

**A REPORT OF A FOCUSED VISIT TO  
UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
SPRINGFIELD, ILLINOIS 62794**

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**FOR THE**

**THE HIGHER LEARNING COMMISSION**

**OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS**

**EVALUATION TEAM**

**Dr. Joel E. Anderson, Provost and Vice Chancellor for Academic Affairs,  
University of Arkansas at Little Rock, Little Rock, AR 72204**

**Dr. Stephen C. Hedman, Associate Graduate Dean/Associate Vice Chancellor  
for Academic Affairs, University of Minnesota-Duluth, Duluth, MN 55812**

**Dr. Joseph B. Miller, (CHAIR) Associate Dean, College of Arts and Sciences,  
John Carroll University, University Heights, OH 44118**

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Worksheet for the Statement of Affiliation Status (SAS)

## PART I - INTRODUCTION

On February 12 and 13, 2001, a team of consultant evaluators were on campus at the University of Illinois at Springfield to conduct a Focused Visit. The team limited its review to graduate education, including the Doctor of Public Administration (DPA) degree; strategic planning at the University; the implementation of a focused lower division undergraduate program.

### A. HISTORY OF ACCREDITATION

The General Assembly of the State of Illinois established Sangamon State University in 1969, the forerunner of the University of Illinois at Springfield. The institution was to be a senior institution offering only upper-division baccalaureate programs and graduate study, focused on public service areas. By 1973 the Commission on Institutions of Higher Education of the North Central Association admitted Sangamon State University to a candidacy for accreditation and fully accredited it at the Master's Level in 1975. It has been accredited continuously since and it was approved for the doctoral (DPA) degree at the time of the last comprehensive visit in 1997.

In July, 1995, the General Assembly reorganized higher education in Illinois. Sangamon State University became part of the University of Illinois and adopted its present name.

The most recent comprehensive visit by NCA to the University was conducted in November, 1997. That team recommended accreditation be continued for ten years, until 2007-08, but it called for a focused visit on the areas listed previously in Spring, 2001.

## B. ORGANIZATION OF THE REPORT

This report contains four additional parts. Part II analyzes the University's development of graduate education and the Doctor of Public Administration degree; Part III analyzes strategic planning; Part IV describes the new focused lower division undergraduate program which begins formally with the Fall semester 2001; Part V summarizes the team's evaluation of the strengths and concerns for these aspects of the University, including advice from the team in its role as consultant-evaluators.

### C. Evaluation of the Institution's Focused Visit Report

The University of Illinois at Springfield (UIS) produced a NCA Focused Visit Report which addressed each of the three issues in a separate chapter. The Report was thorough on each issue, describing the cause of the concern as observed in the 1997 team's comprehensive visit and explaining the response from the University. The team found the Report explained each issue very clearly and objectively. The team was also impressed with the clean presentation, using up-to-date word processing features: (color differentiation, type size, full pagination.) Several key attachments made the Report easy to read and understand. Key supporting documents were not included with the Report, but were distributed at the request of the Chair before the team arrived on campus.

## **PART II - GRADUATE EDUCATION INCLUDING THE DOCTOR OF PUBLIC ADMINISTRATION DEGREE**

### **A. GRADUATE EDUCATION AT UIS**

The 1997 North Central comprehensive visit to UIS expressed concern that “.....the University has not addressed well its role and responsibilities in the arena of graduate education.” More specifically, the following points were raised following that visit:

- There was an immediate need to appoint a graduate dean or an administrative officer as an advocate for graduate education activities.
- Although not directly part of graduate education, the graduate dean could also serve as the institution’s grants and contract research administrator.
- A common standard of credentials, teaching, experience, and research achievements should be crafted from which to select a specific cohort of graduate faculty. [It should be pointed out that this issue had previously been raised by the 1987 NCA comprehensive review team.]
- A very small number of faculty existed who had the experience and expertise in doctoral education and the direction of dissertation students.
- In the assessment and review of graduate curricula and courses, a mechanism should be developed whereby this process can lead to program refinement and improvement.
- A systematic review should be made of all existing programs to identify potential areas for either elimination or consolidation.

The 1997 North Central team also remarked about the concern expressed by the 1987 team concerns of “lack of graduate admission standards” and “lack of uniform standards for the appointment of graduate assistants.” The 1997 team found that during the interim these concerns had been addressed.

1. Appointment of a graduate dean and grants/contract administrator. This has now been done effective January, 2001. Previously graduate administration was largely in the domain of collegiate deans and, ultimately, the Provost’s Office. Campus Senate Resolution 29-16, approved on April 7, 2000, called for the establishment of an Office of Graduate Studies. The individual holding this position will report directly to the Provost & Vice Chancellor for Academic Affairs. The current Associate Vice Chancellor for Academic Affairs has been assigned these graduate responsibilities in addition to the responsibilities he already held for grants and contracts administration at UIS.

The Associate Vice Chancellor brings a wealth of institutional knowledge and history as well as experience with graduate education to his new position. These traits will be critically important in the forthcoming years as the campus’ graduate programs will have to contend with a highly visible emphasis upon undergraduate education (Capital Scholars Program).

2. Selection and identification of a graduate faculty. No doubt a campus culture of regarding faculty in a highly egalitarian context had much to do with the delay in identifying a graduate faculty. There appeared to be a perception – widely held at the time of the 1997 visit – that separation of UIS’s faculty into undergraduate and graduate components would lead to the impression that some faculty might be more meritorious

than others. To the great credit of the entire faculty, albeit accompanied by contentions discussions within the Campus Senate, Resolution 29-16 was passed in April, 2000.

Under this resolution, each college is to develop criteria and standards by which to select graduate faculty within that college. Although ultimately 80% or more of UIS's , faculty may be accorded this designation, there is now in place a process and mechanism whereby some degree of discernment will be made.

Presumably the colleges were to have their entire selection procedures in place by December 22, 2000 (according to Campus Senate Resolution 29-16). Although the question was asked several times, at the time of the focus visit it was not clear whether or not this task has been achieved by all colleges.

Obviously there could be some apprehension that vesting selection of graduate faculty within individual colleges will lead to inconsistency and a lack of uniform standards. For this reason it will be important that the Graduate Council exert oversight on this entire process, including but not limited to a review each college's selection standards. While this may not be the common set of credentials advocated by the 1997 comprehensive visit, it would appear adequate at this time. In addition, the team noted that membership on the Graduate Council has been revised, limiting membership to those identified as graduate faculty.

On the whole the 1997 concern has now been suitably addressed and is in the process of being fully implemented.

3. Number of faculty involved in doctoral education. At the time of the 1997 comprehensive visit, the Doctor of Public Administration (DPA) had not yet been implemented. Section B of Part II describes the DPA in detail. Some of the first students

admitted are now completing their studies, with their comprehensive examination (written and oral) being anticipated during spring 2001. The current students appear to be a diverse group of individuals who are largely drawn from the Springfield region.

At the time of the 1997 visit, a DPA director had not yet been named nor had all DPA faculty hires completed. That situation has now improved considerably by the new faculty added for 2001-02. A DPA Executive Committee has been formulated and has been active in addressing the need for additional faculty.

Again the concern expressed by the 1997 team appears to have been adequately resolved by the institution. Assuming that the current enrollment is typical of a steady state situation, this will average out to about six students being advised per faculty member next year. This does not seem out of line though any increases in enrollments would portend the need for more faculty.

In connection with the DPA program, the team briefly reviewed the relationship between the College of Public Affairs and Administration and the Institute for Public Affairs. Currently the latter is housed within the College. This administrative arrangement may or may not be in the best interests of the DPA program. The concern is that an institute which has strong relationships to external constituencies may come to exert undue pressure and influence upon an academic program. However this same institute is in a powerful position to make positive contributions to the DPA program. Whatever the advantages or disadvantages may be, the collegiate dean and the institute director need to work together in a cooperative and highly communicative manner.

4. Program review and structure. The 1997 NCA team remarked upon the large number of graduate programs and the need for elimination and consolidation of some of



them. A concern was also expressed that curricular review be improved. The institution has taken strong actions in addressing these concerns.

At the time of the 1997 visit, there were twenty-one graduate programs exclusive of those dealing with certificates. There are now nineteen programs including the DPA.

Since 1997 two graduate programs were eliminated, and two others were consolidated into a single new program resulting in a net reduction of three programs. Based upon fall 2000 head counts, the remainder of the programs all appear to possess reasonable enrollments and, consequently, the 1997 concern regarding program numbers now has been met.

The institution still needs to continue its practice of graduate program and curricular review. Towards this end, the policies and procedures articulated in the "Program Review Guidelines for Graduate Programs" dated November 11, 1998 need to be completely followed. It should be noted that this document addresses the 1997 NCA concerns about graduate curriculum review. The review process involves the Graduate Council both with respect to program structure and curricula by an examination of the self study document. Following the program review there should be a written response from the administration.

5. Summary. The institution, its current administration and its faculty are to be strongly commended for the several positive steps which have been taken since the 1997 NCA visit pertaining to graduate education. All of the concerns expressed by that visit now have been greatly ameliorated. As the number of graduate faculty becomes more clearly established, and with some additional empowerment of the Graduate Council, graduate education at UIS has a very positive future. The DPA program, which is unique

within the University of Illinois system, should come to play increasingly more visible and decisive roles within the state.

#### B. DOCTOR OF PUBLIC ADMINISTRATION (DPA)

At the time of the North Central Association's comprehensive review in 1997, UIS requested authorization to offer its first doctoral degree, the Doctor of Public Administration (DPA). At the conclusion of the comprehensive review, the visiting team of consultant-evaluators recommended approval of the request, which the NCA Commission on Institutions of Higher Education approved.

The DPA is a practitioner-oriented degree. At UIS the DPA is designed primarily for in-service professionals who work in public administration, particularly state government, and in non-governmental organizations. Most of the doctoral students pursue the degree on a part-time basis.

The DPA is offered by the Department of Public Administration in the College of Public Affairs and Administration. The department also offers the Master of Public Administration (MPA). It does not offer an undergraduate program. The College of Public Affairs and Administration also houses the Institute of Public Affairs, known for an extensive outreach mission, including applied research for state agencies in Illinois.

This team for this focused visit found the new doctoral program settling in with sufficient students, student advisement, faculty, facilities, library services, computing resources, curriculum, policies, and oversight to be a successful program.

1. Faculty. During 2000-2001, excluding the Dean of the College of Public Affairs and Administration who is a member of the public administration faculty, there are eight

tenured or tenure-track public administration faculty members (two appointed specifically in the DPA; three in the DPA/MPA; with three MPA only). Two funded vacancies existed for the DPA faculty, one of whom will be the Program Director. In the current 2000-01 year the Dean was serving as Interim Director.

To compensate for vacancies in authorized positions one faculty member from Southern Illinois University at Edwardsville and another from the University of Nebraska at Omaha were serving as adjunct faculty in the DPA program. By the time of this focused visit the department had made successful offers to two additional faculty members who will join UIS at the beginning of the 2001-2002 academic year. One, a very experienced scholar and administrator, will be the Program Director. With these two hires, there will be a total of seven DPA faculty (four DPA and three DPA/MPA). Given the small size of the student body at present, this number of faculty is adequate for this program.

2. Students. According to the self-study report for the focused visit, during the five fall and spring semesters between August 1998 and December 2000, headcount enrollment was 23, 16, 20, 16, and 21. Institutional data show that the number of full-time equivalent students has been slightly more than 50 percent of the headcount figure most terms since the program was launched.

During the spring semester 2001, 28 students were defined as active in the DPA program. Two students are at the dissertation stage, one of whom is expected to complete the degree in 2001-2002.

Four DPA students have appointments as Doctoral Research Associates. Two more such positions have been funded for next year, bringing the total to six. A Doctoral Research Associate is paid \$18,000 for the two-semester academic year.

3. Library and Computing Resources. The UIS library appears well-prepared, in both books, journals, and electronic access to meet the needs of faculty and students. At the time of the initiation of the program, library staff carefully evaluated the adequacy of holdings relevant to the DPA and found the collection, both books and periodicals, developed over the years for the MPA was strong. The administration allocated \$6,000 new dollars to the library's base budget specifically to support the DPA.

The campus appears to be well equipped in both hardware and software to meet the needs of the DPA as well as the Capital Scholars Program. Indeed, with 33 of 50 classrooms at UIS defined as electronically "smart," the campus, the University of Illinois and the state all deserve commendations for the extent of technology on the UIS campus. The Information Technology services offers non credit seminars for faculty and students and takes justifiable pride in providing full service for all campus constituencies. Rooms in the new Capital Scholars residence hall will have complete access to technology.

4. Doctoral-Level Courses. Since the comprehensive visit in 1997, the Graduate Council has developed a policy for differentiating doctoral courses from other courses at the institution. This is commendable step. The campus has always been an upper-level/master's institution, with faculty hired to teach both undergraduate and master's courses. Master's level courses have not always been distinguishable from undergraduate courses. Therefore, the new policy should assure that UIS courses are typical of recognized doctoral programs across the country.

The DPA curriculum has been structured in six parts: prerequisites, core courses, required research courses, a concentration in either state government or non-profit management, a comprehensive examination, and a dissertation proposal seminar and dissertation. The curriculum was proposed by faculty and approved by the Graduate Council and Faculty Senate.

5. Advantages and Disadvantages. A doctoral program in the UIS setting has advantages and disadvantages. Making the most of the advantages will take hard work. The disadvantages should be acknowledged and addressed year after year.

One advantage is significance of subject matter. Given the number of employees, the size of budgets, and the variety of services of government and non profit organizations in the 21st Century, public policy makers readily concede the importance of a program aimed directly at improving the quality of government performance.

A second advantage is location, and it is a significant and enviable advantage. UIS is located in the state capital of one of the largest states in the Union. In contrast to numerous public administration programs across the country, public administration faculty and students at UIS need drive only a short distance to see and participate in and study public administration. There is a great laboratory at hand.

A third advantage is program focus. The institution's single doctoral program is consistent with the strong emphasis on public affairs which has officially characterized the campus since it was established in 1969. Moreover, the faculty have chosen a niche that not only fits the institution's history but also its location: the program focuses on state government whereas the typical public administration program is more likely to

focus on local government or national policy issues. Thus there is an opportunity to be distinctive.

Just as the DPA enjoys advantages, there are readily apparent disadvantages in offering the DPA at UIS.

A first disadvantage is that UIS is small. With about 4000 students, the institution does not provide a broad base of faculty or students or complementary doctoral programs.

A second disadvantage is that the DPA is the institution's only doctoral program. Given the small institutional base, the institution will want to continue to concentrate resources on this single doctoral program that directly reflects the institution's public service mission. Yet a doctoral program benefits from the supportive culture that comes with the presence of multiple, sizable other doctoral programs. Such a culture is not present at UIS, and one or even another small program or two will not bring it.

A third disadvantage is that the program is small in number of students, which means it is likely to be expensive in per unit costs.

A fourth disadvantage is that recruiting faculty with the desired qualifications, though possible, will be a challenge; and the record in recruitment since 1997 bears this out.

6. Resources. Campus and UI System officials have a vital role to play in the success of the program, particularly in providing resources. If a small university has a single doctoral program, it will in a sense be the flagship program of that university. It will be viewed as the measure of the quality of the management and programs of the entire campus. It will also be a lonely program. Resentment of its status and envy of its resources are predictable. Therefore, campus officials should give a constant priority to assuring ample resources, to nurturing the DPA, and to protecting it in the face of strong

competing demands on campus. It should be expected that such a program must be allocated dollars for faculty, support staff, faculty development, student recruitment activities, and student financial support that exceed other campus programs.

The opportunity to develop a distinctive DPA, focused on the state government niche, should not be taken lightly. While campus and UIS officials must recognize and support the goal of a distinctive program, the heaviest burden will be on the faculty. They will need to be imaginative in designing courses and assignments that, on the one hand, will be perceived as solid by public administration colleagues across the country; and which, on the other hand, will provide the DPA students at UIS a unique learning experience reflecting the program's niche.

Institutional officials and the public administration faculty are to be commended for their willingness to offer a program, including the scheduling of classes at night and on the weekend, to accommodate the part-time student body of in-service professionals. At the same time, faculty and other institutional personnel should make extraordinary efforts to develop a sense of community among such students and between the students and faculty.

7. Assessment of Student Academic Achievement. Graduate programs, in addition to undergraduate programs, fall under the North Central mandate to assess student academic achievement. Faculty in the DPA must incorporate assessment of student learning into their normal conduct of the program. The first of the stated five goals for the program would appear to embody the learning objectives which should be subject to assessment: "To enhance the knowledge, competence, and leadership capacity of managers and professionals in both public and non-governmental organizations." An

examination of course syllabi revealed that some syllabi state course objectives that should be assessable ("At the end of this course students will know...be able to do....") while some do not. The need for an assessment program is acknowledged by faculty working through the Planning and Budgeting Committee (see Part III, C.)

### **PART III - STRATEGIC PLANNING**

#### **A. UPDATE ON PROGRESS**

The team of consultant-evaluators who visited UIS in 1997 identified planning as an area to be re-examined during a focused visit. This visiting team found that UIS had its house in good order in the area of planning, having made substantial progress in its planning activities.

UIS now has in place appropriate personnel and processes to prepare for the future and to develop goals and strategies for the future. In addition to the regular and important attention that senior administrators devote to planning, the twelve member Campus Planning and Budgeting Committee has been established and has been the centerpiece of the process since 1998. The process brings together major campus constituencies on a periodic basis each year (including an annual planning retreat in the fall) to analyze data, act on reports of subcommittees, and formulate recommendations to governance bodies and the administration. The Office of Institutional Studies is represented on the committee. Members of the Campus Planning and Budgeting Committee expressed satisfaction with the information and data available to them and with the role and work of the committee.



## B. EXAMPLES OF RECENT SUCCESSFUL PLANNING

The visiting team noted two decisions that spoke well of planning at UIS. The first was that in 1999, in an effort to focus resources, the campus had identified three programs to eliminate, two programs to be consolidated into a single new program, and one program that was successful but that would be more appropriately based at another state institution in Illinois. Members of the Campus Planning and Budgeting Committee reported to the visiting team that the recommendations of the sub-committee which identified the programs to be eliminated were unanimously approved by the Campus Planning and Budgeting Committee and then by the Faculty Senate. Given the emotions and the legitimate differences of opinion that attend such decisions about academic programs, the broad acceptance of the outcome speaks well of campus administrative and faculty leaders and their planning processes.

The second was the decision to hire Noel-Levitz, a national firm, for assistance over an extended period of time in the area of marketing to and recruitment of students. UIS has had a significant enrollment decline, a decline in headcount of 670 since 1996 equally divided between graduate and undergraduate students. Institutions of higher education typically do not find it easy to acknowledge and talk about enrollment declines, and UIS does not appear to be an exception in this regard. But enrollment declines need to be systematically addressed. The experience Noel-Levitz will bring to the campus should be helpful, and the planning processes in place should enable the campus to make the most of the advice it receives.

### C. FUTURE PLANNING EFFORTS

The team notes that two areas it reviewed in its visit -- the Doctor of Public Administration and the Capital Scholars Program--are exciting complex additions to the campus. These new programs, given their prominence to policy makers beyond campus and to the public, will particularly benefit from the scrutiny and support derived from a healthy campus planning process. The campus might want to consider using the year 2007-2008, when the next comprehensive NCA review is scheduled, to define a planning period for both of these new programs (with an interim review of the Capital Scholars program, urged later in this report). The Planning and Budgeting Committee is currently discussing goals for enrollment, resources, assessment, and the import of the Capital Scholars Program, among other issues.

## **PART IV - IMPLEMENTATION OF A FOCUSED LOWER-DIVISION UNDERGRADUATE PROGRAM**

The University of Illinois at Springfield is preparing for a major change in its undergraduate population. Heretofore, including the 2000-01 academic year, enrollment has been composed primarily of non-traditional undergraduate and graduate students, who average 33 years of age. The University admits only undergraduate students who transfer from an accredited college after completing at least 45 semester hours, or graduate students. For the Fall 2000 semester UIS reported headcount enrollment of 3496 (composed of 1785 undergraduates, 1690 masters students, 21 doctoral students),

and an additional 446 who were enrolled mostly in UIS online courses. A few of these 446 are enrolled at two small nearby centers. The team was informed that enrollment at UIS has declined each year since 1996 in undergraduate and graduate programs, as noted earlier in this report.

Beginning in fall semester, 2001 a new program to admit traditional age students to a new four year baccalaureate program will begin. Students in this program, called Capital Scholars, will complete general education courses on campus, and live on campus as a group in the same residence hall for at least the first two years of study. The program is seen as a way to integrate academic life and student life for a selective group of well qualified traditional age students. In essence the program conceptually is a learning community.

To prepare for this program UIS has begun to accept up to 100 students in Fall, 2001, increasing to 200 a year in Fall 2004 or Fall 2005. The Capital Scholars program will be capped at 200 annually in the program's early years. UIS is envisioned to become a sort of selective "public liberal arts" institution, part of the large University of Illinois. The master's and doctoral program, and the admission of students from community college, will continue.

The new Capital Scholars program was approved by the Illinois Board of Higher Education (IBHE) in October, 1999, supported by the Governor, after having been initially turned down by the Board in November, 1997. The 1997 team anticipated this program would be approved in 1997 when it recommended a focused visit in 2001 to include a review of the Capital Scholars Program. Because of the delay in securing approval by IBHE as the Focused Visit Report notes, "the (2001) team will necessarily be

evaluating the status of plans for implementing the program rather than the success of the program per se." (p.26). Capital Scholars seems to be well planned and in the opinion of this team, the University should be ready to begin implementation with the class entering in Fall, 2001. Nonetheless, each component of the program includes unresolved issues.

1. The Academic Program. Capital Scholars will enroll in a core curriculum focused on public service, composed of thirteen interdisciplinary and disciplinary courses and up to four courses in a language to develop speaking competency. The interdisciplinary courses include a Capital Scholars freshman seminar introducing students to higher education; a three semester sequence of written and oral communications; a four semester sequence of thematically integrated humanities and social studies; a two semester sequence in the biology and chemistry of the environment (including a laboratory semester); a math course; a course joining art and music; a course on the social impact of technology. Some choices among levels of courses in math and science will be made to accommodate those students whose plans for a major may require higher level coursework in one of those fields. This "integrated core" has been developed by faculty influenced by the work of Ernest Boyer who advocated an integrated core program, rather than distributive series of requirements. (The core courses aim at developing creative thinking, problem solving and leadership skills.)

Using UIS' focus on public service as its base, Capital Scholars intends to use leadership as its driving philosophy, developing themes which will integrate the core courses. Collaborative learning and interdisciplinary cooperation in small classes will be characteristic of the way the courses are taught. Faculty driven, Capital Scholars is seen as a way to promote interaction between faculty of different disciplines and students.

Capital Scholars will complete one of UIS twenty undergraduate majors. In addition Scholars will be expected to satisfy UIS' requirement for two upper division general electives (colloquia or internship.)

Planning for this program began in 1993 anticipating the ultimate approval by IBHE. Planning has lead to the development of a administrative structure under the Dean of the College of Liberal Arts and Sciences. A Faculty Director and an Associate Director, both recently appointed, are currently in place. Both are full time faculty with each having a half-time appointment to the program. A very active and committed Capital Scholars Program Committee, a faculty committee representing the disciplines participating in this core, serves as a steering committee for the Program. The Associate Director bears responsibility for assessment.

Approximately thirty faculty are expected to provide instruction in these courses and they are expected to participate for at least two years. For the past two years they have been attending, and will continue to attend, a series of workshops and seminars, including paid week long summer seminars, to prepare for these new courses. In addition, faculty have received a paid overload or a reduction in teaching assignments to develop syllabi for the new classes. The new courses are listed and described fully in the 2001-02 Undergraduate and Graduate Catalog. Members of the Program Committee are convinced the faculty are-or soon will be-ready to initiate the courses in the program. Academic advising of the students in the program will be in the hands of five faculty, each of whom will teach a section of the Capital Scholars freshman seminar. Students will be grouped in areas of interest (humanities, sciences, etc) for this course.

The first faculty will be replaced over time by other faculty. Most faculty hired in to UIS in the last several years have agreed to be prepared to teach in the Program eventually and the existence of the Capital Scholars Program has served to attract some of the newly hired faculty.

2. Enrollment. The Office of Enrollment Services began a campaign to bring the Capital Scholars Program to the attention of high school students immediately after the IBHE approved the program in October 1999. The process of finding interested and qualified high school students, a new process for the UIS Admissions office, began with targeting high schools for potential students, mass mailings, posters, visits to high school counselors, etc. The staff of the office has been increased by the addition of one professional and several support staff. The goal of the work to attract the class beginning in Fall 2001 is 100 traditional age students who meet relatively high standards: ACT test scores of 25 or above, with an average class rank in the top quarter of the high school graduating class. As of the time of this focused visit, 127 students have applied and 78 have been admitted. However, only 24 have paid a deposit, considered a firm sign of enrollment. So far 13 have been rejected, and the remaining among the 128 are in process for a decision. Members of the Program Committee of faculty review applicants with Enrollment Services staff in an efficient manner, although only after a beginning called by both faculty and Enrollment Services "rocky." The average ACT score of those admitted is 25.3, and the average class standing of those who have paid is about 81 of 100, both scores lower than hoped for.

All students admitted are granted a \$1,000 scholarship. (In-state tuition is not yet firm for 2001-02 but is expected to be about \$3,200.) Additional scholarships are available

from funds provided by the University of Illinois Foundation to support the program. The Financial Aid Director reports funds are also available for local area students to assist them in meeting the cost of living on campus, about \$6,000, and to encourage them to meet the condition of living on campus. Obviously, heavy financial aid is being used to attract students. Further, the University of Illinois at Urbana-Champaign is encouraging qualified students to apply to this program at UIS.

The original expectation of a class of 100 seems to be unlikely to be achieved in the first year. Estimates of Fall 2001 enrollment range from 60 to 100, but the uncertainty of attaining the goal of 100 has caused the admissions and financial aid offices to plan new and increased efforts for next year (2002). Typically, new programs take several years to become established. But progress in building enrollment is essential if the University is to make a successful transition to a viable program of undergraduate education for a selective group of traditional age students. Attracting an adequate number of students is a key ingredient for a successful program.

3. The Student Services Division is experiencing significant changes in preparation for the Capital Scholars class beginning in Fall, 2001. All student services and student life activities report to the Vice Chancellor for Student Affairs.

a. Housing. UIS is building a new residence hall, named Lincoln Hall, to accommodate the Capital Scholars who are required to live on campus for two years. Lincoln Hall will be located adjacent to the center of campus and will include room for 220 students. It houses the Capital Scholars program offices and has a large multi-purpose open room for meetings and lectures, two small seminar rooms and "café-

space" to augment the current student cafeteria and to serve as a food service area for students when the main cafeteria is closed on weekends.

Lincoln Hall was enclosed and under roof at the time of this focused visit. However, the building is behind its target completion date for opening, in July. The Housing Office has alternative plans for housing if completion is delayed, and a new construction manager has recently made changes in work and delivery schedules, expecting to complete the building on time. Obviously a delay in completion could adversely effect the Capital Scholars program if new students are moved into temporary or partially completed facilities in August.

b. Future buildings. The University currently has only three major buildings in the center of its campus, the Brookens Library, the Health and Science Building, and the Public Affairs Center. But space is at a premium in the Library and Public Affairs Center. All the buildings house classrooms, laboratories and offices, with the Public Affairs Center serving as the focal point for the campus. To replace some small and crowded out-buildings the Legislature approved a planning grant of \$1.3 million dollars for a new classroom/office building. Campus administrators expect the building to be funded in the budget now under discussion in the Legislature. A campus master plan was approved by the Board of Trustees in June 2000 showing the new classroom/office building and several other new facilities.

c. Food Service. The Legislature has also authorized funds for a total refurbishing of the University's single food service area in the Public Affairs Center. Plans are approved and contracts awarded with renovation to begin in Spring 2001. The schedule for completion in August is tight. When complete, renovation of the food



service area and Lincoln Hall will allow students in the Program to take meals at either the main cafeteria or in Lincoln Hall using a cashless "I" card, an I.D. card for all University of Illinois students.

d. Student Life. The changing campus population created by the new presence of traditional age Capital Scholar students requires significant changes in programs and activities, and an increase of staff. Hiring a new director and staff for Lincoln Hall was underway at the time of this focused visit. Staff has been added to the Student Life Office.

Currently there is little social programming for weekends, but changes will be required for Fall 2001 term as the traditional age Capital Scholars arrive. Only a few activities which characterize traditional undergraduate campus life are now held - Homecoming in Fall, athletic competitions, a Spring Fest in Spring - but many others will be required. Other events - Orientation activities, Parents Weekend, an increased series of programs for commencement - are in the formative stages. The Capital Scholars Student Support and Programming Committee, which includes the Associate Director of the Capital Scholars Program, has prepared a grid showing activities needed (programs, support services, residence hall events). But the grid lists activities in general and needs to be made specific. A search is underway for three faculty who will have a half time teaching load in the interdisciplinary core and half time in student life. Each will be responsible for starting a theatre program, music activities, and a debate program. Consistent with the aim of the program to bridge classroom and residence/student life, the Capital Scholars will come together in Lincoln Hall for dinners with faculty and enrichment lectures and programs tied to the themes of the interdisciplinary courses.

Faculty expressed concern over planning for these features of Capital Scholars Program. Few signs of cooperation between the Student Services staff and faculty are apparent. Faculty correctly point out that students considering attending as Capital Scholars will want to know what programs and events are planned, and when, before deciding to enroll. On the other hand, faculty will not be able to direct all programming, including social programming. Increased contacts between faculty and student services are important, and soon, to provide incoming students with a knowledge of plans for campus life. Social programming can be expected to reinforce the objectives of the Capital Scholars, but more cooperation between faculty and student life is essential to achieve this goal. An understanding of who has what responsibility must be worked out as soon as possible. Student life staff and administrators have the responsibility to draw up the social and residential programs as soon as possible.

e. Assessment. An Assessment Office exists on campus but its focus is on baccalaureate assessment. The Capital Scholars Program Committee has held discussions and seminars with consultants to develop its own assessment using "embedded" assessment. Capstone courses required in certain majors will be used to assess achievement of the goals described in section 1 of this part. Student writing will be sampled and portfolios developed. Members of the Capital Scholars Program Committee understand and agree assessment is an important part of the Program. Although the Associate Director of the program has responsibility for assessment, there is yet no clear indication of how the results of whatever assessment process develops will be linked to planning and budgeting.

The Graduate and Undergraduate Councils evaluate all programs of the University on a rotating cycle. The Capital Scholars Program should be added to the agenda within the next three years to encourage assessment and program evaluation. Even though the first graduates of the Capital Scholars Program are not likely before 2005, an earlier critical examination of the Program is warranted.

4. Funding. UIS has, and will draw on, several sources for the revenue necessary to develop the Capital Scholars Program. First, as described earlier in this report, a net of five programs were eliminated or shifted to other state universities after the 1997 comprehensive visit. UIS was permitted to retain the \$254,000 saved from these moves for the Capital Scholars Program. This money has, in effect, been added to the amount budgeted for operations by IBHE. Second, the University of Illinois has authorized a permanent increase of \$1.05 million to the UIS appropriated budget - an amount projected to increase to \$2.0 million by Fall 2004 as more students enroll in the program. Third, UIS students will pay the normal tuition plus a \$300 per year program fee, less a \$1,000 scholarship funded by a combination of grants and external support each year. If 100 students enroll in Fall, UIS expects an additional \$292,000 added to its income, an amount which will increase as more students enroll. Fourth, the University of Illinois Foundation has provided funds for several scholarships. Fifth, as noted earlier, the construction of Lincoln Hall is underway. The IBHE has approved planning funds for the proposed classroom/office building, with the expectation that full funding will be approved in the 2002 budget now being discussed by IBHE and the Legislature.

Expenditures will also increase for new staff in areas such as admissions and financial aid, all areas of student services, library staff and materials, and additions to the faculty.

UIS projects the program will run at a deficit for the first three years, to become a income - generating program in subsequent years. These projections assume enrollments of 100 students in Fall 2001, increasing to 200 a year in Fall 2004 or Fall 2005.

Financial resources all appear to be in place to fund the program fully.

**PART V - INSTITUTIONAL STRENGTHS, CHALLENGES AND ADVICE  
FROM THE TEAM ON THESE THREE ISSUES**

**Institutional Strengths:**

- The faculty has a strong interest and investment in the university and its programs.
- The association with the University of Illinois system continues to provide the campus with resources and vision.

**Institutional Challenges:**

- Offering of a doctoral program (DPA) will require additional and sustained attention to create an environment that fosters and promotes a strong and unique program.
- The assessment program for the Doctor of Public Affairs (DPA) and the new focused lower division undergraduate program (called "Capital Scholars") lacks development and implementation.
- Successful implementation of a focused lower division undergraduate program (Capital Scholars) requires more attention to each of these components:  
(1) attracting a critical mass of students; (2) providing adequate on-campus housing;  
(3) establishing an effective interdisciplinary curriculum; (4) developing and using an assessment program to impact budgeting and planning; and (5) improving and increasing student life programming.

**Advice from Team:**

- A program review of the Capital Scholars Program should be conducted in the course of the normal planning and budgetary process within the next three years.

## PART VI - RECOMMENDATION AND RATIONALE

This Team for the Focused Visit at the University of Illinois at Springfield recommends that a Progress Report on assessment be submitted by June 1, 2004, focusing on the Doctor of Public Administration (DPA) and the new focused lower division undergraduate program (called Capital Scholars). The Team recognizes the University is committed to an assessment program linked to program review, budgeting and planning. However the University's progress on implementing an assessment program appears to be limited at this time.

The Team has also concluded that all of the other issues which mandated this focused visit have been fully resolved.

As to the issues surrounding graduate education and the degree of Doctor of Public Administration the Team found:

- The Associate Vice Chancellor for Academic Affairs, experienced in graduate education, has been assigned responsibility for graduate education.
- A process of identifying graduate faculty has been agreed to and has begun.
- A program review process is in place and some programs have been reorganized or dropped.
- The faculty for the Doctor of Public Administration degree is in place, soon to be augmented by faculty experienced in graduate education.
- A cohort group of students sufficient for a doctorate program is in place.
- The Graduate Council has adopted a policy for differentiating doctoral coursework and for comprehensive exams.
- An assessment program appears to be only in the planning stages.

As to the issues about Strategic Planning, the team found:

- A Planning and Budgeting Committee has been established and has been actively working since 1998.
- Program changes have been made and a process of program review has been adopted.

As to the issues concerning the implementation of a focused lower division undergraduate program, called the Capital Scholars, the team found:

- The Program will begin with a class admitted for Fall, 2001, after the initial expectation by the University of a start in 1998.

- Planning is well underway for the first class: a core program is being prepared, students are applying, facilities are being planned, renovated or constructed, student life programs are being discussed, financing is secure.
- Nonetheless, there are concerns over the size of the class, completion of facilities, establishing the curriculum, the implementation of a program of activities for student life, and an assessment program.

# WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
P.O. Box 19243; 556 Public Affairs Center  
Springfield, IL 62794-9243

TYPE OF REVIEW: A visit focused on the progress made in planning, a review of the graduate programs and faculty along with a report on the Doctor of Public Administration degree, and the implementation of a focused lower-division undergraduate program

DATE OF THIS REVIEW: February 12, 2001 — February 13, 2001

COMMISSION ACTION:

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STATUS: *Accredited (1975- .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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HIGHEST DEGREE AWARDED: *Doctor's.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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MOST RECENT ACTION: *June 4, 1998.*

TO BE CHANGED BY THE COMMISSION OFFICE

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STIPULATIONS ON AFFILIATION STATUS: *Accreditation at the Doctor's level is limited to the Doctor of Public Administration degree.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING



NEW DEGREE  
SITES:

*Prior Commission approval required.*

Institution      *Recommended Wording:*      RETAIN ORIGINAL WORDING

Team      *Recommended Wording:*      RETAIN ORIGINAL WORDING

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PROGRESS REPORTS  
REQUIRED:

*None.*

Team      *Recommended Wording:*      6/1/04; A report on assessment.

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MONITORING REPORTS  
REQUIRED:

*None.*

Team      *Recommended Wording:*      NONE.

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CONTINGENCY REPORTS  
REQUIRED:

*None.*

Team      *Recommended Wording:*      NONE.

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OTHER VISITS  
REQUIRED:

*February 12, 2001; A visit focused on the progress made in planning, a review of the graduate programs and faculty along with a report on the Doctor of Public Administration degree, and the implementation of a focused lower-division undergraduate program.*

Team      *Recommended Wording:*      NONE.

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LAST COMPREHENSIVE  
EVALUATION:

1997-98.

TO BE CHANGED BY THE COMMISSION OFFICE

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NEXT COMPREHENSIVE  
EVALUATION:

2007-08.

Team      *Recommended Wording:*      RETAIN ORIGINAL DATES