culture that values and promotes excellence in teaching. Among the strategies intended to achieve that vision are increasing professional development offerings designed to help faculty deliver high-quality educational experiences.

As a former Normal school, Illinois State has a long and proud history of promoting excellence in teaching. That tradition was bolstered in 2002 through endowment by Dr. K. Patricia Cross, a scholar in the field of higher education, of the [Cross Chair](#) in the Scholarship of Teaching and Learning (SOTL). This is believed to be the first and only university-wide endowed chair in SoTL in higher education in the nation. The Cross Chair conducts SOTL research and facilitates innovation and research in teaching and learning by others on campus through consulting, workshops, writing circles, grants, and publications.

The [Center for Teaching, Learning, and Technology](#) (CTLT) offers numerous teaching development grants (e.g., DART Online; see 3.A.3) as well as teaching and technology workshops, learning communities, and professional development circles. CTLT also facilitates third-party midterm chats with students on behalf of instructors seeking to improve the learning experience in their courses. CTLT sponsors a teaching and learning symposium each January to provide faculty members opportunities to share innovations in instruction and assessment. Attendance at the symposium has increased from 156 in 2006 to 436 in 2019. At the symposium CTLT announces its [Path to Excellence Award](#), which recognizes units for their participation in CTLT professional development activities. Candidates for the 2018 award collectively completed 11,045 professional development hours during the prior year. The award winning academic unit devoted 29.3 hours per full-time-equivalent faculty member that year toward professional development sponsored by CTLT.

Scholarly activity is important for faculty members seeking to remain current with changes in their field. The Office of Research and Sponsored Programs (RSP) has numerous programs and services to assist faculty members with their research, scholarly, and creative endeavors. (see 2.E.1) The Office of International Studies and Programs offers travel grants to support individual or collaborative research, scholarship, or creative activity of an international character, development of courses with an international perspective, and faculty facilitation of student trips.

Each department/school and college annually recognizes one or more faculty members for excellence

in teaching and excellence in scholarship. In addition, the University Teaching Committee annually recognizes teaching excellence campus-wide through its [University Teaching Awards](#), while the University Research Council annually bestows [University Research Awards](#).

[3.C.5] Instructors at Illinois State are accessible to their students.

Individualized attention is a core value of Illinois State. The [Faculty Responsibilities to Students](#) policy provides that faculty members should be available to students outside the classroom. This ordinarily means “posting and observing a reasonable number of regular office hours during which the faculty member will be available for student conferences.” Additional appointment times mutually convenient to students and faculty are to be made available when student schedules conflict with regular office hours ([Faculty Handbook](#), page 10).

Each department/school is charged with establishing its own policies regarding faculty availability to students. Consequently, means of accessing faculty vary by discipline, course structure, course content, and course delivery method. The recommended [syllabus format](#) posted on the University Curriculum Committee website includes contact hours, office hours, and location. Most instructors use course management software (ReggieNet) to post course content and communicate with students.

Preliminary results of the spring 2019 Alumni Survey indicate satisfaction among most students with regard to [accessibility of their instructors](#). Eighty-seven percent of respondents indicated that faculty members were often or very often accessible both inside and outside the classroom. Eighty-one percent of respondents indicated that faculty members often or very often provided timely feedback on student performance.

[3.C.6] Providers of student support services at Illinois State are appropriately qualified, trained, and supported.

Recruiting and retaining a high-quality, diverse staff is a key strategy for providing a supportive and student-centered educational experience. Appropriate qualifications for student support services personnel at Illinois State are ensured through hiring processes managed by the Office of Human Resources (see 5.A.4).

Tutors

Most [tutoring services](#) at Illinois State are centralized through the [Julia N. Visor Academic Center](#), a unit of University College. During a typical semester, tutoring services are provided by about 120 undergraduate tutors and teaching assistants (see [tutor qualifications](#)). Having earned Level II Certified Tutoring Center distinction from the [College Reading and Learning Association](#) (CRLA) since the 2015 HLC review, the Visor Center requires its tutors to participate in six hours of training prior to being permitted to tutor and to complete CRLA training within two semesters of hire. Weekly training sessions for tutors throughout the semester include such topics as the tutoring cycle, difficult tutoring situations, note taking, critical thinking in tutoring, and brain dominance learning. The current grade point average for Visor Center tutors is 3.2.

Financial aid specialists

Assistance with college financing is provided by seven counselors in the Office of Financial Aid. The office has standardized its staff qualifications based on national guidelines. Candidates for a financial aid advisor position must have a bachelor’s degree, with a master’s degree preferred (see [position](#)

[descriptions](#) and [professional growth and development policy](#)).

Academic advisors

As of January 2019, Illinois State employed 60 full-time and 85 part-time [academic advisors](#). An undergraduate academic advisor candidate must have a bachelor's degree (master's degree preferred) with at least two years of professional advising experience or demonstrated equivalent (see [common content](#), advisor position descriptions). Some schools or departments also require that the academic advisor have a degree in the discipline of their advising assignment.

Co-curricular activities coordinators

Most co-curricular activities at Illinois State are coordinated through the Dean of Students Office. Services of the office are administered by coordinators, each with a master's degree in student affairs, college student personnel administration, or a related field (see [position description](#)). The office provides an extensive [professional development](#) program that includes training in cultural competency and leadership.

Sources

- 3C1AnnualBudgetPresentations2019
- 3C1AnnualReportAndPlanningDirections
- 3C1FacultyCountsByRank
- 3C1FinancialImplicationForm
- 3C1GraduateSchoolBylaws
- 3C2FacultyCredentialsByCollege
- 3C2GraduateSchoolBylaws
- 3C2NonTenureTrackFacultyClassificationsAndPerformanceEvaluationPolicy
- 3C3BargainingAgreementNonTenureTrackFaculty
- 3C3FacultyAppointmentSalaryPromotionAndTenurePoliciesEffectiveJanuary12017
- 3C3FacultyAppointmentSalaryPromotionAndTenurePoliciesEffectiveJanuary12019
- 3C3NonTenureTrackFacultyClassificationsAndPerformanceEvaluationPolicy
- 3C3UniversityReviewCommittee
- 3C4CenterForTeachingLearningAndTechnology
- 3C4CrossChairSOTL
- 3C4PathToExcellenceAwards
- 3C4ProgramReviewSummaryCenterForTeachingLearningAndTechnology
- 3C4UniversityResearchAwards
- 3C4UniversityTeachingAwards
- 3C5AlumniSurveyFacultyInteractions
- 3C5FacultyResponsibilitiesToStudents
- 3C5SyllabusFormat
- 3C6AcademicAdvisors
- 3C6AcademicHelpUniversityCollege
- 3C6CRLATutorCertification
- 3C6PositionDescriptionCoordinatorDeanofStudentsOffice
- 3C6PositionDescriptionsAcademicAdvisors
- 3C6PositionDescriptionsFinancialAid

- 3C6ProfessionalDevelopmentDivisionOfStudentAffairs
- 3C6ProfessionalGrowthAndDevelopmentPolicyFinancialAid
- 3C6TutoringServices
- 3C6TutorQualifications
- 3CStudentToFacultyRatios

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Illinois State University aspires to provide a supportive environment that places all learners at the center of teaching and scholarship through programs and services characterized by individualized attention. The University strives to provide holistic support services responsive to student needs, including learning support, academic advising, and personal development. The University strives to maintain the infrastructure and resources faculty and staff need to provide high quality educational experiences.

[3.D.1] Illinois State provides support services responsive to student needs.

Understanding student needs is critical to designing effective support services. The Office of Planning, Research, and Policy Analysis (PRPA) has annually published data regarding student demographics in its [FactBook](#) and provides customized data reports upon request. University Assessment Services administers the [Beginning College Survey of Student Engagement](#) to incoming students to learn about their prior academic and co-curricular experiences and their expectations for their first year in college. Many units periodically study student needs in their areas of responsibility and evaluate existing programs and services to identify ways to improve their effectiveness. Understanding changing student needs and designing programs and services responsive to them is an ongoing priority and challenge.

Most Illinois State undergraduates are traditional students, i.e., younger than 25 years old and enrolled full-time on campus. The graduate student body is split almost evenly between full-time and part-time students with the majority enrolled on campus. Undergraduate students receive academic support primarily through programs of University College (3.D.2) and individual academic units and receive out-of-classroom support primarily through the [Dean of Students Office](#), [Student Health Services](#), [Student Counseling Services](#), [University Housing Services](#), and other units within the Division of Student Affairs. Graduate student support services are provided primarily by academic units and the Graduate School.

Illinois State has extensive orientation programs for new students to inform them about available support services. New undergraduate students and their families attend a two-day orientation in the summer ([Preview](#)) and a multiple-day orientation program prior to the fall semester ([Welcome Week](#)). Graduate students are oriented to their academic program and support services through their department/school.

Illinois State provides specialized services to groups of students enrolling in the University that have unique needs and concerns. Services for the most prominent groups are described below.

First-generation college students

A significant percentage of incoming freshmen are first-generation college students, i.e., students whose parents are not college graduates. Among the 2,796 first-year students participating in the Beginning College Survey of Student Engagement administered in summer 2018, 42 percent reported that neither their mother nor their father completed a four-year degree, an increase from 33.3 percent in summer 2012.

The University continues to dedicate significant efforts to programs intended to ease the transition to college for first-generation college students. Two such programs, both federally-funded, are [TRiO](#) and the [Mentoring, Academics, Scholarship, and Achievement Initiative](#) (MASAI). TRiO works with students from enrollment through graduation, retaining nearly 90 percent of its participants each year. MASAI has recently focused its efforts on students coming to Illinois State from one of the [Noble Network of Charter \(High\) Schools](#) in Chicago. Since the 2015 HLC review, University College has added a staff member assigned to support the work of high school-to-college transition programs new to the University, such as [First Star Academy](#) for youth in the foster care system.

Given the demand for services provided by TRiO, MASAI, First Star, and similar programs and the limited number of students those programs can serve, President Larry Dietz established a persistence fund in 2018 so more students could be supported. The president has allocated \$250,000 annually to the new fund, which is used to help students facing financial obstacles to their graduation. The [Persistence Committee](#), which oversees the fund, provides intensive case management services to students in need. The committee has addressed obstacles facing 104 students in Academic Year 2018-2019.

Transfer students

Transfer students typically constitute 30 percent or more of new undergraduate students at Illinois State. In fall 2018, for example, 33.0 percent of new undergraduates had transferred from another institution of higher education ([source data](#)). The need to improve services for transfer students was recognized in 2007–2008 when updating the university strategic plan. Service improvements made since then include open houses and orientation sessions specially designed for transfer students, including an abridged version of Welcome Week held prior to the spring semester, and a new chapter of Tau Sigma, the national honorary for transfer students. Personalized assistance for transfer students once they arrive on campus is offered through the Dean of Students office and through transfer specialist advisors in University College.

Multicultural and LGBT students

In the 10-year span between comprehensive accreditation reviews (fall 2004 to fall 2014), the number

of students from groups historically underrepresented at Illinois State increased 80.5 percent. The percentage of students at Illinois State who self-identify with historically underrepresented groups has continued to increase since the 2015 HLC review, from 20.5 percent in fall 2014 to 25.3 percent in fall 2018 ([source data](#)). The University celebrates these increases while working to maintain a welcoming, inclusive, and supportive environment.

[Diversity Advocacy](#), a unit within the Dean of Students Office, sponsors cultural and diversity education programming, mentoring, and advising. The unit also supports multicultural registered student organizations including the Asian Pacific American Coalition, Association of Latin American Students, Black Student Union, and Pride (LGBT).

In 2018 Illinois State was invited to participate in one of 16 [transformation clusters](#) organized by the Association of Public and Land-Grant Universities (APLU). The goal is to share best practices in reducing differences in graduation rates between minority and non-minority students, which was identified by Illinois State as an institutional goal in its 2015 assurance argument. Also in 2018, Illinois State joined the strategy development group of a statewide initiative facilitated by the P-20 Council [Committee on College and Career Readiness](#) to “develop recommendations around key strategies to implement and/or scale to help close equity gaps in postsecondary attainment.”

In 2016 President Larry Dietz appointed the Campus Climate Task Force, which included students, faculty, and staff members from across campus, to make recommendations based on an independent campus climate assessment report. Short and long-term recommendations were compiled and an implementation plan was developed. Among the [recommendations](#) are strategies for elevating the status of women, retaining students of color, hiring a diverse faculty, and providing equity training for students, staff, and faculty. An [update](#) regarding progress made toward addressing the recommendations are available on the Campus Climate Task Force website.

Veterans

Illinois State University is committed to providing services to veterans, active duty personnel, National Guard members, reservists, and their families that allow them to be successful in their collegiate careers. University staff is available to assist military-connected students from the application and course registration processes to acclimating to campus life. Support services for veterans are coordinated by the [Veterans and Military Services](#) unit in the Office of the University Registrar. In recognition of its support for veterans, Illinois State has been listed as a [Military Friendly School](#) by VIQTORY since 2009. In 2019 [College Factual](#) ranked Illinois State University 93rd of 1,820 institutions for veteran friendliness.

[3.D.2] Illinois State offers course placement services and extensive academic support programs.

Course placement services

Proficiency examinations are offered in most 100-level courses and in a limited number of 200-level courses. Students passing exams receive credit and are allowed to enroll in advanced courses. Students may also receive course credit or exemptions through participation in the College-Level Examination Program (CLEP), the Advanced Placement Program, and International Baccalaureate (see [Undergraduate Catalog](#), pages 67-73).

Students entering the University who have not completed their general education math requirement

take the ALEKS placement test. All students have the opportunity to use the practice modules and to retest up to five times within 12 months. Most students scoring 45 or less typically are required to enroll in [developmental math](#) courses.

The Department of Languages, Literatures, and Cultures offers online [placement tests](#) to help students majoring in French, German, or Spanish decide which of several introductory courses is most appropriate given their language skills. Tests are optional, and results do not block or permit enrollment in any given course. The tests are also freely available to students in other majors who plan to take a foreign language class.

Students who decide they can benefit from more intensive help with writing skills may enroll in a special section of the required beginning writing course. The section ([ENG101.10](#)) meets five days per week instead of three and includes lab sessions led by a writing consultant.

Academic support programs

Campus policy provides for out-of-class support for students from their instructors through regular office hours and consultations by appointment (see 3.C.5). Students desiring additional support may participate in programs and services of one or more specialized campus units depending on their circumstances.

University College

Administration of most academic support services at Illinois State is centralized in [University College](#) to facilitate ease of access by students and cross-program referrals by faculty and staff. Students are first exposed to the services of University College through the [Preview](#) orientation for first-time-in-college students or through the [Transfer Day](#) program. University College [advises](#) all first-year students, with the only exception being Honors students.

Many students access University College programs and services through its [Julia N. Visor Academic Center](#). Its programs include tutoring and weekly study groups for many required courses; study skills workshops; academic coaching; and a first-year seminar redesigned in 2018 to better help students with their transition to the University and their exploration of curricular and career paths.

Undergraduate students on academic probation are required to enroll in Project Success, designed to help them set academic goals, become aware of campus services, understand probation policies, and ultimately return to good academic standing. As of the 2018-19 academic year, University College is partnering with Milner Library in plans to expand University College services to renovated space in the library. Services being considered for that location include academic advising, tutoring, and mentoring.

Honors program

The mission of the [Honors Program](#) is to engage, challenge, and support academically-motivated and diverse students from all disciplines. The program enriches student learning through academic, cultural, professional, and community-building opportunities. The program offers students six unique [learning experiences](#) each semester. Students are empowered to select experiences based on their interests and aspirations.

Typically, between 1,200 and 1,300 students participate in the Honors Program. Since the 2015 HLC review, the University has made a concerted effort to increase student diversity in the program. As a

result, the percentage of participants who are students of color has increased from 5.2 percent in 2013 to 22.9 percent in 2018.

Athletics

[Academic services](#) for student-athletes are provided collaboratively by the Karin Bone Athletics Study Center and University College. Study center services include a year-long program to help freshmen and transfer student-athletes adjust academically to the University, review of academic progress reports, tutoring services, and life skills support. University College services to student-athletes include academic advising, major selection, and education about NCAA academic rules and eligibility standards.

These efforts have contributed to six-year graduation rates for scholarship student-athletes at Illinois State that are often higher than the rate for all undergraduate students at the institution. This was the case for three of the six student cohorts enrolling in the University from 2007-2008 through 2011-2012. The NCAA gauges academic success of student-athletes through calculation of a graduation success rate unique to athletics. The calculation accounts for student-athletes who transfer their eligibility from one institution to another. The graduation success rate at Illinois State has consistently equaled or slightly exceeded the aggregate rate for all Division I athletes. ([source data](#)) In spring 2019, student athletes at the University collectively set a new [grade point average record](#) of 3.31.

[3.D.3] Academic advising at Illinois State is appropriate to its programs and student needs.

Academic advising at Illinois State is provided largely by faculty and staff members on the department/school level (see [academic advisors](#)). Communication and training protocols are in place to keep advisors current regarding campus policies and programs and to ensure consistency in their interpretation and application.

Incoming undergraduate students and several other special populations receive advising services through University College during their freshman year. Adoption of the total intake model of advising has allowed Illinois State to provide consistent and specialized services to all freshmen with their transition to college life. University College advisors are trained to match students' evolving educational objectives and potentials with appropriate majors.

After they have earned 24 credit hours and have declared a major, students are transitioned to advising staff in their programs of study. Advisors in the academic departments/schools are most familiar with programs, courses, and policies of the unit and with the disciplines and professions for which students in the unit are preparing. Most departments/schools have professional advisors to work with their students. In a few departments, faculty members serve as undergraduate advisors on a part-time basis.

On the graduate level, advising services are typically provided by faculty members serving as graduate program coordinators in their units. The Graduate School provides guidance to graduate advisors through its [Graduate Coordinator Handbook](#).

An ongoing challenge related to decentralization of advising services is assuring high quality, consistent services across all advising units. For advising on the undergraduate level, this issue is addressed through the [Academic Advising Council](#). The council serves as a forum for communication and a facilitator of professional development. To coordinate advising on the graduate

level, [graduate program coordinators](#) meet several times each academic year.

Annually each spring since 2014, the Academic Advising Council has collaborated with University Assessment Services to conduct a campus-wide survey to solicit student feedback regarding advising. Of the 984 respondents to the [spring 2018 survey](#), 92 percent indicated that their advisor provided a supportive advising environment; 85 percent rated the accuracy of information provided by their advisor as good, very good, or excellent; and 88 percent rated their advisor's knowledge of academic policies as good, very good, or excellent. The Academic Advising Council will use the many open-ended comments shared by survey respondents to further improve advisement in coming years.

[3.D.4] Illinois State provides infrastructure necessary to support effective teaching and learning.

Maintaining infrastructure and resources necessary to adequately support effective teaching and learning has been an ongoing challenge during the last decade, particularly in an environment of stable or declining state financial support for higher education. Through careful budgeting, strategic use of reserves and bonded indebtedness, private contributions, and public/private financing models, Illinois State has been able to complete numerous facility and technology upgrades and maintain library services and resources.

Facilities

Capital improvement projects are guided by the Master Plan for 2010-2030. The document articulates a vision for physical development of the campus through construction of 19 new facilities, renovation of 32 facilities, and improvement of utilities infrastructure. With implementation of the Master Plan nearing its halfway point, President Larry Dietz has charged a steering team with producing an update to the plan. Drawing on feedback gathered from a wide range of university constituents through surveys and meetings, the steering team has produced a draft [Master Plan Update](#) for review by the university community. The update is scheduled for discussion by the Board of Trustees at its July 2019 meeting.

Despite the lack of significant capital improvement funding from the State of Illinois since 2010, Illinois State has pursued an aggressive schedule of facility upgrades financed with general revenue, reserves, or proceeds from bond sales or developed through public-private partnerships. For an extensive review of capital improvement projects since 2010, see the [progress report](#) section of the Master Plan Update.

With respect to facility work since the 2015 HLC review, by count most projects have focused either on either addressing life-safety issues or on upgrading spaces to accommodate academic programs. Among the life-safety improvements are replacement of roof membranes on 11 structures, HVAC upgrades in nine buildings, networking all fire alarm systems, and developing an emergency operations center. Maintenance of the Fine Arts complex has been a high priority, to keep it functional and safe until state funds for reconstruction of the complex (announced by the Governor in 2013) are released. Facility improvements in support of academic programs since 2015 including construction of a new culinary laboratory for the Department of Family and Consumer Sciences, creation of the Communication Innovation Center for the School of Communication, completion of the Studio Teach collaboration space for the School of Teaching and Learning, and providing upgraded spaces for the Honors Program, the Office of International Studies and Programs, and the new Center for Community Engagement and Service Learning.

Large-scale projects either completed since 2015 or underway include reconstruction of [Bone Student Center](#) (\$42 million), replacement of [Milner Library plaza](#) (\$3.5 million), an addition to [Watterson Commons dining center](#) (\$8.5 million), [Watterson Towers](#) (dormitories) HVAC upgrades (\$35.4 million), [Fine Arts complex](#) infrastructure repairs (\$3 million), replacement of [Redbird Arena](#) lower bowl seating (\$6.2 million), and construction of laboratory and classroom space in [Julian Hall](#) for the new B.S. in Cybersecurity program (\$6 million).

Major projects in the design or planning stage include reconstruction of the Fine Arts complex, renovation of Milner Library, construction of facilities to house proposed electrical and mechanical engineering programs, and construction of a facility to house Mennonite College or Nursing.

Technology

Since the 2015 HLC review, Illinois State has completed a five-year project to modernize its academic information infrastructure, segments of which dated to 1982. Through the \$22.5 million [LEAP Forward](#) project, the campus mainframe computer has been decommissioned and 44 mainframe applications have been replaced with hybrid cloud-based integrated systems. The project has involved substantial efforts on the part of university staff to develop and implement new administrative processes. As a result of those efforts, staff and faculty have direct and timely access to data needed to inform program and service decisions, data whose retrieval previously often involved time-consuming work by staff with working knowledge of the mainframe system.

Other technology initiatives completed since 2015 include implementation of Slate, customer relationship management software that includes a new online application for admission; implementation of [Eduroam](#), a global wireless network access service that provides Illinois State students, faculty, and staff wireless access at participating academic institutions; deployment of a new university website with a focus on prospective students and their families; updating the campus enterprise portal to improve the user experience; and provision of new or improved software for students, faculty, and staff including Microsoft (Office 365), Adobe (Creative Cloud and Document Cloud), and Qualtrics (surveys). Administrative Technologies has also finished equipping 322 learning spaces with a standard set of technologies to support faculty instruction. The learning spaces are equipped with a projection system (from flat screen monitors to dual laser projectors), a document camera that also serves as a web cam for video conferencing, device agnostic connectors, and an intuitive switcher interface.

Nearly 1,175 faculty members have been trained by the Center for Teaching, Learning, and Technology in pedagogically-appropriate uses of ReggieNet, the learning management system at Illinois State (Sakai 12.5), since its introduction in 2012. Approximately 93 percent of all courses at Illinois State utilize ReggieNet in some way (up from 80 percent in 2015). As of fall 2018, more than 300 faculty members had completed or were enrolled in an intensive CTLT workshop series ([DART Online](#)) on designing quality online courses using ReggieNet and other technologies.

Library services and resources

[Milner Library](#) provides faculty expertise and resources to support instruction and research in all academic programs at Illinois State. Library faculty [subject specialists](#) are assigned to work with academic units to facilitate integration of library resources and services into the curriculum and to ensure that resources purchased or leased by the library are those most needed to support research, scholarship, and creative activities. Library faculty and staff members also provide group and individualized library and information fluency instruction through class sessions, in-person and

virtual reference service (telephone, email, chat, and text), and consultations. In a typical year more than 500 library instruction sessions are collaboratively delivered by program and library faculty, reaching more than 11,500 students. Collaboration between library and department/school is jointly evaluated by their faculties through the [program review process](#).

With more academic programs being delivered in whole or part via distance education, Milner Library continues to respond to the needs of students in those programs for timely access to library resources and services. Since the 2015 HLC review, Milner Library has deployed a new website designed to provide library patrons a more intuitive searching experience with access to self-help guides and help videos for patrons who prefer them. Since 2015, online [research guides](#) available on the library website have been accessed more than 8,600 times per month. The library provides online access to 280 [databases](#), over 106,000 journals and 200,000 e-books. Through the [I-Share](#) consortium of 90 Illinois libraries, students and faculty at Illinois State have free access to approximately 38 million print items, with daily delivery of materials to Illinois State or to the I-Share member library closest to the patron if the patron is not on campus. The library provides online access to periodical literature through its online journal subscriptions, interlibrary loan (Tipasa), and [electronic delivery](#) of materials in the Milner Library print collection. The library has offset the loss of low-use, niche journal subscriptions, necessitated by ever-rising subscription costs and stable budgets, with a service that delivers articles to patrons electronically within hours of a request.

[3.D.5] Illinois State guides students in the effective use of research and information resources.

The Illinois State approach to teaching effective use of information resources involves collaboration between academic program and library faculty in designing and implementing [information use and fluency instruction](#). Tiered instruction for undergraduate students begins during freshman year with research modules embedded in two required [general education courses](#). Transfer students receive research orientation during welcome programs held prior to the fall and spring semesters. More advanced, discipline-specific information literacy training typically occurs in introductory research courses. The course instructor and library subject specialist for the discipline often collaborate to deliver in-class training. The instructor or librarian may provide a research guide for the [subject](#) or [course](#). The course instructor provides out-of-class guidance through office hours, and the librarian is available for one-on-one consultations. The library also provides research instruction through its reference services, typically available 12–14 hours per day and delivered in person and via telephone, email, chat, and text.

Graduate students receive similar information literacy training through faculty/librarian collaboration. Incoming graduate students in many programs are oriented to the library at the beginning of the fall semester and receive information literacy instruction in the research methods courses required in their program. Librarians offer instruction sessions regarding copyright, journal selection and publication, source management, open access, and other issues to assist graduate students writing theses. The Graduate School, in partnership with Milner Library and other campus units, also provides guidance related to research and information literacy through its [professional development workshops](#).

Sources

- 3D1APLUTransformationClusters
- 3D1BeginningCollegeSurveyOfStudentEngagement

- 3D1BestCollegesForVeteransCollegeFactual
- 3D1CampusClimateTaskForceProgressReport
- 3D1CampusClimateTaskForceReportAndRecommendations
- 3D1CommitteeOnCollegeAndCareerReadiness
- 3D1DeanofStudentsOffice
- 3D1DiversityAdvocacy
- 3D1Factbook2018
- 3D1FirstStarAcademy
- 3D1MASAI
- 3D1MilitaryFriendlySchoolDesignation
- 3D1NewUndergraduatesFTICAndExternalTransferStudents
- 3D1NobleNetworkOfCharterSchools
- 3D1PersistenceCommittee
- 3D1Preview
- 3D1StudentCounselingServices
- 3D1StudentHealthServices
- 3D1StudentsFromUnderrepresentedRacialEthnicGroups
- 3D1TRiO
- 3D1UniversityHousingServices
- 3D1VeteransAndMilitaryServices
- 3D1WelcomeWeek
- 3D2AcademicServicesForStudentAthletes
- 3D2DevelopmentalMath
- 3D2English10110
- 3D2ForeignLanguagePlacementTests
- 3D2HonorsProgram
- 3D2HonorsProgramLearningExperiences
- 3D2JuliaNVisorAcademicCenter
- 3D2Preview
- 3D2ProjectSuccess
- 3D2StudentAthleteGPAREcordSpring2019
- 3D2StudentAthleteOutcomesData
- 3D2TransferDay
- 3D2UniversityCollege
- 3D2UniversityCollegeAdvising
- 3D3AcademicAdvisingCouncil
- 3D3AcademicAdvisingSurveyResults2018
- 3D3AcademicAdvisors
- 3D3GraduateCoordinatorHandbook
- 3D3GraduateCoordinatorMeetings20182019
- 3D4AdministrativeTechnologiesStrategicPlan
- 3D4BoneStudentCenterRevitalization
- 3D4DARTOnline
- 3D4DemolitionOfSouthCampusResidenceHallComplex
- 3D4DraftMasterPlanUpdate
- 3D4Eduroam
- 3D4ElectronicArticleDelivery
- 3D4FineArtsComplexEmergencyInfrastructureRepairs
- 3D4IShare

- 3D4JulianHallRenovationsForCybersecurityProgram
- 3D4LEAPForward
- 3D4LibraryComponentOfTheProgramReviewSelfStudy
- 3D4LibrarySubjectSpecialists
- 3D4MasterPlan20102030
- 3D4MasterPlan20102030ProgressReport
- 3D4MilnerLibrary
- 3D4MilnerLibraryDatabases
- 3D4MilnerLibraryResearchGuides
- 3D4MilnerPlazaReconstruction
- 3D4RedbirdArenaLowerBowlSeatingReplacement
- 3D4WattersonDiningExpansion
- 3D4WattersonTowersHVACUpgrades
- 3D5GeneralEducationEmbeddedResearchModules
- 3D5InformationUseAndFluencyInstruction
- 3D5MilnerLibraryCourseGuides
- 3D5MilnerLibrarySubjectGuides
- 3D5ProfessionalDevelopmentWorkshopsGraduateSchool

3.E - Core Component 3.E

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

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

The educational environment at Illinois State University is enriched through co-curricular opportunities integrated with the curriculum. The environment is also enriched through mission-articulated emphases on diversity, small-college atmosphere with large-university opportunities, academic rigor, and community service/civic engagement.

[3.E.1] Co-curricular programs at Illinois State contribute to the educational experience.

Co-curricular learning is emphasized in *Educate Connect Elevate* as a means of enhancing the quality of the educational experience at Illinois State. This emphasis is based on scholarship of teaching and learning that consistently emphasizes the positive impact that a full range of co-curricular experiences can have on the educational experience. Co-curricular learning opportunities at Illinois State are numerous and include university-wide programs and programs offered at the academic unit level.

Programs at the university level

Most co-curricular programs and services at Illinois State that serve students across all academic programs are administered through the Division of Student Affairs. Division units implementing co-curricular activities and services include [Bone Student Center](#), [Campus Dining](#), [Campus Recreation](#), the [Career Center](#), the [Dean of Students Office](#), [Health Promotion and Wellness](#), [Student Counseling Services](#), and [University Housing Services](#) among others. The [Student Affairs Council](#) provides a venue for units within the division to communicate and plan. The voice of students in selection and planning of co-curricular programs by the division is ensured through the [Student Leader Council](#).

Civic engagement is one of six core values of Illinois State University articulated in its strategic plan. Accordingly, numerous co-curricular opportunities for students at Illinois State are designed to promote community engagement and service learning. Illinois State has long offered such opportunities but has lacked a unit to coordinate and promote them. Accordingly, the University established its [Center for Community Engagement and Service Learning](#) shortly after the 2015 HLC review. The center serves as a [clearinghouse for students](#) seeking opportunities to engage with and serve the local community and for [community partners](#) seeking volunteer help. In addition, the center offers resources intended to help [faculty members](#) integrate civic engagement and service learning in their academic programs. To guide its work in the coming years, the center has developed and adopted a [civic action plan](#) aligned with the five commitments of the [Campus Compact](#), of which Illinois State University is a member. The center is also completing an application for the Carnegie

Classification for Community Engagement, a designation that may help the University attract students and faculty seeking to enroll in or teach at an institution that highly values work with and in communities.

One charge of the Center for Community Engagement is to annually document the many co-curricular opportunities made available to Illinois State University students regardless of the sponsor. During [Academic Year 2017-2018](#), 164 activities engaged 7,218 students resulting in 33,417 hours of service to 120 community partners. Over half of the activities addressed health issues or youth issues (source data).

The [American Democracy Project](#) (ADP) is a unique campus-wide initiative intended to promote civic and political engagement among students. ADP sponsors curricular and co-curricular activities to enhance political involvement by students, faculty, and staff; encourage political involvement among undergraduate students that leads to an increase in political leadership and participation on and off campus; and develop students' understanding of political and social engagement as a life-long responsibility of all citizens. (see 3.E.2)

Each fall and spring semester the Office of the President sponsors a [speaker series](#) intended to expose the campus community to a broad range of perspectives. Speaker selection is guided in part by *Educate Connect Elevate* goals.

Programs at the academic unit level

Co-curricular opportunities at the academic unit or program level include discipline-based student organizations, unit- or program-sponsored guest speakers, practica, internships, and professional networking events. Many units and programs have [advisory boards](#) to assist with curriculum design and delivery, including co-curricular activities. Board members typically include practitioners, prospective employers, and alumni.

For Academic Year 2017-2018, the Center for Community Engagement and Service Learning documented co-curricular activities related to community engagement or service learning in 303 class sections involving 4,191 students, 135 faculty or staff members, 372 community partners, and 53,729 hours of service ([source data](#)). These figures do not account for the many other curriculum-embedded opportunities not directly related to community engagement or service.

For co-curricular experiences at the academic unit level to effectively enhance the learning experience, they must be thoughtfully designed and integrated with the curriculum, and their effectiveness must be assessed. Co-curricular activities in degree programs are documented and evaluated by faculty through the program review process.

Student participation in co-curricular activities

Illinois State students are engaged in co-curricular activities at a higher rate than students at comparison institutions, according to results from the most recent [National Survey of Student Engagement](#) (NSSE). Seventy-six percent of Illinois State freshmen responding to the 2016 survey indicated they participate in co-curricular activities in a typical week, compared to 74 percent of freshman respondents at other Carnegie class institutions and 67 percent at other Great Lakes public institutions. Seventy-three percent of Illinois State seniors indicated that they participate in co-curricular activities in a typical week, compared to 62 percent of senior respondents at other Carnegie class institutions and 57 percent at other Great Lakes public universities. Ninety-two percent of

Illinois State seniors responding to the survey indicated that Illinois State encourages its students to attend campus activities and events, compared to 89 percent of senior respondents at other Carnegie class institutions and 87 percent at other Great Lakes public institutions.

NSSE findings were corroborated by a 2018 survey conducted by [Project CEO](#), a national study of co-curricular experiences. Seventy-seven percent of respondents from Illinois State reported having participated in co-curricular activities while enrolled at the University. Involvement with registered student organizations accounted for most of that participation. Respondents indicated having learned leadership and influencing (persuasion) skills through co-curricular activities rather than through classroom experiences.

[3.E.2] Illinois State demonstrates its claims regarding contributions to the educational experience.

Key concepts in the Illinois State mission statement include small-college atmosphere with large-university opportunities, high academic standards, diversity, and community service/civic engagement. These concepts are emphasized as characteristics of an Illinois State education when recruiting students. The University is able to document the veracity of these claims.

Small-college atmosphere/large-university opportunities

In fall 2018, Illinois State enrolled 20,635 students in 272 plans of study. The University has maintained its student-to-faculty ratio at 19:1, with some programs as low as 3:1. Ninety-one percent of classes have fewer than 50 students and 73 percent have fewer than 30 (both less than in 2015). Learning communities and affinity groups also help promote a small college atmosphere. Students may choose to reside in one of 17 themed [living-learning communities](#). Small communities of interest are facilitated by more than 400 registered student organizations. Numerous programs and activities, such as first-year seminars, help undergraduate students with their transition to college.

High academic standards

Illinois State is accredited by HLC as meeting national standards for delivery of quality post-secondary education and complying with Federal regulations. All academic programs offered by the University are subject to review and approval by the Illinois Board of Higher Education. In addition, 144 of 272 plans of study at Illinois State are accredited or approved by specialized accrediting bodies.

Retention and graduation rates at Illinois State consistently rank second among Illinois public universities. The latest fall-to-fall retention rate for first-time-in-college undergraduates (fall 2017 to fall 2018) was 78.6 percent. The latest six-year graduation rate for first-time-in-college undergraduates (fall 2011 cohort) was 68.8 percent (see 4.C.1 for details).

Illinois State continues to be recognized by ranking services as a high-quality post-secondary institution. In 2018, [U.S. News & World Report](#) ranked Illinois State 91st among public universities. [College Factual](#) has ranked Illinois State University the 73rd best college with respect to value among 1,511 schools across the country.

Diversity

Illinois State offers numerous opportunities for students to experience diverse cultures and perspectives and strives to provide more. The University seeks high-quality students from all racial,

ethnic, and economic groups. Numerous co-curricular programs expose students to diversity both on campus and beyond (see 3.B.4). As a result of these efforts, 90 percent of seniors responding to the 2016 National Survey of Student Engagement indicated that the University encourages contact among students from different backgrounds. Ninety-five percent reported having had discussions with persons of a different race or ethnicity during their senior year, 95 percent with persons of a different economic background, 94 percent with persons having different religious beliefs, and 95 percent with persons having different political views (source data).

The [Culturally Responsive Campus Community initiative](#) was established at Illinois State University in 2016 to enlighten, educate, and ignite conversation around creating a more equitable and just campus environment for all students, faculty, and staff. The two-day event features keynote speakers, workshops, and discussion groups aimed at informing the campus and community about issues surrounding marginalization and oppression.

Community service/civic engagement

The many community service and civic engagement opportunities at Illinois State are described in 3.E.1. Illinois State has received numerous honors for its integration of community service, service learning, and civic engagement into the curriculum. The University is one of 92 institutions nationwide participating in the [Lead Initiative on Civic Learning and Democratic Engagement](#) and was the first university to receive the *New York Times* Political Engagement Project [Program of Excellence Award](#) for its work on the American Democracy Project.

Alumni perspectives

Perhaps the ultimate judges whether Illinois State has made good on its claims are its graduates. Preliminary results from the spring 2019 Alumni Survey provide some insights. Ninety-four percent of survey respondents indicated that their Illinois State experience helped develop their understanding of diversity, and 91 percent indicated that their experience helped them develop their citizenship ([source](#)). Seventy percent rated the [quality of their education](#) at Illinois State above average or superior to the quality of education received by their peers at other institutions.

Sources

- 3E1AmericanDemocracyProject
- 3E1BoneStudentCenter
- 3E1CampusCompact
- 3E1CampusDining
- 3E1CampusRecreation
- 3E1CareerCenter
- 3E1CenterForCommunityEngagementAndServiceLearning
- 3E1CivicActionPlanCenterForCivicEngagementAndServiceLearning
- 3E1CivicLearningAndCivicEngagementAnnualReport20172018
- 3E1CoCurricularEngagement20172018
- 3E1CommunityPartnersCenterForCommunityEngagementAndServiceLearning
- 3E1CurricularEngagement20172018
- 3E1DeanOfStudentsOffice
- 3E1FacultyAndStaffCenterForCommunityEngagementAndServiceLearning

- 3E1HealthPromotionAndWellness
- 3E1NationalSurveyOfStudentEngagement
- 3E1ProjectCEO
- 3E1SpeakerSeries
- 3E1StudentAffairsCouncil
- 3E1StudentCounselingServices
- 3E1StudentLeaderCouncil
- 3E1StudentsCenterForCommunityEngagementAndServiceLearning
- 3E1UnitAdvisoryBoards
- 3E1UniversityHousingServices
- 3E2AlumniSurveyDiversityAndCitizenship
- 3E2AlumniSurveyQualityOfEducation
- 3E2AmericanDemocracyProjectAward
- 3E2CollegeFactualValueRating
- 3E2CulturallyResponsiveCampusCommunity
- 3E2LEADInitiative
- 3E2NationalSurveyOfStudentEngagement
- 3E2ThemedLivingLearningCommunities
- 3E2USNewsAndWorldReport

3.S - Criterion 3 - Summary

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

Summary

Illinois State University continues to provide a high-quality education for students enrolled in all programs. The University has well-established program review processes to monitor program quality and achievement of learning goals. Just over half of all plans of study also maintain specialized accreditation. In addition, the University has worked to maintain its student-to-faculty ratio at 19:1 by allocating sufficient resources for instructional capacity even during times of stable or declining financial support from the state. Since 2015, the University has also refined its General Education program in order to more effectively prepare students for success in their specialized programs and promote timely graduation.

Illinois State University continues its efforts to diversify programs and populations. The university strategic plan, *Educate Connect Elevate*, outlines several initiatives aimed at promoting an inclusive environment for our increasingly diverse population of students, faculty, and staff. Resources are available to support all students, faculty, and staff, including those from underrepresented groups.

Furthermore, the University continues its efforts to globalize the curriculum, internationalize the university population, and prepare students to be civically engaged after graduation. Faculty and students are also actively engaged in scholarship and creative activities, with numerous programs available to support and showcase their successes in these endeavors.

Illinois State has well-established shared governance practices and policies to ensure sufficient faculty and staff are available to provide high-quality programs, faculty have the support they need for effective teaching, and appropriate curricular and co-curricular resources are available to support all students' success.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

The quality of the educational experience at Illinois State University is the responsibility of all members of the university community led by the faculty members who design and deliver the curriculum, assess student performance against established student learning outcomes, and modify the curriculum accordingly. Ongoing program review and improvement is taken seriously at Illinois State rather than viewed as an exercise to comply with state mandates. Specialized accreditation is voluntarily sought by programs when it could benefit students and provide another means of maintaining program quality. Internal processes and procedures are in place to accommodate course and program changes while maintaining appropriate academic rigor. The University continues to develop a systematic means of documenting and reporting graduate success.

[4.A.1] Illinois State maintains a practice of regular program reviews.

The program review process is mentioned numerous times in the Criterion 3 argument (see 3.A.1), reflecting its importance at Illinois State. Numerous programs of study at Illinois State are also

regularly reviewed through specialized accreditation processes.

State-mandated program review

The state of Illinois mandates program review and provides guidelines for its implementation through [regulations](#) promulgated by the Illinois Board of Higher Education (IBHE). Illinois State follows a [program review schedule](#) that provides for review of each academic program every eight years and each research and service center every four years. IBHE regulations allow Illinois public universities considerable flexibility with their program review guidelines. Consistent with its shared governance philosophy, Illinois State has adopted a [program review process](#) for its academic programs and centers led by its faculty. Reviews are conducted by the [Academic Planning Committee](#), an external committee of the Academic Senate (i.e., the committee reports to the Academic Senate but most of its members are not senators). The work of the committee is facilitated by the Office of the Provost.

Program reviews result in recommendations that serve to inform the department/school, college, and University on decisions regarding resource allocation, staffing, program focus, admissions standards, curricular content, and other matters. The Academic Planning Committee provides its observations and recommendations in summative reports submitted to the Provost. The reports are incorporated into the [Academic Plan](#), which is an annual report by the Provost to the Board of Trustees regarding Division of Academic Affairs activities and initiatives. The plan is reviewed by the Academic Senate prior to its submittal to the Board of Trustees. Summative reports for each program are posted on the [program review website](#). Summaries from the 2018-2019 cycle are included in an [evidence file](#).

The program review process at Illinois State is dynamic. Self-study guidelines are [reviewed annually](#) by the Academic Planning Committee to ensure their alignment with priorities in the most recent edition of the university strategic plan.

Specialized accreditation review

Approximately half of all academic program plans of study offered at Illinois State are accredited or approved by [specialized accreditation bodies](#). Those bodies promote compliance with generally-accepted educational standards for the disciplines they serve. (see 4.A.5)

[4.A.2] Illinois State carefully evaluates all credit that it transcripts.

Policies and procedures are in place at Illinois State to evaluate all credit it transcripts. Staff conducts degree audits for each student before authorizing graduation. The University has adopted policies for assuring quality of transfer credit and for awarding credit for prior learning.

Degree audits

As students enter the University, the Office of the University Registrar evaluates external credit earned by students evidenced by Advanced Placement, College Level Examination Program, or International Baccalaureate Diploma Program scores; postsecondary transcripts; or, for military personnel, the Joint Services Transcript and DD-214. Upon completing their plans of study, undergraduate students submit their graduation applications ([Undergraduate Catalog](#), pages 52-53) to the Evaluation Services unit of the Registrar's office via the campus enterprise portal for review and approval. [Degree audits for graduate students](#) are facilitated by graduate school coordinators.

Transfer credit

See 4.A.3.

Credit awarded for prior and experiential learning

Undergraduate students may receive credit toward graduation by earning passing scores on the College Level Examination Program (CLEP) general or subject examinations. Departmental proficiency examinations are offered in most 100-level and in some 200-level courses. Exam content and standards of performance required for receiving credit are established by the department/school offering the course. The University also grants credit through the Advanced Placement Program (AP) of the College Entrance Board and through the International Baccalaureate Diploma Program (IB) of the International Baccalaureate Organization. Since the 2015 HLC review, the Illinois General Assembly has passed legislation to standardize granting of AP and IB credits by Illinois public universities. The schedules of credits granted by Illinois State to students presenting AP or IB scores are published in the [Undergraduate Catalog](#) (page 67).

Students who have served honorably in the United States military may qualify for undergraduate credit for their military work. Credit is accepted for DANTES subject standardized exams and military CLEP exams that fall within university CLEP guidelines. Upon receipt of a credit recommendation from the American Council on Education, Illinois State may also grant academic credit for military training. (see [Undergraduate Catalog](#), page 63)

Illinois State awards credit for experiential learning only if it is successfully completed through credit-bearing courses. Examples include student teaching required in all educator preparation programs, internship and professional practice courses available in all colleges, and clinical experiences. Credit for experiential learning is evaluated on the department/school level.

[4.A.3] Credits transferred to Illinois State are carefully evaluated.

External transfer students graduating from Illinois State between 2016 and 2018 on average transferred 60.5 credit hours into the University from some other institution. That figure has remained stable over the last 10 years ([source data](#)). To help ensure quality of undergraduate transfer credits, Illinois State participates in the [Illinois Articulation Initiative](#) (IAI). The initiative is intended to facilitate transfer of undergraduate students between Illinois colleges and universities while assuring equivalency and rigor of courses for which transfer credits are awarded. Illinois State agrees to award credit for a set of general education courses completed at any IAI-participating institution in lieu of its own general education requirements ([Undergraduate Catalog](#), page 82). Illinois State also awards credit for individual courses taken at other Illinois colleges if those courses are equivalent in learning objectives, content, and rigor to those at Illinois State. Equivalency is determined by one of 18 discipline-based or seven general education panels facilitated by IAI and composed of faculty members at institutions across the state including Illinois State. As its courses are modified, Illinois State submits applications for equivalency reviews to the appropriate IAI panel. In a typical year Illinois State submits approximately 20 such applications.

To help streamline the transfer of credits into specific majors, Illinois State enters into program [articulation agreements](#) with select community colleges in the state. Such agreements are usually initiated by faculty of the University or the community college and involve careful review of both community college and university curricula. Articulation agreements are intended to ensure that community college students are academically prepared to succeed upon enrolling at Illinois State and

to ensure that credits earned by students at the community college are accepted by the University.

Study abroad courses are reviewed and articulated by trained evaluators working with program faculty. Evaluators then place these course articulations into a database linked to the student information system and used by the degree audit system. Two evaluators are trained to review international transcripts, including conversion of semester hours and grading scales. Information regarding [study abroad course credits](#) is provided on the university website to assist students, faculty members, advisors, and evaluators.

Graduate students may [transfer](#) up to nine credit hours from another college or university for use in meeting requirements of a master's degree or graduate certificate program at Illinois State. Such transfer is subject to limitations published in the Graduate Catalog, recommendation of the enrolling department/school, and approval of the Graduate School.

[4.A.4] Illinois State faculty maintains oversight of academic standards and faculty qualifications.

In accordance with principles of shared governance, faculty members at Illinois State maintain and exercise authority over programs and courses offered by the institution to ensure their quality and appropriate rigor. Faculty members are also responsible for ensuring appropriate credentials of their peers. Multiple processes provide for thorough vetting of course and program proposals and for evaluating faculty.

Oversight of courses and programs

Processes for vetting course and program proposals are described in 3.A.1.

The undergraduate and graduate curriculum committees on the university level provide guidance regarding general performance expectations at different course levels to ensure consistency and appropriate rigor across all programs. Using an [online submission system](#), faculty members proposing new or revised courses are asked to describe prerequisites and enrollment restrictions, course content, learning goals, assignments, learning resources including texts, and evaluation methods. Courses available for both graduate and undergraduate credit must include an additional component for graduate credit at the time of submission. Course proposals are [circulated for review](#) by all faculty members on campus to solicit feedback regarding the potential impact on other courses and programs. [New program proposals](#) describe admission and graduation requirements, include a sample plan of study, and are typically accompanied by individual course proposals. Faculty members proposing courses or programs are also asked to consult with the appropriate library subject specialist to ensure availability and adequacy of research resources and services to support student learning.

Oversight of faculty qualifications

Tenure track faculty qualifications are established through the tenure and promotion system at the University set forth in [Faculty Appointment, Salary, Promotion, and Tenure \(ASPT\) Policies](#). Discipline-specific standards are adopted at the [college level](#) and the department/school level (see [Part I](#), [Part II](#), and [Part III](#)) by vote of the affected faculty members. Tenure track faculty performance evaluation and decisions regarding promotion and tenure are the responsibility of peer review committees provided for in college standards and department/school guidelines.

Qualifications for appointment to the graduate faculty are determined by the Graduate Council (see 3.C.2).

General policies for non-tenure track faculty appointment and evaluation are set forth in the [Non-Tenure Track Faculty Classifications and Performance Evaluation](#) policy. Qualifications for specific non-tenure track positions are established by unit faculty based on the discipline and instructional need. Evaluation of non-tenure track faculty is described in 3.C.3.

[4.A.5] Academic units and programs at Illinois State are recognized by specialized accrediting bodies.

Illinois State maintains specialized accreditation or approval through [46 associations](#), 43 of which recognize academic programs or academic units and three of which recognize non-instructional units. Of the 272 plans of study offered by the University, 144 (52.9 percent) receive specialized accreditation or approval. Specialized accreditation promotes academic rigor through application of discipline-based learning standards and qualifications for faculty and staff. In some disciplines specialized accreditation is a prerequisite for graduates to qualify for licensing or the right to take examinations required for professional practice.

[4.A.6] Illinois State uses multiple methods to evaluate success of University graduates.

Information regarding success of University graduates is collected at the university level on behalf of all academic programs. This information is supplemented by unit/program-specific data gathered at the unit level.

University-level evaluations

The [alumni survey](#) administered by University Assessment Services (UAS) solicits graduates' perceptions regarding the value of their Illinois State education in achieving their educational and career goals. The survey includes questions designed to extrapolate employment rates, rates of admission to advanced degree programs, and earnings. Results are aggregated on the university and unit levels. A summary report is compiled by UAS and disseminated to units for their use in student learning outcomes assessment and program planning.

Given the difficulties associated with gathering alumni information through surveys, additional methods of collecting and sharing alumni data have been explored by Illinois State in recent years. The 2015 Assurance Argument references a pilot collaboration with the Illinois Department of Employment Security (IDES) to supplement information obtained from the alumni survey with data regarding employment and earnings of Illinois State graduates who work in Illinois. The pilot has since been completed by University Assessment Services (UAS). Demographic and academic information for Illinois State alumni was matched with employment and wage records submitted by Illinois employers to IDES. The database created for the project contains longitudinal [earnings and industry](#) information through 2016 for alumni graduating between 2003 and 2012. In 2018-2019 UAS compiled reports from the database for each academic unit and shared the information with the Office of Enrollment Management and Academic Services for use in recruitment and retention initiatives. The database will be regularly updated by UAS, and reports will be made available to units through the program review process and upon request.

Although it had not been intended, the employment and earnings study conducted by Illinois State has subsequently served as a model for a [state-wide initiative](#) sponsored jointly by the Office of the Governor, IDES, and IBHE. Through the initiative, employment and earnings data have been compiled for all public universities in the state, although for fewer years than the Illinois State study. The data are publicly accessible using the [Illinois College 2 Career](#) tool.

Unit- and program-level evaluations

While up to 1,200 graduates complete the annual alumni survey, the response rate on the unit or program level may be too small to extract meaningful direction for specific programs. In addition, the survey is purposely short and may not collect program-specific information desired by some units. Consequently, some units supplement the alumni survey with their own methods of connecting with alumni and documenting their success. Standard methods used by units and programs are described below. No program uses all of these methods; however, at least one technique is carried out at some level by all programs.

Of the 161 degree and certificate programs at Illinois State, 51 prepare students to pass examinations either required for licensure to practice or recommended in their profession to establish their credentials. All six colleges offering credit-bearing courses have at least two such programs. Many of the 51 programs prepare students to pass multiple exams (e.g., educator preparation programs). A [pass rate](#) report is included in the [Consumer Guide](#) published on the university website. The report is updated annually.

At least five academic units administered one or more [alumni surveys](#) in Fiscal 2016, 2017, or 2018 to supplement data obtained through the university-wide alumni survey. This practice is not uncommon for programs preparing for program review or specialized accreditation review. Most units that conduct alumni surveys solicit feedback from multiple graduating classes rather than just two, as is the case with the university-wide survey.

At least 14 academic units administered one or more [exit surveys](#) in Fiscal 2016, 2017, or 2018 to students immediately prior to their graduation. Exit surveys are typically administered in capstone courses and seek information regarding student plans for employment or further education.

Most academic units at Illinois State engage with graduates through [alumni events](#) such as homecoming reunions. At these events faculty and staff gather anecdotal information regarding individual graduate successes. Other venues for doing so include unit and program [advisory board](#) meetings and alumni recognition events.

Unit efforts to connect with alumni are monitored through the program review process. It is not uncommon for the Academic Planning Committee, which conducts the reviews, to recommend that units prioritize and formalize their alumni outreach efforts.

Sources

- 4A123IllinoisAdministrativeCode105050ProgramReview
- 4A1AcademicPlan20182023
- 4A1AcademicPlanningCommittee
- 4A1ChangesToProgramReviewGuidelinesForFall2018cohort
- 4A1ProgramReviewGuidelines
- 4A1ProgramReviewSchedule
- 4A1ProgramReviewSummaries20182019
- 4A1ProgramReviewSummariesPartICAST
- 4A1ProgramReviewWebsite
- 4A1StatusOfSpecializedAccreditationsMay2019

- 4A2DegreeAudits
- 4A2TransferOfCreditFromOtherInstitutionsPolicy
- 4A3ArticulationAgreements
- 4A3AverageCreditsHoursToDegree
- 4A3CreditsForStudyAbroadCourses
- 4A3CreditsTransferredToIllinoisStateUniversity20162018
- 4A3iTransferIllinoisArticulationInitiative
- 4A3TransferOfCreditForGraduatePrograms
- 4A4CollegeFacultyStandards
- 4A4CourseProposalCirculation
- 4A4CurriculumFormsSystemsscreenshot
- 4A4DepartmentSchoolFacultyGuidelinesPartI
- 4A4DepartmentSchoolFacultyGuidelinesPartII
- 4A4DepartmentSchoolFacultyGuidelinesPartIII
- 4A4FacultyAppointmentSalaryPromotionAndTenurePolicies
- 4A4NonTenureTrackFacultyClassificationsAndPerformanceEvaluationPolicy
- 4A4SampleProgramProposalMasterOfAthleticTraining
- 4A4TenureAndPromotionSystem
- 4A5StatusOfSpecializedAccreditationsMay2019
- 4A6AlumniEarningsAndIndustryData
- 4A6AlumniSurvey
- 4A6CareerOutcomesToolProjectInformation
- 4A6ConsumerGuidewebpage
- 4A6IllinoisCollege2CareerTool
- 4A6LicensureAndCertificationExaminationsWithPassRates
- 4A6UnitAdvisoryBoards
- 4A6UnitAlumniEvents
- 4A6UnitAlumniSurveys
- 4A6UnitExitSurveys

4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Formalizing assessment as a component of all programs and services is an ongoing initiative of Illinois State University. Assessment has been and continues to be a high priority for the institution.

For academic programs at Illinois State, development of assessment plans and processes has generally progressed in phases, starting in the 2000s with identification of student learning goals and of methods and tools to evaluate student performance relative to those goals. In the 2010s, faculty efforts regarding assessment have focused primarily on assessing learning relative to each learning outcome at multiple points in the curriculum. Most recently, conversations regarding assessment have shifted to integrating student learning outcomes assessment with curriculum and program planning. As new faculty members join the University and as new unit administrators are hired, ongoing efforts are needed to support academic units in their work to maintain assessment plans and processes that are methodologically sound and sustainable.

With regard to co-curricular programs and services, the Division of Student Affairs, which sponsors most such initiatives at Illinois State, has been investigating and testing assessment methods since the 2015 HLC review. This coming academic year, Student Affairs is scheduled to implement a standard approach to assessment across all of its units.

[4.B.1] Creating and modifying assessment plans is an ongoing initiative at Illinois State.

Revised learning goals for the General Education program were adopted in 2013 by the Academic Senate when it approved General Education Task Force recommendations. Assessment plans for ongoing programs are regularly reviewed as part of assessment update and program review processes. Assessment plans for new programs are developed during the [program proposal](#) process.

General Education

General Education program assessment at Illinois State was first implemented in 2008. The process initially consisted of requesting student assignments from faculty members who taught General Education courses and having faculty panels review the assignments using rubrics. Although the process worked well, gleaning useful information from assessment findings proved difficult in part because some panel members lacked sufficient discipline-specific knowledge to effectively assess the

assignments and in part because numerous rubric categories were not addressed in the assignments. To address those limitations, a formal [assessment plan](#) was developed for General Education in 2012-2013 in tandem with revision of the General Education program. The [Essential Learning Outcomes](#) in the Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities was used as a framework for developing General Education goals and outcomes, and the corresponding VALUE [rubrics](#) were adapted for use at Illinois State through the work of several faculty panels with discipline-specific expertise. The General Education assessment plan provides that faculty members indicate which General Education goals and learning outcomes their submitted student assignments address. Assignment reviewers are sought from among the faculty members who teach or have taught courses in the General Education category being reviewed.

Degree programs

Approaches to assessment in degree programs at Illinois State have generally developed independently of one another, shaped largely by idiosyncrasies of their disciplines. [University Assessment Services](#) supports units in developing and implementing their assessment plans while serving as the campus hub for sharing assessment research and best practices across units.

University Assessment Services (UAS) periodically asks departments/schools to submit [updates](#) to that unit regarding implementation of their assessment plans and uses of the information they have gathered and examined. The [Assessment Advisory Council](#), assisted by UAS, provides formative feedback to program faculty members regarding their updates. More intensive review of assessment plans occurs two years prior to a unit beginning its regularly-scheduled program review self-study, through the [Process for Review of Academic Assessment Plans](#). As with the assessment implementation updates, UAS and the Assessment Advisory Council provide [feedback](#) to programs regarding their assessment plans, to help units maintain assessment plans and processes that are methodologically sound and sustainable given available resources.

In addition, University Assessment Services offers faculty members professional development opportunities related to assessment every fall and spring semester. UAS offers a [four-session workshop series](#) in the fall, with three sessions covering the main components of an assessment plan and a fourth session addressing alignment of student learning assessment with program review. [Spring workshop sessions](#) focus on specific assessment methods or tools, such as surveys, curriculum maps, rubrics, logic models, and portfolios.

Co-curricular programs and services

The university strategic plan articulates a commitment to using best practices to continuously improve sustainability and institutional effectiveness. In this light, assessment and evaluation initiatives continue to expand and deepen across the co-curriculum. Of the four administrative divisions at Illinois State, the Division of Student Affairs has primary responsibility for co-curricular programs and services. As such, after several years of planning and research, Student Affairs finalized student learning outcomes for its programs, initiatives, and services in December 2018.

The [student learning outcomes framework](#) developed by the Division of Students Affairs includes five learning domains: relationship building, professional identity and behavior, broadening of perspective, problem solving, and autonomy. Across the five domains, the division has set forth 27 competencies. The division has also developed [rubrics](#) for assessment in each learning domain. Each of the 13 departments within the division is now integrating the framework into its work and assessment plans. Implementation of the new framework will help the division identify the need for

additional learning opportunities so all competencies are adequately covered through division programming.

[4.B.2] Assessment plans are routinely implemented at Illinois State.

General Education

The [Council on General Education](#) is responsible for oversight of student learning outcomes assessment in the General Education program (see 4.B.1). To facilitate that effort, General Education courses are assigned to one of nine categories: Communication/Composition and Critical Inquiry, United States Tradition, Individuals and Civic Life, Mathematics, Quantitative Reasoning, Social Sciences, Sciences, Humanities, and Fine Arts. Student learning in each category is assessed on a six-year cycle, with one or more categories assessed each academic year. Both direct and indirect evidence of student learning is gathered. Direct evidence includes course assignments as completed by students, while indirect evidence includes syllabi that are reviewed for their incorporation of General Education program goals and learning outcomes. In each course category student assignments are reviewed once every six years and course syllabi are reviewed twice every six years.

Faculty members teaching courses in a General Education course category designated for assessment during the academic year are asked to submit student assignments that address at least one of the General Education goals and learning outcomes. University Assessment Services solicits, collects, and compiles the assignments for review by faculty panels using the VALUE rubrics. UAS then summarizes panel findings in a report submitted to the Council on General Education for its consideration when evaluating the program.

Since the General Education assessment plan was first implemented in 2014-2015, several modifications to assessment processes have been made. Due to lower than hoped for participation by faculty in some course categories, student assignments associated with a course category may be requested by UAS over multiple years rather than just one so there is a sufficient number of completed assignments to evaluate. The process of collecting syllabi has been streamlined by requesting them from the departments/schools offering General Education courses, since faculty members teaching the courses archive their syllabi with their unit. To encourage inclusion of General Education goals and learning outcomes in courses, UAS sends faculty members assigned to teach General Education courses reminders about incorporating General Education goals and learning outcomes as they prepare their syllabi. These assessment revisions have been incorporated into a revised General Education [assessment plan](#) compiled in 2018.

Degree programs

Student learning assessment plans for degree programs are implemented by faculty members directly responsible for the programs. The manner in which this is done and the tools used vary by unit and program (see assessment plans: [Part 1](#), [Part 2](#), and [Part 3](#)). Some idiosyncrasies within colleges are described below.

Many programs in the **College of Applied Science and Technology** have adopted the Individual Development and Educational Assessment (IDEA) teaching evaluation form. Data gathered from student responses are used in the faculty evaluation process, and aggregate data may be used in student learning outcomes and program assessment.

Programs in the **College of Arts and Sciences** are numerous and diverse, so commonalities in

assessment across all 16 departments/schools are few. Humanities programs rely extensively on writing portfolios; physical sciences and mathematics programs use laboratory reports, field work, and mathematical problems; language programs have introduced oral language proficiency examinations conducted by external reviewers; and social sciences programs often include research papers and case studies in their assessment plans.

All undergraduate programs in the **College of Business** administer the Educational Testing Service Major Field Test for the Bachelor's Degree in Business in the capstone business strategy course. Business programs also share common rubrics. These tools allow for comparisons across programs.

The **College of Education**, as well as secondary teacher preparation programs in other colleges, uses state content and professional skills testing mandated by the Illinois State Board of Education. Student teachers also complete an edTPA portfolio, a nationally available performance assessment for which candidates submit evidence that demonstrates their proficiency across three domains: instruction, planning, and assessment. Candidates work through a complete instructional cycle, compiling contextual information about their classroom, lesson plans, examples of student work, written commentaries justifying their practice and professional reasoning, and videos demonstrating their ability to engage students in learning. In addition, within programs several aspects of candidate performance are assessed with locally- designed instruments: content knowledge, pedagogy, clinical practice, impact on student learning, and professional dispositions.

Since the 2015 HLC review, initial licensure educator preparation programs at the University have collaborated to establish and implement an annual assessment review process as an alternative to the assessment update process administered by University Assessment Services. Through the Annual Assessment Review, faculty members identify improvements to be made to their program in light of student performance.

Assessment of student learning outcomes in the **College of Fine Arts** varies by major and sequence. Assessment plans typically include portfolios, exhibitions, or recitals.

Students in the **Mennonite College of Nursing** are assessed in part through licensing examinations and through clinical experiences. Candidates for the B.S.N. (pre-licensure sequence) take the National Council Licensure Examination for Registered Nurses. Two certification exams are available to candidates for the M.S.N. (family nurse practitioner sequence).

Assessment of **graduate programs** across all colleges is characterized by its focus on the culminating experience: the comprehensive exam, the thesis/dissertation, or the defense.

Assessment activities are usually led by the department chairperson/school director or the program coordinator, working with an assessment or curriculum committee. Several programs have addressed sustainability of assessment by adopting cycles for collecting and reviewing data

Co-curricular programs and services

Student learning in co-curricular programs and services is assessed primarily through participant surveys, interviews, focus groups, and reflection papers. In addition, sponsors document attendance and their personal observations regarding student engagement in the activities being assessed.

The Division of Student Affairs uses a hosted web-based service (Campus Labs) to store assessment data and to benchmark assessment results with peer programs. Division staff uses the system to

produce assessment reports and planning documents and to compile self-study reports.

As implementation by Student Affairs of its new student learning outcomes framework advances, emerging partnerships with University Assessment Services, the Office of Planning, Research, and Policy Analysis, and Enterprise Data and Analytics are expanding the data available to the division for assessment and planning. As an example, the Career Center now merges its user data with data in the new student information system to produce an [annual report](#) shared with campus units and employers that documents the center's role in career planning and job placement.

[4.B.3] Assessment results are used at Illinois State to improve student learning.

General Education

Regarding implementation of the General Education assessment plan, thus far assessment has been completed in the United States Traditions course category. Feedback from the panel of faculty reviewers has been summarized in a [report](#) prepared by University Assessment Services and shared with the Council on General Education and in [discussion notes](#) for faculty members who teach United States Traditions courses.

Degree programs

Most assessment plans for degree programs identify a process and schedule for systematically reviewing assessment results. Departments/schools are periodically asked to submit an [assessment update](#) to University Assessment Services for each of its academic programs. In the update, units are asked to describe assessment activities undertaken by program faculty during the most recent assessment cycle and how assessment findings may have been used to plan program improvements. [Assessment updates](#) are reviewed by the Assessment Advisory Council, which provides each program [feedback](#). Program changes implemented based on assessment results are numerous and varied and include, among others, introducing new course content, modifying curriculum structure, and adding co-curricular opportunities.

Program review guidelines at Illinois State identify student learning outcomes assessment as a critical component of program review. Faculty members are asked to provide evidence that program faculty and administrators are utilizing assessment results to identify and implement improvements to the program (see [responses](#) from programs submitting self-study reports in fall 2016, 2017, or 2018).

Co-curricular programs and services

Each of the 13 departments in the Division of Student Affairs compiles an annual improvement plan ([Assessment and Engagement Initiatives](#)) that describes specific actions the department will take in accordance with division priorities. Assessment results are used to document work of the department and to identify program improvements.

[4.B.4] Assessment methodologies used at Illinois State reflect scholarship of teaching and learning.

Student learning assessment processes and methodologies at Illinois State reflect the [nine principles of good practice](#) developed under the auspices of the American Association for Higher Education. Among the authors of the principles is Dr. K. Patricia Cross who endowed the Cross Chair in the Scholarship of Teaching and Learning at Illinois State. What and how programs at Illinois State

choose to assess aligns with the vision and mission of the University (e.g., emphasis on academic rigor, co-curricular learning, diversity, and civic engagement). At the core of all assessment plans are student learning goals and processes by which programs help students achieve them. Multiple methods are used to assess, including evaluation of actual performance (e.g., through internships and practicum experiences). While assessment of a specific program is typically conducted by a committee of faculty and staff members responsible for the program, feedback is sought from numerous constituencies (e.g., graduates and employers). Assessment is a dynamic process at Illinois State, as assessment strategies continue to be reviewed and refined.

Sources

- 4B1201718PRAAPFeedback
- 4B1AssessmentAdvisoryCouncil
- 4B1AssessmentRubricsDivisionOfStudentAffairs
- 4B1AssessmentUpdateForm
- 4B1CoCurricularLearningDomainsAndCompetenciesStudentAffairs
- 4B1EssentialLearningOutcomesLEAP
- 4B1FallAssessmentWorkshopSeries
- 4B1GeneralEducationAssessmentPlan2014
- 4B1GeneralEducationAssessmentPlan2018
- 4B1NewProgramProposalWithAssessmentPlan
- 4B1ProcessForTheReviewOfAcademicAssessmentPlans
- 4B1SpringAssessmentWorkshops
- 4B1UniversityAssessmentServices
- 4B1VALUERubrics
- 4B2AssessmentPlansPart1CAST
- 4B2AssessmentPlansPart2CAS
- 4B2AssessmentPlansPart3COBCOECFAMCN
- 4B2CareerCenterAnnualReport
- 4B2CouncilOnGeneralEducation
- 4B3AnnualImprovementPlansDivisionOfStudentAffairs
- 4B3AssessmentUpdateFeedback20162017
- 4B3AssessmentUpdateForm
- 4B3AssessmentUpdateSubmissions20182019
- 4B3ResponsesToAssessmentFindings
- 4B3UnitedStatesTraditionsDiscussionNotes
- 4B3UnitedStatesTraditionsFindingsReport
- 4B4NinePrinciplesOfGoodPracticeForAssessingStudentLearning

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Retention, persistence, and completion rates are carefully monitored at Illinois State University for their indications of student progress and success. The University also carefully tracks time-to-degree due to its impact on cost of attendance. The University monitors these rates on the university, unit, and program level. The rates are also monitored by federal and state agencies and by specialized accrediting bodies.

[4.C.1] Illinois State has ambitious yet attainable goals for retention, persistence, and completion.

Over the last 10 years, retention and graduation rates for first-time-in-college students at Illinois State reached historical highs for the institution, although the rates are now slightly lower than they were at the time of the 2015 HLC review. Meanwhile, the percentage of graduates completing within four years is now at a 10-year high.

Retention

The fall-to-fall retention rate for first-time-in-college students reached an institution high of 85.1 percent with the cohort first enrolling in fall 2010. At the time of the 2015 HLC review, the rate was 81.3 percent (for first-time-in-college students first enrolling in fall 2013). In its 2015 assurance argument, Illinois State articulated a goal of maintaining that rate. However, the most recent retention rate, for the fall 2017 cohort, was 78.6 percent.

The fall-to-fall retention rate for external transfer students has trended upward over the last ten years, reaching 87.5 percent with the fall 2016 cohort. The most recent rate, for the fall 2017 cohort, was 85.0. The retention rate for external transfer students has exceeded the rate for first-time-in-college students since 2014.

The 2015 assurance argument cited lower than university average retention rates among groups historically underrepresented at the institution and set a goal of reducing those gaps. The University has had mixed results in attempts to do so. The gap for Hispanic students has declined from 6.7 percentage points (fall 2013 cohort) to 5.7 (fall 2017 cohort) while the gap for Black or African American students has increased from 9.5 percentage points to 13.4 across those years.

[\(source data\)](#)

Graduation

The six-year graduation rate for first-time-in-college students reported by the University at the time of the 2015 assurance argument was 71.8 percent (for the fall 2008 cohort). As with retention, the University articulated a goal in the 2015 assurance argument of maintaining that rate. The graduation rate increased to an institution high of 73.4 percent, for the cohort entering the University in fall 2009, declined to 68.8 percent with the 2011 cohort then rebounded to 69.1 percent for the fall 2012 cohort (graduating before fall 2018). The six-year graduation rate for external transfer students has fluctuated since the 2015 HLC review. The most recent rate (75.4 percent for the fall 2012 cohort) is nearly the same as the rate reported in 2015 (75.7 percent for the fall 2008 cohort).

As with retention, the 2015 assurance argument cited lower than university average six-year graduation rates among groups historically underrepresented at the institution and set a goal of reducing those gaps. As with retention, results have been mixed. The gap for Hispanic students has declined from 9.5 percentage points to 7.5, while the gap for Black or African American students has increased from 15.1 percentage points to 20.0.

[\(source data\)](#)

Time-to-degree

The 2015 assurance argument articulated a goal of increasing the percentage of graduates completing their plan of study within four years (first-time-in-college students). The University has succeeded in doing so. At the time of the 2015 HLC review, 64.3 percent of Fiscal 2014 graduates completed their plan of study in four years or less. For Fiscal 2018, that figure had increased to 72.0 percent, which is a 10-year high.

[\(source data\)](#)

Goals

The university strategic plan adopted since the 2015 HLC review sets forth a goal of increasing retention and graduation rates. As the retention rate for external transfer students has increased nearly five percentage points and the graduation rate for external transfer students has remained stable since the 2015 HLC review, the University is focusing its attention on raising retention and graduation rates for first-time-in-college students over the life of the strategic plan (2018-2023). Achieving and stabilizing retention rates at 82 percent and graduation rates at 71 percent is ambitious yet attainable.

Of particular concern is the growing gap between university-wide retention and graduation rates (for first-time-in-college students) and the rates for first-time-in-college students self-identifying with groups traditionally underrepresented at the University. The University continues to identify and prioritize strategies for reversing the trend. Among them are expanding use of data analytics to

identify students needing help to succeed and to do so sooner, expanding work of the Persistence Committee and similar initiatives introduced since the 2015 HLC review (see 3.D.1), and increasing the amount of financial assistance available to students in need through non-federal and non-state sources.

The University has already taken steps toward implementing these and other strategies for reducing the outcomes gap. Installation and customization of the new student information system since the 2015 HLC review has greatly expanded the availability of data regarding student progress. The University has established the [Enterprise Data and Analytics](#) unit to help administrators, faculty, and staff access this information. The [Redbirds Rising](#) fundraising campaign, which is nearing its \$150 million goal, has Scholarship Rising as one of its three primary objectives. In Fiscal 2018 alone, \$8.6 million was raised through the campaign for direct student support.

As costs paid by students for higher education continue to rise, time-to-degree becomes an ever more critical factor with regard to completion. Given the numerous educator preparation programs offered by the University, several of which take students more than four years to complete because of state-mandated requirements, maintaining the percentage of graduates who complete within four years at 70 percent is ambitious yet attainable. Much of the work to achieve that goal is best done at the unit and program level, since each discipline has its unique challenges with regard to timely program completion. Program-level monitoring of time-to-degree has and will continue to occur through institutional processes such as program review and through specialized accreditation reviews. Strategies that will be pursued to reduce time-to-degree include implementing strategic curricular changes, increasing course scheduling options, increasing the number of summer and semester break academic experiences, and increasing the number of summer courses offered online.

[4.C.2] Retention, persistence, and completion data are collected and analyzed.

The Office of Planning, Research, and Policy Analysis (PRPA) compiles information regarding student retention, persistence, and graduation for reporting to internal units and external agencies. For the benefit of internal units and the general public, PRPA reports university-wide rates in its [FactBook](#), which is published each fall.

In 2014 the Office of the Provost, working with PRPA, introduced annual distribution of program-level datasets (called academic program profiles) for all academic programs at the University. This was done in response to numerous requests from academic units for more frequent and timelier distribution of data. The reports provide longitudinal data to aid in studying anomalies and trends, including trends in outcome metrics. Since initial release of the reports, their content has evolved in response to feedback received from academic units. In addition, the programming used to automate compilation of the reports had to be re-written by PRPA staff to extract data from the new student information system. The latest edition of the academic program profiles was released by PRPA in December 2018 (see [sample profiles](#)). Since the 2015 HLC review, the profiles have been used extensively in the program review process, both by faculty compiling program self-study reports and by the shared governance committee reviewing the reports. Academic program profiles data have been further integrated into academic planning and budgeting processes.

[4.C.3] Units at Illinois State use retention and completion data to make improvements.

Retention and completion data are used at the university, unit, and program levels when studying the need for program improvements, when planning and implementing improvements, and when subsequently evaluating them. Program and service modifications vary from large-scale, campus-

wide initiatives involving commitment of substantial resources and impacting large numbers of students (e.g., student orientation programs) to changes on the unit or service level which, while directly impacting smaller numbers of students, may significantly impact their success (e.g., curriculum changes).

University level

As noted in 4.C.1, increasing undergraduate student retention rates is a high priority for the institution. Since the 2015 HLC review, the University has deployed several new measures to improve student retention and persistence in the first year and beyond. The University has developed and is utilizing [records and enrollment reports](#) made possible by the new student information system to identify students at risk. The University is also using predictive analytics to determine risk categories for first-time-in-college students. University College advisors use these data to customize academic advice and support with the goal of increasing the likelihood of persistence. In addition, the University has established the [Persistence Committee](#), which uses a case management approach with individual students. Support services coordinated by the committee include peer academic coaching and micro-grants to alleviate financial pressures that are impeding persistence and completion.

Student retention and completion is an ongoing priority of the Graduate School and graduate programs. Graduate School initiatives to increase retention include [professional development workshops](#) to help students with their progress toward their degree and with the transition to post-degree professional life. The Graduate School also offers [dissertation completion grants](#) and periodically sponsors [writing boot camps](#) at which master's and doctoral students receive individualized assistance with their research and writing.

Unit/program level

All programs are asked to review and contextualize retention, time-to-degree, and completion data annually and through the program review self-study process. The Academic Planning Committee, the shared governance committee responsible for program review, may recommend actions by faculty if the committee is concerned about any outcome metric.

Since the 2015 HLC review, five cycles of program reviews have been completed by the Academic Planning Committee, involving review of 69 academic programs. In recommendations for 28 of those programs (40.6 percent), the committee asked faculty to address one or more outcomes metrics that varied significantly from unit, college, or university averages (see [evidence file](#)). Of the 28 programs, 12 were asked by the committee to submit a follow-up report (see [evidence file](#)). Among the actions cited in the follow-up reports as either taken or planned to address retention, time-to-degree, or completion concerns are reducing pre-requisites to get students into upper-division courses sooner, offering night classes to accommodate students' work schedules and family demands, providing each student a customized plan of study upon entering the program, accepting more community college courses toward the degree, providing more intensive counseling for students on probation, involving professors in outreach to students with failing grades, and counseling students who have left a program without completing it.

Service level

Retention, progress toward degree, and degree completion of each student are closely monitored by academic advisors. Advisors use a variety of methods to communicate with students and track their progress toward timely graduation. University College advises all freshmen, undeclared students,

students enrolled in either of two general studies programs (Interdisciplinary Studies and University Studies), student-athletes, and pre-professional students. University College advisors routinely remind their advisees via email to register for classes in a timely manner to ensure enrollment in classes required for graduation. Additionally, University College administers the university policy that requires students to have declared a major (or have developed a satisfactory plan for acceptance into a major) by the time they have earned 75 credit hours. Retention and completion of all other undergraduate students are monitored by advisors within academic units. Individual programs are responsible for advising their graduate students, with each graduate program designating one or more faculty members for this role.

[4.C.4] Methodologies for data collection and analysis at Illinois State reflect good practice.

Processes and methodologies used at Illinois State University to collect and analyze data reflect commonly-accepted practices in information technology and institutional research. Illinois State has developed an extensive set of [information technology policies](#) to guide administration of its enterprise data repository, which is used to store institutional data that inform university decisions and that are reported to external agencies in compliance with state and federal requirements. The policies address data classification procedures, data security, roles and responsibilities regarding enterprise data management, and security incident reporting. The policies provide for a [Data Stewardship and IT Services Council](#) that oversees information technology activities at the institution.

Many of the data reports used to guide university operations are compiled by the Office of Planning, Research, and Policy Analysis (PRPA) within the Division of Finance and Planning. PRPA staff follows best practices published by the [Association for Institutional Research](#) and definitions and methodologies of the [Integrated Postsecondary Educational Data System](#) to ensure compliance with federal requirements and to enable longitudinal and institutional comparisons.

Sources

- 4C1EnterpriseDataAndAnalytics
- 4C1GraduationRates
- 4C1RedbirdRisingCampaignUpdate
- 4C1RetentionRates
- 4C1TimeToDegree
- 4C2Factbook2018
- 4C2SampleAcademicProgramProfilesFall2018
- 4C3DissertationCompletionGrants
- 4C3PersistenceCommittee
- 4C3ProfessionalDevelopmentWorkshopsGraduateSchool
- 4C3ProgramReviewFollowupReportsStudentOutcomes
- 4C3ProgramReviewRecommendationsRetentionTimeToDegreeGraduation
- 4C3RecordsAndEnrollmentReports
- 4C3WritingBootCamps
- 4C4AssociationForInstitutionalResearch
- 4C4DataStewardshipAndITServicesCouncil
- 4C4InformationTechnologyPolicies
- 4C4IPEDSmanual

4.S - Criterion 4 - Summary

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

Summary

Systematic assessment methods, comprehensive program review processes, and specialized accreditation all reflect the commitment of Illinois State University to ensuring that degree programs are appropriately rigorous, current, and consistently delivered regardless of venue. The University continues to improve strategies for collecting data to support assessment efforts, by utilizing new predictive analytic technologies and further strengthening cooperation and integration between units responsible for collecting these data.

Although they remain strong compared to peer institutions, recent retention and graduation rates have shown some fluctuation. However, as demonstrated throughout this Criterion, Illinois State remains committed to developing and funding initiatives and programs to ensure continued growth in these metrics, particularly those related to the success of students from historically underrepresented groups.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Since the 2005 HLC comprehensive review, Illinois State University has faced fiscal challenges resulting from national and state economic downturns, which, in turn, have resulted in reductions of state appropriations for higher education in both current and real dollars. Illinois State has been able to meet these challenges through measured tuition and fee increases, strategic budgeting, and conservative borrowing. Other strategies include increased private giving and using the public/private partnership model to fund capital projects. In 2012 the University began a long-range planning process to ensure that fiscal challenges can continue to be met. Because of such planning, the University was able to successfully weather the State of Illinois budget impasse of Fiscal 2016 and Fiscal 2017, during which state appropriations for higher education ceased and distributions of prior fiscal year appropriations were significantly delayed. Through reduced spending and cautious use of reserves, the University did not reduce student instruction or student academic support and remained true to its core mission. In Fiscal 2018 and Fiscal 2019, funding for higher education was restored by the General Assembly.

Tuition and fee increases

The nominal value of state appropriations for Illinois State University decreased 23.6 percent from Fiscal 2009 to Fiscal 2018. In Fiscal 2009 Illinois State University received \$85,096,400 in state government tax funds (representing 24.3 percent of university revenue). Ten years later, in Fiscal 2018, the University received \$65,004,000 in state appropriations (representing 16.4 percent of

university revenue). In Fiscal 2019, the institution received a 2 percent increase in appropriations, to \$66,300,000. To help offset the decline in state appropriations, the Board of Trustees has increased tuition and fees throughout the last decade an average of 5.2 percent per year (undergraduate). Tuition and fee payments as a result of these rate changes increased from \$137,168,000 in Fiscal 2009 (39.2 percent of university revenue) to \$200,168,000 in Fiscal 2018 (50.6 percent of university revenue). ([source data](#))

The impact of rate increases on students has been mitigated in part by the practice of freezing rates for incoming students for four years (see 2.B) and by increasing funding for scholarships. Rates of increase have declined steadily since the 2015 HLC review, with the annual increase over the last five years averaging 2.0 percent. In May 2019, the Board of Trustees froze tuition rates and room and board rates for the [2019-2020 academic year](#) at 2018-2019 levels.

Despite higher tuition and fees, Illinois State continues to be recognized nationally as a good education value. [College Factual](#) ranked the University as a Best College for the Money, out of more than 1,500 schools across the country. [Washington Monthly](#) named the University among the Best Bang for the Buck Colleges in the Midwest.

Strategic budgeting

Illinois State has maintained a policy of carefully protecting its fiscal assets and spending them strategically. As a result of these practices, net assets of the University have steadily increased, from \$527,554,000 as of June 30, 2014 (as reported in the 2015 Assurance Argument) to \$573,975,000 as of June 30, 2018 (an 8.8 percent increase). However, assets available for any lawful purpose (unrestricted net position) decreased from \$221,371,000 as of June 30, 2014, to \$99,725,000 as of June 30, 2018. Two factors contributed to the decrease: 1) reduced operating appropriations from the State of Illinois in Fiscal 2016 because of the state budget impasse, and 2) adoption by the state of new standards to account for post-employment benefits other than pensions ([Governmental Accounting Standards Board Statement No. 75](#)). As a result of the latter change, the University was required to recognize over \$33 million in post-employment liabilities on its financial statement. Although this change negatively impacted the unrestricted net position of the institution, the change did not necessitate cash payments. Despite the change in unrestricted net position, the University maintains a healthy investment portfolio. ([source data](#))

Except for the extenuating circumstances of the state budget impasse that spanned Fiscal 2016 and Fiscal 2017, net operating revenues ratios since the 2015 HLC review have remained positive, indicating that the University is living within its available resources. Between Fiscal 2014 and Fiscal 2018 the ratio ranged from a low of (0.44) in Fiscal 2016 to a 10-year high of 7.54 in Fiscal 2018. The negative ratio in Fiscal 2016 is attributable to the budget impasse. ([source data](#))

The University continues to strategically invest in capital assets when resources are available to do so. The University is investing over \$42 million to renovate the [Bone Student Center](#) complex and \$12 million to expand food preparation facilities at [Watterson Commons](#). These expenditures, coupled with strategic investments in instructional spaces across campus, are reflected in Fiscal 2018 net investment in capital assets reaching approximately \$319 million, or \$22 million more than in Fiscal 2014. ([source data](#))

The University budget is developed using a modified incremental model, through which prior year expenditures provide a starting point for budgeting but other factors are considered. These include unfunded federal and state mandates, new incremental funding, and strategic plan priorities.

The Division of Academic Affairs uses its [Academic Impact Fund](#) to ensure availability of funds to retain tenure-line faculty needed to teach academic programs. When a tenure-line faculty position is vacated due to retirement or resignation, authority to fund the position reverts to the Academic Impact Fund rather than to the general fund. Academic units then work with their colleges to prioritize their faculty needs, and the colleges, in turn, request funding authorizations from the Office of the Provost. This process promotes ongoing review of tenure-line faculty needs across campus and allocation of limited funds to programs in accordance with university, college, and unit priorities. Initiatives of academic units requiring more funds than are available to a unit in a single year may be funded by phasing the initiatives over multiple years or by using [strategic budgeted carryover](#).

The Division of Finance and Planning and the Division of University Advancement follow a modified incremental budgeting model similar to the model described above. Budgeting in the Division of Student Affairs is connected to strategic planning on the department level. Each department establishes intended outcomes, key performance indicators, action steps, and assessment methods to determine whether key performance indicators are met. In building the annual budget, division leadership considers progress toward intended outcomes, actions still needed to achieve them, and any new outcomes identified based on emerging issues and trends.

Conservative borrowing

The University continues its long-standing policy of conservative use of debt. Debt service as a percentage of university expenditures remained below 5 percent throughout the last decade, reaching a 10-year low of 1.91 in fiscal 2014. The ratio increased to 3.00 in Fiscal 2015 but has since declined, to 2.09 as June 30, 2018. ([source data](#)).

The ability of the University to borrow funds for high-cost projects or multiple-year initiatives is limited by state law to self-supporting enterprises of auxiliary facilities systems (e.g., student residence halls, dining centers, and athletic facilities). The University may issue revenue bonds to fund such improvements or issue bonds in collaboration with the [Illinois Finance Authority](#). Funds borrowed for auxiliary facilities improvements may be supplemented with auxiliary operations reserves.

The cost of borrowing money is significantly affected by debt ratings. Through conservative fiscal practices, the University has been able to maintain investment grade debt ratings from [Moody's](#) of Baa2 for revenue bonds and Baa3 for certificates of participation. [Standard and Poor's](#) has affirmed an A- rating for Illinois State University. Both rating services report the outlook for Illinois public universities, including Illinois State, as negative to stable due to ongoing concerns about state finances and unfunded pension liabilities. This situation will continue to be closely monitored by university officials in the coming years.

Private giving

The University continues to aggressively pursue private contributions through its Division of University Advancement. Fundraising productivity has increased from about \$10 million in Fiscal 2009 to more than [\\$21.9 million in Fiscal 2018](#). The number of alumni donors surpassed 11,000 last fiscal year.

In September 2017 the University announced [Redbirds Rising: The Campaign for Illinois State](#). This \$150 million fundraising campaign, the most ambitious in Illinois State University history, is helping the University achieve three goals: supporting student and faculty scholarship, educating engaged

leaders, and sparking innovations across campus. As of May 2019, funds raised through the campaign exceeded \$142.5 million. University Advancement expects the university community to reach the campaign goal by its June 30, 2020 conclusion.

The [Illinois State University Foundation](#) is an autonomous non-profit organization responsible for stewardship of funds gifted to the University. Foundation assets continue to grow through increased giving and investment gains. At the end of fiscal 2018, endowed funds were valued at approximately \$126 million. The endowment is used to support student scholarships, professorships, research, academic programs, and co-curricular opportunities.

Public/private partnerships

In fall 2012 the University opened the [Cardinal Court](#) student housing facility, an 894-bedroom apartment complex intended primarily for sophomores. The facility is the largest capital project built at the University through a public/private partnership. The University entered into a 40-year lease with Collegiate Housing Foundation, which constructed the \$44.7 million complex in partnership with American Campus Communities. In late 2017 Illinois State University [acquired](#) the facility from Collegiate Housing Foundation for approximately \$60 million. The University is considering use of the public/private partnership model for other capital projects currently being planned, such as a nursing facility and a facility to accommodate engineering programs, whose establishment has been proposed since the 2015 HLC review.

[5.A.1] Resources and infrastructure at Illinois State are sufficient to support university operations.

Fiscal and human resources

The budgeting process described above is used to allocate fiscal resources in amounts sufficient to support delivery of academic programs and student support services. The Division of Academic Affairs uses three additional funding mechanisms to provide flexibility in responding to changing student demands for academic programs.

The summer session budget is built starting with a permanent base amount, adding an increment to cover merit increases if instituted, and allocating a temporary supplement to departments/schools based on projected need. Funds are also allocated to design online versions of high-demand courses.

The [full-cost recovery and contract course](#) model is used to deliver certain courses and programs off-campus to students who would not otherwise enroll at Illinois State. This model is most often used to serve cohorts of practicing elementary/secondary school teachers requesting access to master's- or doctoral-level programs to improve their teaching or their administrative credentials. The model has also been used in recent years for delivery of the MBA program in Decatur (IL), the online RN to B.S.N. program, and the online Doctor of Nursing Practice program. The full-cost recovery and contract funding model enables delivery of courses outside the regular academic unit budget as long as incremental costs associated with course delivery are covered by incremental revenue.

A third financing mechanism is supplemental General Education funding. These funds provide departments/schools with resources to offer additional courses essential to student matriculation.

Physical and technological infrastructure

The Capital Planning and Budget Team, which is composed of representatives from each division

and shared governance constituency, annually recommends academic and non-academic capital priorities to the president and cabinet (whose membership includes the president, vice presidents, general counsel, director of athletics, assistant to the president, and director of governmental relations). Capital projects are ultimately recommended by the president to the Board of Trustees for its consideration when approving the annual request for state appropriations. Factors considered when identifying and prioritizing facilities projects include the condition and utilization of space, programmatic needs, cost, and alignment with the Master Plan and the university strategic plan.

The [Data Stewardship and IT Services Council](#) provides oversight for enterprise information technology activities. The council is charged with identifying priorities, overseeing data access, establishing performance metrics, and evaluating and monitoring progress on information technology activities. The council uses data-supported measurements, such as strategic fit and return on value, to prioritize resources for the many information technology requests from campus units. The council also uses the [EDUCAUSE Core Data Service](#), which provides comparisons of information technology services across benchmark institutions.

Since the 2015 HLC review, Illinois State has completed a three-year project to upgrade the campus wireless network at a cost of nearly \$2.1 million. More recently, a learning space working group has been formed to increase the number of classrooms that support active or collaborative learning pedagogies. The University has 10 active learning classrooms at this time.

[5.A.2] The resource allocation process at Illinois State protects educational programs.

The university strategic plan identifies delivery of quality educational programs as a core endeavor of the institution. Alignment with this core mission is a key criterion in the resource allocation process. This criterion helps protect educational programs from diversion of funds to activities that do not support the academic mission of the institution. Long-standing shared governance structures and processes ensure that open discussion and debate among internal constituencies would need to occur before any such diversion could be approved by the Board of Trustees.

The University has no superordinate entity to which it could divert funds, as the University is a legal entity separate from the state. In addition, by state statute, since 1996 tuition revenue has been retained by the University to fund its programs and services. Prior to 1996, tuition revenue was deposited into the state treasury and subject to allocation through the state appropriations process. That process, however, did not guarantee that all funds collected by the University would be returned to the University.

Key aspects of the budgeting process that help protect educational programs from elective resource allocations include use of modified incremental budgeting and funding faculty positions through the Academic Impact Fund (see 5.A). In addition, a hiring freeze remains in place for all civil service and academic professional positions in all divisions. Requests to fill positions in those classifications are scrutinized by division heads and the president to ensure that personnel funds are allocated where they are most needed.

[5.A.3] Institutional goals adopted by Illinois State are realistic.

The *Educate Connect Elevate* [planning process](#) was developed to ensure that strategic directions and objectives set forth in the plan could be achieved in light of current and anticipated opportunities and resources. The plan is intended to guide the University for five years, a period short enough that neither internal nor external conditions are likely to change to the extent that they impede plan

implementation. The plan is based on data gathered through extensive consultation with campus constituents and on careful study of the higher education environment in the state, region, and nation.

Strategic planning is embedded throughout the culture of the institution. Divisions and units are encouraged to adopt strategic and tactical plans that align with the vision, mission, strategic directions, and objectives of the university strategic plan. This alignment has furthered adoption of plans that include realistic and attainable objectives.

[5.A.4] Staff members in all areas at Illinois State are appropriately qualified and trained.

In fall 2018 Illinois State had 3,704 full-time and part-time employees. Of them, 1,505 were faculty members (including departmental, non-departmental, library, and lab school faculty) and 2,199 were support personnel. The University also employed approximately 6,000 students part-time. ([source data](#))

Illinois State maintains standards and procedures to ensure that candidates selected for employment are appropriately qualified. Standards and procedures differ by job classification. Hiring in all classifications is facilitated by [Human Resources](#). Illinois State also offers professional development opportunities to help new employees acclimate to their positions and to help continuing employees hone their knowledge and skills.

Hiring standards and procedures

Tenure track faculty hiring is largely governed by [Faculty Appointment, Salary, Promotion, and Tenure](#) policies. In accordance with those policies, each academic unit establishes qualifications for its faculty members, including qualifications for selection, promotion, and tenure, based on standards of the discipline. Standards are documented in department/school faculty status committee guidelines adopted on the department/school level (see [Part I](#), [Part II](#), and [Part III](#)). At the time of hire, tenure track faculty members hold the terminal degree appropriate to their discipline, with an occasional exception for instructors completing their dissertation.

Required and preferred qualifications for faculty positions are reviewed by a committee of faculty peers prior to posting an opening. Human Resources trains search committees at the time of job posting to ensure that application review and applicant interviewing are consistent with posted qualifications. Prior to actual hiring, Human Resources staff reviews official transcripts for the recommended candidate and verifies oral English proficiency.

To teach courses intended only for graduate students, a faculty member must be accepted as a member of the [graduate faculty](#) or be granted a course-specific waiver that must be renewed annually (see 3.C.2). In spring 2018, 94 percent of tenured or tenure track faculty members were graduate faculty members.

Non-tenure track faculty hiring is governed by the [Non-tenure Track Faculty Classifications and Performance Evaluation](#) policy, the non-tenure track faculty [bargaining agreement](#), and discretionary policies on the college and department/school levels. Each department/school establishes qualifications for its non-tenure track hires consistent with university policies and the bargaining agreement. Illinois State adheres to a policy of hiring faculty members with either the terminal degree in the discipline or a degree at least one level higher than the program in which they teach (e.g., teachers of undergraduate students must have at least a master's degree).

Illinois State adheres to regulations and guidelines prescribed by the [State Universities Civil Service System](#) when recruiting and hiring [civil service staff](#). The system has established classification, employment, and examination procedures which include class specifications, minimum qualifications, and examinations or assessment of credentials to ensure that staff is appropriately qualified. Prior to posting a civil service opening, Human Resources determines the classification and works with the hiring unit to identify additional preferred qualifications and supplemental questions. Exams are administered to applicants deemed qualified to test based on their application materials. Candidates are then referred for interviews based on exam scores or the scores resulting from the credentials assessment.

Recruiting and hiring practices applicable to [administrative/professional employees](#) other than vice presidents, deans, and administrators in the Division of Academic Affairs are governed by university policies and procedures and by discretionary policies adopted on the unit level. Like Civil Service positions, administrative/professional positions are classified by Human Resources. Required and preferred qualifications are established by hiring units subject to approval by Human Resources. Search committees are trained and transcripts are reviewed by Human Resources.

Hiring practices applicable to vice presidents, deans, and administrators in the Division of Academic Affairs are set forth in Administrator Selection and Search Policies. These policies prescribe the composition of search committees, whose formation is the joint responsibility of shared governance groups and the university officials responsible for selecting the person to be hired.

Graduate assistant positions are classified and posted by Human Resources. Graduate assistants must meet qualifications established by the hiring unit and criteria established by the Graduate School, including minimum grade point average and course load and, for instructional hired, oral English language proficiency (see Graduate Assistant Handbook).

Professional development opportunities

The [Center for Teaching, Learning, and Technology](#) (CTLT) is the principal provider of professional development opportunities at the University related to pedagogy. CTLT offers workshops, short courses, and consultations regarding instructional technologies and their appropriate pedagogical uses. The center annually hosts a [symposium](#) at which faculty members present their scholarship of teaching and learning and share best practices with their peers (see 3.C.4). Support for new faculty members in developing their research agenda and portfolio is provided by department/school and college research and faculty status committees as well as by the Office of Research and Sponsored Programs.

The Office of the Provost annually sponsors several training opportunities for administrators. Each summer prior to the start of the academic year, the office hosts training for new deans, department chairpersons, and school directors, followed by an [administrators' retreat](#) for all deans, chairpersons, directors, and their staff. The retreat is also attended by Academic Senate leaders and the provost's administrative staff. Training opportunities continue through the [Professional Development series](#), a program of afternoon workshops held throughout the academic year. The [Leadership Initiative](#) provides interested members of the university community opportunities to develop and explore their leadership potential.

Professional development opportunities for civil service and administrative/professional staff include programs open to all employees and programs intended for specific positions. CTLT offers [technology short courses](#) on software and web-based applications commonly used by staff as

well as courses on diversity and inclusivity. Human Resources periodically sponsors targeted training programs including FMLA training, temporary foreman training in Facilities Management, and Information Technology Infrastructure Library certification for information technology staff. In fall 2018 Human Resources launched an online platform for scheduling and delivering professional development programming. The training, presented in collaboration with other units, includes such topics as financial planning and *StrengthFinder* testing. [Announcements](#) regarding training opportunities are customized for each employee based on their employee profile.

[5.A.5] Illinois State has well-developed budgeting and expense-monitoring processes.

Budgeting

As has been previously described, Illinois State has an effective budgeting process developed over many years. The process begins at the unit level and builds to the college, division, and university levels, ultimately concluding with approval by the Board of Trustees of an internal budget and state appropriations request.

Expense monitoring

Integrity, characterized by stewardship of university resources, is a core value of Illinois State. Accordingly, the University has developed and follows policies and procedures for monitoring university expenses, developed over many years. These are codified in University Policies and Procedures ([Fiscal Practices](#)).

State law requires establishment by state agencies, including public universities, of internal and fiscal control systems. The president is responsible for compliance with this requirement. He must annually certify to the Illinois Auditor General whether university systems of internal control fully comply with state statutes. The [Office of Internal Auditing](#) at Illinois State is responsible for assessing the adequacy of established internal controls at the University. The office is independent of other campus units, as it reports directly to the president. Internal Auditing conducts regular reviews in accordance with a schedule approved annually by the president. Internal audits may also be initiated by special request from an administrator or unit head.

Illinois State annually prepares financial statements in accordance with Governmental Accounting Standards Board principles. These statements are audited by special assistance auditors retained by the State of Illinois Office of the Auditor General (OAG). In addition, OAG annually commissions an audit of university compliance with state and federal regulations. Results are reported in an annual compliance examination report. Reports since the last HLC accreditation review are publicly available on the Office of the Comptroller website (for reports for year ended June 30, 2018, see [Financial Audit Report](#) and [Compliance Examination Report](#)).

Each year the [Legislative Audit Commission](#) appointed by the Illinois General Assembly reviews audits of all state agencies and calls before it for questioning representatives of agencies with significant audit findings. Illinois State has not been called to appear before the commission in the last decade.

Sources

- 5A1DataStewardshipandITServicesCouncil

- 5A1EDUCAUSECoreDataService
- 5A1Fullcostrecoveryandcontractcoursemodel
- 5A3Planningprocessuniversitystrategicplan
- 5A4Administratorsretreat2018
- 5A4AdministratorSelectionandSearchPolicies
- 5A4Bargainingagreementnontenuretrackfaculty
- 5A4CenterforTeachingLearningandTechnology
- 5A4DepartmentschoolfacultyguidelinesPartI
- 5A4DepartmentschoolfacultyguidelinesPartII
- 5A4DepartmentschoolfacultyguidelinesPartIII
- 5A4EmployeecountsFall2018
- 5A4FacultyAppointmentSalaryPromotionandTenurePolicies
- 5A4GraduateAssistantHandbook20192020
- 5A4GraduateSchoolBylaws
- 5A4HumanResources
- 5A4HumanResourcestrainingsandworkshops
- 5A4LeadershipInitiative20182019
- 5A4NonTenureTrackFacultyClassificationsandPerformanceEvaluationPolicy
- 5A4ProceduremanualsStateUniversitiesCivilServiceSystem
- 5A4ProfessionalDevelopmentseries
- 5A4Recruitingandhiringadministrativeprofessionalemployees
- 5A4Recruitingandhiringcivilservicestaff
- 5A4TeachingandLearningSymposium2019
- 5A4Technologyshortcourses
- 5A5ComplianceExaminationreportfortheyearendedJune302019
- 5A5FinancialauditreportfortheyearendedJune302018
- 5A5Fiscalpractices
- 5A5LegislativeAuditCommission
- 5A5OfficeofInternalAuditing
- 5AAcademicImpactFundguidelines
- 5ABondedindebtednessthroughtheIllinoisFinanceAuthority
- 5ABoneStudentCenterrevitalization
- 5ABoTresolutionCardinalCourt
- 5ACardinalCourtstudenthousingcomplex
- 5ACollegeFactualvalueranking
- 5ADebtburdenratios
- 5AFundraisingfactsheetFiscal2018
- 5AGASB75
- 5AIllinoisStateUniversityFoundation
- 5AMoodysratingsletter
- 5ANetassets2014and2018
- 5ANetinvestmentincapital assets
- 5ANetoperatingrevenuesratios
- 5ARedbirdsRising
- 5AStandardandPoorsratingsletter
- 5AStrategicBudgetedCarryover
- 5ATuitionandfees2019-2020
- 5AUniversityrevenue
- 5AWashingtonMonthlyvaluerankings

- 5A Watterson Commons Dining Expansion

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Illinois State University has governance and administrative structures, policies, and procedures to promote effective leadership and collaborative processes for achievement of the institution vision and mission. These are described below.

[5.B.1] The Board of Trustees provides informed oversight of policies and practices and meets its legal and fiduciary responsibilities.

The Board of Trustees provides high level oversight of university policies and practices and faithfully meets its obligations regarding financial and legal matters. The board is actively engaged in planning for and attending to future needs of the University.

The Board of Trustees meets regularly in public session following all relevant provisions of the Illinois Open Meetings Act. The board annually reviews and approves an [internal budget](#), a [state appropriations request](#), and [tuition rates, fees, and room/board rates](#). The board reviews and approves [capital projects](#), [contracts and leases valued at \\$500,000 or more](#), [bond issues](#), and [new academic programs](#) as they arise. The board annually reviews reports regarding [grant and contract activity](#); [promotion, tenure, and sabbatical decisions](#); and initiatives of the Division of Academic Affairs (the [Academic Plan](#)).

To remain current with pertinent issues internal and external to the University, the board is regularly updated by the president and his staff and receives reports from shared governance organizations through the [Campus Communication Committee](#). Each November the board holds a retreat to discuss issues in higher education and review board and university goals for the year (see [retreat minutes](#)). Through the [Trustee in Residence](#) program each board member spends at least one day each year in a major division or college to ensure ongoing familiarity with operations and programs of the unit. Board members regularly attend university functions.

The Board of Trustees is also engaged in university-wide planning processes such as development of the university strategic plan and the Master Plan. During development of such plans, the board receives frequent updates regarding the planning process. In the case of the university strategic plan, the board annually receives a [progress report](#), which identifies accomplishments and additional work

to be done.

[5.B.2] Illinois State employs policies and procedures to engage its internal constituencies.

Policies and procedures for engaging internal constituencies in institutional governance can ultimately be traced to the Board of Trustees and its [Governing Document](#). In it the board articulates its approach to governance, which involves delegating responsibility for day-to-day operations to the president and responsibility for academic matters to the faculty. The *Governing Document* describes the board, administration, faculty, staff, and students as “major and primary constituents of a total University organization and structure that remains mutually interdependent.” The document further provides for elected representative campus organizations to serve as the primary organizations for consultation at the institutional level.

In its *Governing Document* the Board of Trustees directs development of a university constitution that embodies “the principles and philosophies on which representative advice concerning the academic activities and programs of the University shall be provided to the decision-making processes of the University.” The [constitution](#) subsequently approved and periodically revised by the board establishes the Academic Senate as the governing body responsible for academic matters. The Academic Senate is charged with recommending policies and procedures to the president, who makes the final decision on them.

Policies and procedures approved by the president are codified in University Policies and Procedures. Among them is the [Code of Ethics](#), which articulates responsibility to and respect for shared governance as institutional values. Several policies guide engagement of internal constituencies. These include policies regarding administrator, college dean, department chairperson, and school director [search and selection](#) and president, administrator, college dean, department chairperson, and school director [performance evaluation](#). Another policy provides guidance in adjudicating alleged violations of [academic freedom](#) in the participation in shared governance.

Input of all internal constituencies into university governance is assured through the [composition of the Academic Senate](#). Voting members include 29 tenured or tenure track faculty members, one non-tenure track faculty member, one faculty associate, 21 student members including the student body president, one representative of the Administrative Professional Council, and one representative of the Civil Service Council.

Student representation on the Academic Senate (38 percent) is the highest percentage-wise among any Illinois public university and among benchmark institutions ([source data](#)). The student body also elects one student to serve as a voting member of the Board of Trustees. Student involvement in university governance is substantive despite the frequent change in student leadership as students matriculate. Student leaders meet annually with Illinois lawmakers, most recently advocating for full funding of Monetary Award Program grants (need-based aid). Students coordinate visits to the State Capitol in Springfield with the Director of Government Relations at Illinois State University.

The *Illinois State University Constitution* also provides for engagement of faculty, staff, and students on the unit level. Unit governance policies and procedures are codified in [college or college council bylaws](#) approved by faculty and the Academic Senate.

[5.B.3] Internal constituencies at Illinois State are involved in academic matters.

The heart of the University is its curriculum and the faculty members responsible for it. Illinois State

has adopted a multiple-level review system (see 3.A.1) to ensure that faculty members drive curricular and program changes.

The [Planning and Finance Committee](#) of the Academic Senate makes recommendations to the Senate regarding all programs, procedures, policies, and proposals that have broad or long-range budgetary impact. University priorities are discussed and prioritized by the Finance and Planning Committee. The committee evaluates sources of funds available to the University and analyzes policies and trends in the allocation of resources both locally and from the state. The committee evaluates progress on the highest priorities of the institution. It is common for the committee to invite to its meetings guests with expertise in high priority areas, to discuss strategies and challenges. The committee then can recommend changes, as needed, in either broad goals or directions in campus planning or in budget strategies aimed at achieving those goals. As such, this committee provides integral feedback to the administration regarding academic priorities of the University.

Sources

- 5B1BoardofTrusteesretreatfall2017
- 5B1BoTResolutionAcquisitionOfMifflinFarm
- 5B1BoTresolutionapprovingAcademicPlan20182023October192018
- 5B1BoTresolutionapprovingcapitalprojectsDecember152018
- 5B1BoTresolutionapprovingFiscal2019budget
- 5B1BoTresolutionapprovingFiscal2020requesttoIBHE
- 5B1BoTresolutionauthorizingrevenuebondissueforRedbirdArenaseatingOctober192018
- 5B1BoTresolutionestablishing20182019tuitionfeehousingrates
- 5B1BoTresolutionreMasterofAthleticTrainingprogram
- 5B1CampusCommuncationCommittee
- 5B1GrantandContractActivityReport
- 5B1PromotionsTenureandSabbaticalLeaveReport
- 5B1ReporttoBoTreEducatingIllinoisprogressJuly272018
- 5B1TrusteeinResidencevisitsfall2018
- 5B2AdministratorEvaluationPolicies
- 5B2AdministratorSelectionandSearchPolicies
- 5B2CodeofEthics
- 5B2CompositionoftheAcademicSenate
- 5B2GoverningDocumentoftheBoardofTrustees
- 5B2IllinoisStateUniversityConstitution
- 5B2StudentRepresentationAcademicSenate
- 5B3Collegeorcollegecouncilbylaws
- 5B3PlanningandFinanceCommitteeoftheAcademicSenate
- 5D2FacultyAcademicFreedomEthicsandGrievancepolicies

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Illinois State University engages in systematic and integrated planning to guide its operations. The centerpiece of planning at Illinois State is *Educate Connect Elevate, the university strategic plan*, to which all other plans link and from which all programs and services emanate.

[5.C.1] Resource allocations at Illinois State align with university priorities.

The Board of Trustees approves two budget documents each October: a request for state appropriations and an internal budget. The [request for state appropriations](#) includes operating and capital development funds for the fiscal year beginning the following July 1. The request is largely based on the prior fiscal year appropriation, strategic plan priorities, and enrollment projections. Upon its approval by the board, the request is submitted to the Illinois Board of Higher Education, which considers the request in developing its annual budget recommendations submitted to the Governor and General Assembly. The internal budget considered by the board in October guides expenditures during the fiscal year that began the prior July 1. The [internal budget](#) is largely based on prior year expenditures, strategic plan priorities, state revenue forecasts, enrollment projections, and unfunded state and federal mandates.

[5.C.2] Assessment and evaluation, planning, and budgeting at Illinois State are linked.

Illinois State has developed internal planning processes in academic and support units that link assessment and evaluation with planning and budgeting.

Instructional units

The primary assessment and planning process used in academic units is program review (see 3.A.1 and 4.A.1). Findings and recommendations emanating from the program review process are used by programs, departments/schools, and colleges when proposing initiatives in their annual planning and budget reports submitted to the Office of the Provost. The provost and staff consult program review findings and recommendations when reviewing initiatives proposed by the colleges and use them to guide recommendations regarding allocation of personnel, such as tenure track faculty lines and

funding.

Non-instructional units

The Division of Student Affairs is committed to a division-wide approach to strategically planning for the future and in day-to-day operations. The division has created a comprehensive, systematic, and consistent approach to [strategic planning, assessment, and accreditation reporting](#). In 2018 the division established an assessment team to promote best practices in assessment division-wide and to support data-informed decision-making. The divisions of Finance and Planning and University Advancement support the vision, values, strategic directions, objectives, and actions in *Educate Connect Elevate*. Each department and unit in both divisions have begun assessing progress towards *Educate Connect Elevate* and evaluating how they can plan forward for future achievements.

[5.C.3] The planning process at Illinois State involves internal and external constituencies.

Collaboration among internal and external university stakeholders is embedded in the culture at Illinois State. Stakeholders involved in planning processes vary depending on the scope of the plan and may include faculty, staff, students, alumni, annuitants, community leaders, employers, or concerned citizens. Constituencies may be engaged in the process through service on planning committees and advisory boards and through participation in open forums and surveys.

Planning processes routinely incorporate means of communicating with stakeholders regarding project status. Examples include project websites, progress reports, discussion boards, and listservs. Shared governance groups are represented on planning committees and are provided opportunities to review, comment on, and endorse plans prior to their adoption. The [Campus Communication Committee](#), which reports to the Board of Trustees at each regular board meeting, provides yet another forum for consultation and collaboration among groups.

The [planning process](#) for *Educate Connect Elevate* is representative of planning processes used to prepare other planning documents at Illinois State. Examples include development of the [Master Plan Update](#).

[5.C.4] Planning at Illinois State is evidence-based.

Educate Connect Elevate directly or indirectly guides all university operations. Strategic directions, objectives, and actions set forth in *Educate Connect Elevate* are based on results of an [environmental scan](#) conducted by the Office of Planning, Research, and Policy Analysis. Progress toward achieving strategic plan objectives is documented annually in a report prepared by the ECE Coordinating Team and reviewed by shared governance parties including the Board of Trustees.

[5.C.5] Planning at Illinois State anticipates and accounts for emerging factors.

The environmental scan used to develop the strategic plan is used in other planning initiatives at the institution. The scan provides information about the past and present but also identifies and analyzes the potential impact of emerging issues and factors. The scan includes population projections, projections of higher education demand, technology trends, and anticipated legislation with potentially significant impacts on university operations.

In addition to periodic environmental scans and annual strategic plan updates, university staff continually monitors demographic, economic, political, and technological environments as tracked by respected organizations in the higher education community, including technological trends tracked

by [EDUCAUSE](#) and reported through the [Gartner](#) subscription service and enrollment trends reported by the [Western Interstate Commission for Higher Education](#). The University retains a legislative liaison to monitor activity on the state and federal levels.

Planning for technology, demographic shifts, and internationalization of the University are addressed in specialized plans that align with *Educate Connect Elevate*. Work on technology is informed by an [Administrative Technologies strategic plan](#) while work toward internationalizing the institution is guided by the [International Strategic Plan](#). Revision of the enrollment management for the institution is nearing completion. Each of the seven colleges in the Division of Academic Affairs is guided by a five-year [strategic plan](#).

Sources

- 5C1BoTresolutionapprovingFiscal2019budget
- 5C1BoTresolutionapprovingFiscal2020requesttoIBHE
- 5C2PlanningandassessmentStudentAffairs
- 5C3CampusCommuncationCommittee
- 5C3PlanningprocessMasterPlanUpdate
- 5C3Planningprocessuniversitystrategicplan
- 5C4Environmentalscan
- 5C4ReporttoBoTreEducatingIllinoisprogressJuly272018
- 5C5AdminstrativeTechnologiesStrategicPlan
- 5C5Collegestrategicplans
- 5C5Environmentalscan
- 5C5Gartnerresearchservice
- 5C5InternationalStrategicPlan
- 5C5TechnologicaltrendsEDUCAUSE
- 5C5WICHE

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Self-study resulting in systematic improvement has long been valued at Illinois State. Ongoing processes of assessment and program/service improvement are embedded in the institutional culture.

[5.D.1] Illinois State assesses and documents performance of its programs and services.

Before an institution can improve its performance it must be able to assess and express its past and current performance using appropriate and reliable metrics. Illinois State deploys several processes and tools for use in assessment and improvement.

University-level

The Office of Planning, Research, and Policy Analysis (PRPA) is charged with developing metrics and collecting data for use by all units at Illinois State. PRPA compiles much of this data in its environmental scan and in annual statistical reports.

Performance of the University is measured in large part through assessment of progress toward achieving goals articulated in *Educate Connect Elevate*. [Progress reports](#) are compiled annually by the ECE Coordinating Team and submitted to the Board of Trustees for its review in October. The reports provide quantitative and qualitative evidence of achievements and of initiatives yet to be realized.

Performance of university programs and services is assessed largely by documenting outputs; however, the way program and services are delivered is critical. As state and federal regulations increase in number and complexity, institutional compliance has become a greater concern. Since the 2015 comprehensive review, Illinois State has developed and has been implementing an extensive [University Compliance Program](#) to coordinate, monitor, and, when possible, enhance the ability of the University to meet its compliance responsibilities. Components of the program include program goals, a university-wide compliance policy, a network of 35 university units responsible for managing compliance in specific compliance areas, and a process for university community members to report compliance concerns. A Compliance Working Group has been charged with overseeing the compliance effort.

Unit/service level – instructional units

Much of the data used to assess performance of academic programs is extracted, compiled, and disseminated by PRPA. This information includes enrollment and graduation trends, retention rates, student demographics, and faculty profiles. PRPA compiles these data in program-level reports

disseminated annually to departments/schools (see 4.C.2). [Metrics](#) are standardized across all academic programs and university [benchmark data](#) are provided. Work to standardize metric definitions has largely been completed by PRPA since the 2015 HLC review, in conjunction with the transition to the new student information system.

Program-level data document trends in student performance at a macro level; however, those metrics do not directly address student learning. Student learning outcomes assessment is conducted and documented at the department/school and program level by the faculty responsible for designing and implementing the curriculum (see 4.B).

Unit/service level – non-instructional units

Systematic assessment and documentation of performance is also a priority for non-instructional units. Each of the three non-instructional divisions at the University uses assessment processes and tools best suited to its mission and services. For example, the Division of Student Affairs has created an integrated, coordinated, and [comprehensive approach](#) for assessing outcomes across its 12 departments (see 4.B.1). Assessment methods include participant counts, participant feedback surveys, case manager and mentor evaluations, and analysis of recidivism rates.

[5.D.2] Illinois State uses assessment results to implement program and service improvements.

Units at Illinois State have for many years used assessment findings to inform and guide program and service improvements. Most recently, greater emphasis has been placed on documenting that process, as explained in 4.B. Here are representative examples.

University-level

In response to feedback received from the campus community, the Campus Assessment Task Force included in its 2017 [recommendations](#) the development of a multicultural center. In making its recommendation, the task force cited the role such a center could play in increasing enrollment and retention among students self-identifying with groups traditionally underrepresented at the University and in promoting an inclusive, equitable, and culturally-responsive campus environment. The president subsequently established a Multicultural Center Task Force to seek input from the campus community and develop recommendations regarding the form and function of such a space. The task force held [open forums](#) and consulted with parties of interest, including the [Academic Senate](#), in fall 2018. The task force completed its work in spring 2019 and submitted its report to the president for consideration by the Cabinet.

Unit/service level – instructional units

The program review process provides faculty members opportunities to assess effectiveness of academic programs and identify actions to improve them. In subsequent self-study reports, eight years hence, faculty members describe progress made toward implementing those improvements and impacts they have had on program effectiveness and sustainability. During academic year 2018-2019, program review self-study reports were submitted by 18 academic programs. Among the initiatives described in those reports as having been addressed since the prior program review are recruiting for student and faculty diversity, seeking external funding for research, improving academic advisement, and strengthening collaboration with library faculty. Pertinent passages from those self-study reports are included in an [evidence file](#).

Unit/service level – non-instructional units

For several years there have been anecdotal reports of some students having to choose between paying rent and buying food. In 2017 the Student Government Association decided to examine the issue systematically by administering a survey of students regarding their food needs. About the same time, similar surveys were conducted by students in the School of Social Work, the Department of History, and the Department of Family and Consumer Sciences. Results of the surveys were similar: the majority of respondents reported knowing a student colleague struggling to obtain food. The idea of establishing a food pantry on or near campus emerged from discussions among the surveyors. The [School Street Food Pantry](#), hosted by the First United Methodist Church in Normal and run by student and community volunteers, opened on September 21, 2018. In its first three months of operation, the pantry distributed 1,668 bags of food to 1,117 students.

Sources

- 5D1Metricsglossaries
- 5D1PlanningandassessmentStudent Affairs
- 5D1ReporttoBoTreEducatingIllinoisprogressJuly272018
- 5D1Universitybenchmarkmetrics
- 5D1UniversityComplianceProgram
- 5D2AcademicSenatediscussionofproposedmulticulturalcenter
- 5D2OpenforumsonMulticulturalCenter
- 5D2Recommendationfordevelopmentofamulticulturalcenter
- 5D2ResponsesToPreviousPRrecommendations
- 5D2SchoolStreetFoodPantry

5.S - Criterion 5 - Summary

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

Summary

The university has the necessary resources, infrastructure, and processes in place to achieve its mission of promoting the highest academic standards in teaching, scholarship, and public service. In the 2015 review, the University was completing a long-range financial planning initiative. This planning allowed the university to remain strong and financially stable during the State of Illinois budget impasse in 2016 and 2017. Through measured tuition and fee increases, strategic budgeting, conservative borrowing, private giving, and public/private partnerships, Illinois State was able to continue to provide quality student instruction and academic support without fiscal support from the state.

The continued strength of Illinois State as an institution is grounded in its clear vision and goals articulated through *Educate Connect Elevate* and supported by effective leadership and a spirit of collaboration across divisions. Planning and budgeting processes are based on systematic assessment practices with the goal of continually improving institutional effectiveness, capabilities, and sustainability.

Sources

There are no sources.