

**REPORT OF A COMPREHENSIVE VISIT
TO
UNIVERSITY OF ILLINOIS AT SPRINGFIELD
SPRINGFIELD, ILLINOIS
NOVEMBER 3-5, 1997**

**FOR THE
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
OF THE
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS**

Mary E. Huba, Professor of Education and Coordinator of Student Outcomes Assessment, Iowa State University, Ames, Iowa 50011

William J. Kermis, Vice President for Academic Affairs and Research Administrator, Southwestern Oklahoma State University, Weatherford, Oklahoma 73096

Samuel H. Rankin, President, Chadron State College, Chadron, Nebraska 69337

Joseph G. Smoot, Vice President for Development and Public Relations, Pittsburg State University, Pittsburg, Kansas 66762 (CHAIR)

George H. Wallman, Vice President for Student Affairs, North Dakota State University, Fargo, North Dakota 58105

Louis F. Weschler, Professor of Public Administration, Arizona State University, Tempe, Arizona 85287

CONTENTS

PART I - INTRODUCTION	1
Purpose of Visit	1
Organization of the Report	1
Accreditation History	2
Team Visit and Report	3
Self-Study Process and Report	4
PART II - CRITERIA FOR ACCREDITATION	5
Concerns of 1987 Visiting Team	5
General Institutional Requirements	8
Criteria for Accreditation	13
Criterion 1: Clear And Publicly Stated Purposes	13
Criterion 2: Human, Financial And Physical Resources	15
Physical Resources	15
Financial Resources	16
State Support	16
Private Support	19
Human Resources	21
Board of Trustees	21
Administration	24
Faculty	26
Faculty Governance	28
Students	29
Alumni	29
Academic Support Services	30
Academic Records	30
Library	30
Academic Computing	33
Student Support Services	35
Enrollment Management and Admissions	37
Financial Assistance	37
Residence Life	38
Career Services	39
Counseling Center	39
Public Safety	39
Health Center	39
Child Care Center	40
Other Centers	40
Quality of Student Life	40

Intercollegiate Athletics	40
Conclusion	41
Criterion 3: Accomplishing Educational And Other Purposes	42
Educational Programs	43
School of Business and Management	43
School of Health and Human Services	44
School of Liberal Arts and Sciences	45
School of Public Affairs and Administration	45
Graduate Studies	47
General Education	49
Continuing Education	51
Assessment of Student Academic Achievement	51
Conclusion	58
Criterion 4: Can Continue To Accomplish Purposes	60
Educational Effectiveness	60
Institutional Research	61
Planning	62
Conclusion	65
Criterion 5: Demonstrates Integrity in Practices	66
Academic Quality Assurance	66
Regional and Professional Accreditation	68
Policies and Procedures	68
Assessment	69
Planning	70
Compliance Issues and Affirmative Action	70
Public Accountability	73
Intercollegiate Athletics	73
Conclusion	73
Summary of Institutional Strengths	74
Summary of Institutional Concerns	78
PART III - ADVICE	82
PART IV - THE TEAM RECOMMENDATION AND RATIONALE	85
WORKSHEET FOR STATEMENT OF AFFILIATION STATUS	

PART I - INTRODUCTION

PURPOSE OF THE VISIT

On November 3-5, 1997, a North Central Association Evaluation Team visited the University of Illinois at Springfield, Springfield, Illinois. The North Central Association Staff charged the Team to conduct a comprehensive evaluation of the University for continued accreditation and also initial accreditation at the doctor's degree-granting level.

ORGANIZATION OF THE REPORT

This Report of that visit contains four major sections. The Introduction, Part I, in addition to indicating the scope of the visit, also addresses the Report's organization, the University's accreditation history, and the Team-visit structure.

The Criteria For Accreditation, Part II, consists of the Team's evaluation of the University of Illinois at Springfield for continued accreditation at the master's degree-granting level and initial accreditation at the doctoral degree level. In Part II, the evaluation Team assesses the extent to which the University fulfills the General Institutional Requirements and the five Criteria For Accreditation. A summary of major institutional strengths and concerns concludes Part II.

The 1997 NCA Team, acting in their role as consultants, has included a section of Advice, Part III, to offer the University the varied experiences of the individual Team members in solving higher-education problems. Offered simply as advice in dealing with some issues confronting the University, Part III has no direct

bearing on the Team's recommendation concerning continued accreditation.

In Part IV, the Recommendation and Rationale section, the 1997 NCA Team gives its recommendation and the rationale for it. In addition, Part IV contains the Worksheet for the Statement of Affiliation Status.

ACCREDITATION HISTORY

Sangamon State University became a part of the University of Illinois on July 1, 1995, and renamed the University of Illinois at Springfield. The Illinois General Assembly established Sangamon State University in 1969 as a senior institution of higher learning devoted to upper division and graduate study.

In 1973, the North Central Association's Commission on Institutions of Higher Education admitted Sangamon State University to candidacy for accreditation as an institution of higher education. In 1975, the Commission granted initial accreditation at the Master's degree level. The Commission scheduled the next comprehensive visit to occur in 1980-1981.

Due to a change in presidents, Sangamon State University requested a delay in the scheduled visit until the 1981-1982 year. At that visit, the NCA Team recommended that a focused visit occur in 1984-1985 to review the University's progress in meeting two significant concerns. These concerns focused on the decision-making processes involving immediate and long-range planning and problem solving, as well as the system for measuring and monitoring outcome measures to ensure quality control, especially in the graduate programs. Sangamon State University requested that the

focused visit be replaced with an interim report on progress in meeting the two areas of concern. The Commission accepted that request and continued the University's accreditation with a comprehensive review scheduled for 1986-1987.

The NCA Team visiting Sangamon State University in 1987 recommended continued accreditation through 1996-1997 with a required report due on January 1, 1992, concerning (1) standards for admission and the selection of faculty in the graduate programs, (2) outcomes measures for student academic achievement, and (3) changes in the University's governance and administrative structure and procedures. The University filed the Report in December, 1991, and the NCA Staff accepted it in April, 1992.

In May, 1995, the North Central Association approved the Assessment Plan submitted by the University of Illinois at Springfield. With the change in governance from the Board of Regents to the University of Illinois Board of Trustees, UIS requested a one-year delay in the NCA Comprehensive Visit scheduled for 1996-1997. The NCA Staff authorized a campus visit in June, 1996, to focus on the change in governance structure. The NCA Commission accepted this Team Report in August, 1996, and set the time for the next Comprehensive Visit in the 1997-1998 year.

TEAM VISIT AND REPORT

This 1997 NCA Team Report of the visit to the University of Illinois at Springfield on November 3-5, 1997, continues the monitoring of the institution for some twenty-five years by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In conducting the

comprehensive evaluation of the University, the NCA Team reviewed all documents including the Self-Study Report with its appendices, the University Catalog, the faculty and student handbooks, the Basic Institutional Data Forms, and the audited financial statements. An examination of the minutes of the Board of Trustees, the Academic Senate, and other councils and committees enabled the team to understand how the University conducts its work. Individual and group interviews with members of the Board of Trustees, administrators, faculty, students, and alumni gave insights into various perspectives of the University and its activities. Team members examined personnel files, course syllabi, and student records. The 1997 NCA Team Report results from a survey of all relevant materials and the documentation of the University's descriptions of its activities through interviews representing the different constituents.

THE SELF-STUDY PROCESS AND REPORT

The 1997 NCA team reviewed the self-study process that the University of Illinois at Springfield used to prepare for the visit. The University set the primary goal of conducting the self-study to assess its achievements in meeting the General Institutional Requirements and the Criteria For Accreditation in fulfilling its mission effectively. The University determined to focus on its mission and purposes and determine how each academic and support unit contributed to the mission and purpose of UIS.

Involving all constituencies in the collection and assessment of data enabled the coordinating committee to establish patterns of evidence used in the Self-Study Report to demonstrate how the

University meets the five Criteria for Accreditation. The University pledged in the Self-Study Report to continue to use the process to integrate its planning as it meets future challenges. The 1997 NCA Team found the quality of the Self-Study Report adequate, although a failure to include more quantitative data and analysis did detract from its usefulness in conducting the evaluation visit. During the visit, however, the Team discovered sufficient data to use in the evaluation process.

The NCA Team examined the third party comments solicited by UIS as a part of the self-study process. The comments, largely positive in nature, reflect the high esteem in which the leaders in the Springfield community hold the University.

PART II - THE CRITERIA FOR ACCREDITATION

CONCERNS OF THE 1987 VISITING TEAM

The University of Illinois at Springfield Self-Study Report addresses the concerns of the 1987 NCA Evaluation Team with appropriate University responses. The 1996 NCA Focused Visit elicited no concerns about the University of Illinois at Springfield. The 1997 NCA Team has reviewed the UIS Self-Study Report responses to the 1987 NCA Team Concerns as well as other documents made available in the Resource Room. The individual team members have also discussed these Concerns with administrators and faculty and believe the University of Illinois at Springfield has adequately addressed all of the Concerns. Some aspects of the Concerns, however, still need University attention on a continuing basis.

Concern #1: Refinement of the Public Affairs Emphasis. The 1987 NCA Team expressed a concern that a "further refinement of the public affairs emphasis is needed so that other opportunities for service to the University's service area are not lost." The University responded in its Self-Study Report, which the 1997 NCA Team verified, that UIS "has made considerable strides in refining its public affairs emphasis and organizing its public affairs activities." UIS accomplished much of this through the reorganization of four campus operating units into the Institute for Public Affairs. The units included the Office of Public Affairs Communication, the Illinois Legislative Studies Center, the Legal Studies Center, and the Center for Policy Studies and Program Evaluation. "Building on these organizational changes through the strategic planning process, the administration initiated a dialogue that led to a clearly defined role for public affairs within the campus mission." In Toward 2000: A Strategic Plan for Sangamon State University, the University concluded in 1992 that "we define SSU's public affairs emphasis to involve the application of faculty and staff members' professional expertise to the solution of societal problems as well as the education of students as citizens capable of understanding and confronting such problems." The 1997 NCA Team concur that UIS has indeed achieved a successful refinement of its public affairs emphasis through a reorganization that has given maximum benefit to the students and the faculty. Self-Study Report, pp. 23-27.

Concern # 2: New Definition of Academic Innovation. The 1987 NCA Team observed that the University's "new era of maturity" called for a

"new definition of academic innovation . . . in order for the ultimate purpose of the University to become clear in serving the academic needs of the people and industry . . . [in] central Illinois." In the 1992 strategic plan, UIS determined that innovation was "a means to achieve institutional goals." The 1997 NCA Team found numerous examples to support the UIS innovative efforts to deliver a quality educational product to its students. Self-Study Report, p. 27.

Concern # 3: Lack of Graduate Admission Standards. The 1987 NCA Team asked for a report on this concern which UIS submitted to the NCA Staff in December 1991; the NCA Staff accepted that report. The report "identified the steps UIS took after the evaluation team's visit to develop better defined standards for admission to graduate programs. The response also identified how each program moved into compliance with these standards. The 1997 NCA Team reviewed graduate admission standards and found them satisfactory. Self-Study Report, p. 28.

Concern # 4: Lack of Graduate Faculty Campus-Wide Standards. The 1987 NCA Team asked that the University of Illinois at Springfield submit a report to the NCA Staff regarding the concern of a lack of campus-wide graduate faculty standards. UIS submitted the report in December, 1991, and the NCA Staff accepted it. Self-Study Report, p. 28.

Concern # 5: Lack of Uniform Standards for the Appointment of Graduate Assistants. The 1987 NCA Team expressed a concern regarding the lack of uniform standards for the appointment of graduate assistants. The University developed standards for recruiting and appointing

graduate assistants and placed them in the Graduate Assistantship Program Policy Manual which is reviewed annually. The 1997 NCA Team found the standards satisfactory. Self-Study Report, p. 28.

Concern # 6: Lack of Rigorous Criteria for Promotion and the Awarding of Tenure. The 1987 Team expressed a concern regarding promotion and tenure which the University and faculty addressed through the collective bargaining process in 1993. The 1997 NCA Team reviewed these policies and procedures and found them satisfactory. Self-Study Report, pp. 28-29.

Concern # 7: Lack of Continuing Longitudinal and Comprehensive Assessment of Learning Outcomes. The 1987 Team expressed a concern about the assessment of student academic learning outcomes. The University of Illinois at Springfield presented a campus-wide assessment plan to the NCA Staff in April, 1995. The NCA Staff secured approval of the plan through an established procedure and UIS has begun to implement it. The 1997 NCA Team found no unusual problems regarding the assessment of student academic learning outcomes at the University of Illinois at Springfield, but did identify several concerns needing attention. Self-Study Report, p. 29.

GENERAL INSTITUTIONAL REQUIREMENTS

In conducting the NCA comprehensive evaluation, the 1997 NCA Team reviewed the resource materials prepared by the University of Illinois at Springfield for the visit as well as the Self-Study Report. Through extensive interviews on campus, and through individual and group analysis, the Team examined the University's efforts to demonstrate that it satisfies each of the General Institutional Requirements.

The General Institutional Requirements, grouped under seven overall facets of the operation of a post-secondary educational institution, include mission, authorization, governance, faculty, education program, finances, and public information. The 1997 NCA Team examined each of the requirements during the visit to verify the University's description of how it meets the requirements in the Self-Study Report, pp. 6-15.

Mission. The University of Illinois at Springfield has developed three statements of purpose to address particular planning needs. The Mission Statement defines the University of Illinois at Springfield "as a comprehensive campus" with a primary mission to provide "excellence in teaching." The Mission Statement delineates six goals for learning, describes the emphasis on public affairs instruction, research and service, and declares the University's commitment "to addressing the needs of both traditional and non-traditional learners and reflecting cultural diversity in both the curriculum and the campus community." The Focus Statement asserts that UIS serves central Illinois in offering its upper-division undergraduate programs and graduate programs, assists lower-level students through transfer from the community colleges, and fosters a special mission in public affairs. The Vision Statement relates to institutional purpose. The Vision Statement identifies seven concepts as a context for planning. In the judgment of the NCA Team, the Mission, Focus, and Vision Statements are appropriate to an institution of higher education (1). The University confers degrees appropriate for specific courses of study as verified by the 1997 NCA Team (2).

Authorization. The University of Illinois at Springfield has appropriate legal authorization under Illinois Statutory Law to grant its degrees and meets all legal requirements to operate as an institution of higher education in its region. Specific degree programs have received the approval of the governing board and the Illinois Board of Higher Education (3). The University documented its authority as a public institution of higher education and its exemption from the Internal Revenue Code (4).

Governance. The University of Illinois Board of Trustees governs the University of Illinois at Springfield under its authorization by Illinois Statutory Law. The Board of Trustees has "ultimate responsibilities for all matters of policy, policy development, and operation of all campuses and related activities of the University of Illinois" (5). Prior to 1997, the nine members of the University of Illinois Board of Trustees were elected to six-year terms. In 1995, the Legislature passed legislation authorizing the governor to appoint the nine members. The transition from an elected to an appointed Board of Trustees began in 1997 and will be concluded in 2001. The Board of Trustees reflects the public's interest (6). The Board of Trustees has the authority to appoint the University chancellor; the most recent appointment occurred in 1991 under the Sangamon State University governance structure (7). The Board of Trustees of the University of Illinois has authorized the affiliation of the University of Illinois at Springfield with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (8).

Faculty. The University of Illinois at Springfield appoints faculty with earned degrees from accredited institutions appropriate for the level of instruction offered. Approximately 81% of the faculty hold doctoral degrees while another 19% have terminal masters degrees in applied fields (9). Some 85% of the faculty have full-time appointments (10). The faculty through the Undergraduate and Graduate Councils and the Campus Senate develop, approve, and review all educational programs (11).

Educational Program. The University of Illinois at Springfield confers undergraduate and graduate degrees upon the completion of a prescribed course of study (12). All degree programs have students currently enrolled in them (13). In the team's judgment, the educational programs are compatible with the University's mission and correlate with recognized fields of study in higher education generally. The University's mission provides for the undergraduate education of students in the liberal arts and sciences and offers undergraduate pre-professional, professional and career-oriented education in the arts and sciences, business, teacher education, selected health and human services professions, and public affairs and administration. The University also offers a broad range of graduate programs and degrees (14). The University requires sufficient rigorous program content and length of study for its appropriately named degrees (15). The team verified in the Self-Study Report, through on-campus evaluation, and in the Catalog that appropriate general educational requirements fulfill the University's mission and ensure breadth of knowledge and promote intellectual inquiry (16). The University has admission policies

and practices consistent with its mission and appropriate to its educational programs (17). The University provides all students in the degree programs offered appropriate learning resources, academic support programs, and general support services (18).

Finances. In the course of the evaluation visit, the team verified that the University of Illinois at Springfield follows the recognized practice among public institutions of external audits. An examination of the three most recent financial statements confirmed this requirement (19). The University has established a budget procedure that allocates its resources to support its educational programs through the coordination of planning with budgeting and comparisons with peers (20). After discussion with various groups and individuals as well as examining financial documents, the team determined that the University's financial practices, records, and reports demonstrate fiscal viability (21).

Public Information. The 1997 NCA Team verified that the University publishes in its Catalog and other public places accurate information which fairly describes its educational programs and degree requirements, learning resources, admissions policies and practices, academic and non-academic policies directly affecting students, its charges and refund policies, and the academic credentials of faculty and administrators (22). The University publishes in the Catalog current information about its accredited status (23). The University provides public access to its annual financial statements (24).

Conclusion. Based on the foregoing analysis to determine if the University of Illinois at Springfield fulfills the General

Institutional Requirements, the 1997 NCA Evaluation Team concluded that the University does meet them adequately, and, therefore, satisfies the first requirement for continued accreditation.

THE CRITERIA FOR ACCREDITATION

CRITERION ONE. THE INSTITUTION HAS CLEAR AND PUBLICLY STATED PURPOSES, CONSISTENT WITH ITS MISSION AND APPROPRIATE TO AN INSTITUTION OF HIGHER LEARNING.

The University of Illinois at Springfield has three recent statements of institutional purpose including a Mission Statement, a Focus Statement, and a Vision Statement.

The Mission Statement articulates the various educational activities and emphasizes the University's commitment to its students. UIS developed its current Mission Statement in 1991-1992; it appears in Toward 2000: A Strategic Plan for Sangamon State University, Phase One issued in 1992. The various provisions include the following concepts: life-long learning, appreciation of intellectual and aesthetic achievements, critical thinking as well as oral and written communication skills, career preparation, informed and concerned citizenship, public affairs instruction, research, a commitment to traditional and non-traditional learners, and innovative approaches to fulfilling these institutional aims.

The Focus Statement is recognized by the Campus, the University of Illinois Board of Trustees, and the Illinois Board of Higher Education. The statement has become a limiting concept designed to ensure that the University operates within its authorized educational purposes. The statement emphasizes the academic role of the University as serving upper division and graduate students as well as adult learners in addition to

traditional students. The University plans to expand its lower division undergraduate offerings by adding that concept to this statement. While reference to graduation education is embodied in the statement, the University may wish to define that additionally by adding "at the doctoral level" to the statement of the scope of graduate studies.

The Vision Statement gives a sense of how the University should develop over the next ten years. The University prepared the Statement in July, 1996, as part of planning activities resulting from the merger with the University of Illinois.

The three statements have emerged from a strategic planning endeavor begun in the early 1990s and also the effort to incorporate the institution into the University of Illinois System. They consequently constitute elements that originated within Sangamon State University and added additional concepts in the change to a campus of the University of Illinois. While they have served the University well in the changing educational environment the NCA Team believes that the University will be better served by bring these concepts together in one statement that might include the Mission, the Vision within the context of the Mission, the Focus, and the Purposes that will fulfill the Mission and the Vision. Beyond that, the University may then use such a statement to engage in strategic planning which will develop objectives, goals, and strategies to fulfill the Mission.

CRITERION TWO. THE INSTITUTION HAS EFFECTIVELY ORGANIZED THE HUMAN, FINANCIAL, AND PHYSICAL RESOURCES NECESSARY TO ACCOMPLISH ITS PURPOSES.

The 1997 NCA Team devoted a major portion of the first day of the visit to examining the University's resources assembled to accomplish its purposes. The Team sought, in keeping with the North Central Association's requirements, to identify patterns of evidence to support its conclusions. To this end, the Team reviewed the Self-Study Report, read extensively in University documentation including the minutes of governing and administrative groups, analyzed the financial reports, and studied the planning documents to determine if the University of Illinois at Springfield indeed meets Criterion Two.

PHYSICAL RESOURCES

The University of Illinois at Springfield has a spacious campus in the southwest area of the city of Springfield adjacent to an Interstate Highway. Sufficient land exists at the site to accommodate the growth of the University well into the future. Three main academic buildings house administrative and faculty offices, classrooms, laboratories, and the library. These facilities are well maintained and serve the needs of the University faculty and students well.

The University has a small area for student housing and contemplates adding housing facilities to accommodate the new lower division students. There are also temporary buildings on campus used for educational purposes. These buildings are well maintained and serve a useful purpose.

The University of Illinois at Springfield has begun to plan for future facility needs. The University currently serves its students very well. Since the last NCA Comprehensive Visit in 1987, the University has added major educational facilities and also engaged in significant maintenance projects.

FINANCIAL RESOURCES

State Support. The University's FY 1997 operating budget is \$36,985,000 with state support of \$24,916,000. The level of funding, while not high, adequately finances the current mission and array of programs at the University. In the last ten years, from FY 1985 to FY 1995, the University's budget expanded by approximately 17% when adjusted for inflation. Most of the increase occurred in the areas of public service, research, and independent operations. The growth in state support during this same time period and adjusted for inflation was only 6%.

Most of the growth in appropriated funding was allocated to instruction and academic support programs which enjoyed a 12.2% increase in real dollars expended. In non-appropriated areas, the University experienced a real increase of 52.5%. More than \$2,000,000 in public service and \$500,000 in research have been added to the campus resources from external sources in real inflation-adjusted dollars. Thus, external dollars have been added to all functions except instruction. The apparent decline in instruction/academic support was caused by the presence of three large instructional grants in 1985 rather than a real decline in support.

The Self-Study Report noted that UIS spends less of its total budget on instruction and academic support, research, and physical plant than the statewide average in Illinois. The University spends more on public service and institutional support than the statewide average. The University, however, has a strong mandate within its mission in public affairs education and research which causes a somewhat lower spending average in other categories of the budget.

A concern exists on campus that the internal allocation processes have not focused on the primary instructional needs of the University. In response to this concern, the University has created a new committee, the Planning and Budgeting Committee, by merging two distinct pre-existing committees. The goal of the new structure will bring together campus strategic planning and budgeting functions in one representative group. The new Committee reports to the new Campus Senate. An expectation on campus holds that the new approach to budgeting and planning will not only link internal allocations to the University's strategic plan better, but also enhance the potential for internal reallocation of resources from lower priority programs to areas of greater need. As noted elsewhere, UIS will need to develop a careful mechanism to inform planning of needs discovered in the assessment program. The University administration should support the efforts of the new Planning and Budget Committee as a top priority.

In the last ten years, the University has become more dependent upon tuition income than General Fund revenues. General Fund revenues to the campus grew by approximately 32.4% from FY

1986 to FY 1996. In the same time period, tuition revenue and income fund revenues increased by 118.7%. Enrollment growth (26% in FTE) and increases in tuition account for the additions to income revenue. In FY 1986, General Fund support accounted for 65% of campus revenues. This figure declined to 51.7% by FY 1996. Tuition revenues accounted for 11.8% of revenues in FY 1986 and 16% in FY 1996. The University did experience a growth in revenues from auxiliary enterprises and grants and contracts activity from 23.2% of revenue in FY 1986 to 32.7% in FY 1996. The increase of activity in grants and contracts is noteworthy as the University sought alternative sources of revenue in an era of declining General Fund appropriations.

An examination of financial statements, planning documents, and interviews with individuals and committees indicates that the University of Illinois at Springfield has managed its financial resources well and enhanced its special mission in public affairs research and education. The financial management of the University demonstrates a commitment to provide the resources necessary for its unique graduate and upper division mission.

The Team does note that budget projections for new programming, the new doctoral degree in public administration and the new lower division program, is very conservative. Current new and expanded budget priorities for the campus include (1) restoring faculty positions lost in recent reductions from the current level of 159 to 170; (2) the addition of a lower division program; (3) improvements in graduate education; (4) increased investments in instructional technology; (5) strengthening operations; and (6)

salary augmentation for academic professional and civil service staff. The total requested for these areas is \$1,200,000 in FY 1999; the five-year projection of \$2,500,000 to support new initiatives is more realistic. The Team feels even this sum will not adequately address the needs of the University in the areas identified and especially in the new programming initiatives.

In general, the NCA Team finds the finances at the University in good order and well managed. As the University continues to develop, it will need an increase in the range of \$5 million to fund its academic programs adequately.

Private Support. At the time of the merger of Sangamon State University with the University of Illinois, the assets consisted primarily of two types of holdings. The first type, the endowment investments, amounted to approximately \$650,000. These assets, consisting mostly of bonds, were merged into the much larger endowment fund of the University of Illinois Foundation. At that time, each endowment account merely folded into the new accounting system and credit for its balance at the time of the merger was assigned to UIS. Since that time, the interest on these accounts has increased nicely because of the more diversified investments that the University of Illinois Foundation maintains.

The second asset, an 80-acre farm, came as an unrestricted gift to support the efforts of the Sangamon State University Foundation. UIS assigned the title to the University of Illinois Foundation. The unrestricted income from the investment supports the UIS development office.

The University of Illinois as well as the University of Illinois Foundation have a somewhat separate but yet mutually supportive role to play in development efforts. For more than ten years, the University of Illinois has worked under a fairly decentralized fundraising system. Prior to that, all fundraising occurred in a centralized arrangement under the Foundation. As competition for state and federal dollars became tighter, the Foundation began to experience some dramatic successes.

The University of Illinois Foundation maintains the database of all alumni and friends. The Foundation also handles the issuance of the official tax receipts and manages the endowment funds. The University of Illinois, however, establishes the priorities and actually carries out most of the development efforts.

The way this system actually works is that the senior development officer for each campus has two titles: associate chancellor for development and vice president of the University of Illinois Foundation. The chancellor and vice chancellor both attend the meetings of the University of Illinois Foundation Board of Directors.

Under the merger, the University of Illinois at Springfield has begun to develop its own development program. During the last three years, the University has secured private resources of \$290,000 in FY 1995, \$340,000 in FY 1996, and \$250,000 in FY 1997. At the time of the merger, the University of Illinois Foundation has received approximately \$750,000,000 in a \$1,000,000,000 capital campaign. The Foundation did not revise the goal to include UIS in

the campaign. The UIS total private funds will, however be counted in the Foundation campaign totals amounting to approximately \$2.6 million. UIS is currently working with the Foundation to develop a feasibility study that will allow the University to conduct a capital campaign in the near future.

One of the benefits to the University of Illinois at Springfield consists of its participation in the University of Illinois Foundation. In future years, private support will undoubtedly increase dramatically. These funds will enhance the academic quality of the University.

HUMAN RESOURCES

Board of Trustees. The University of Illinois at Springfield is one of three campuses governed by the University of Illinois Board of Trustees, which is established by law and is composed of nine members, each serving six year terms, one student from each campus, and the Governor who serves in an ex-officio capacity. The citizen members of the board are appointed by the Governor.

The Board of Trustees operates with typical bylaws, committee structure, and meeting schedule for a major university governance system with a statewide mission and three campuses. The chief executive officer of the University is the president who reports directly to the Board of Trustees and is supported by a central office staff. The chancellor of each of the campuses, including the chancellor of the University of Illinois at Springfield, report directly to the University president and serve as chief executive officers of the individual campuses.

In July, 1995, the former Sangamon State University was merged into the University of Illinois as the University of Illinois at Springfield. A focused visit by an NCA Team in 1996 reviewed this change and concluded that the campus was in the process of a successful transition into the new governance structure and that the change required no further action from the North Central Association's Commission on Institutions of Higher Education. Little change in the mission had occurred and most of the changes resulting from the merger consisted of administrative procedures, assignments, and processes.

While some uncertainties existed concerning the transition in 1996 and some remain today regarding the long term impact of the change in governance, it is apparent to the 1997 NCA Team that the University Board of Trustees, the central administration, and the campus leadership continue in the process of managing a relatively smooth transition. The transition process preserves programs and traditions from the special mission and past of the University of Illinois at Springfield that continue to have value. The transition is also capable of discontinuing programs, processes, and practices found not of value.

The Development Planning Committee has had the responsibility of making recommendations for the University's future. The final report of this committee rendered in September, 1997, includes a Vision Statement for the future of the University. If supported by the University Trustees, the Vision Statement will maintain significant aspects of the University's historic mission and traditions. The document notes, at the same time, the intentions

to utilize the University of Illinois affiliation to serve better the citizens of Springfield and central Illinois. For example, the strong emphasis on teaching remains central to the planning document, and at the same time the document foresees a future where faculty function as teacher-scholars with the University giving greater recognition for and support of scholarship. The University in addition anticipates expanding its Mission to include a lower division undergraduate programs and adding its first doctoral degree program in Public Administration.

The legislative action to merge Sangamon State University with the University of Illinois did eliminate the faculty bargaining unit on the campus. It appears to the Team that the faculty and administration relations have remained positive despite this action. The University of Illinois at Springfield has established a new constitution with a Campus Senate that represents faculty, staff, and students in the development and approval of campus policy and planning for the future. The Senate also serves as a body for information hearings.

The Campus Senate in turn relates to a Senate Conference of the University of Illinois system which represents each of the three campuses on a basis proportional to the size of the institution. The Springfield campus sends three representatives to this body of twenty. The Senate Conference is supported by an Executive Council, which represents the campuses on an equal basis with three faculty holding membership from each campus. The Senate Conference and the Executive Council have direct access to the

president of the University in both executive and public sessions on a regular basis.

The 1997 NCA Team strongly recommends that UIS develop a better understanding of the formal culture of communication and management of the University of Illinois system. Many informal modes of campus internal communication probably need to become more sophisticated in the formal management requirements of a larger university environment. The management of Institutional Research is one example of an area in need of greater sophistication and attention as the University begins its competitive life within the University of Illinois system.

Administration. The chief executive officer of the University of Illinois at Springfield is the chancellor. Reporting to the chancellor are three vice chancellors responsible for academic affairs, administrative affairs and human resources, and student affairs. The vice chancellor for academic affairs also serves as the campus provost. Organization charts reflecting the administrative structure are well understood on campus and within each of the divisions. The lines of administrative authority appear clearly drawn. The chancellor has ably guided the University on a steady course during these past years of complexity and change.

As the University moves from the faculty/collective bargaining culture to one of a more collegial nature, attention should be given to the clarification of the roles of the new Campus Senate committees, especially the Planning and Budgeting Committee. In addition there appears to be some confusion on campus concerning

how the new Campus Senate structure will relate to administrative units, especially the deans and program directors.

The University is well staffed and appointment procedures insure that qualified faculty and staff are in place to support the programs. Terminal degrees are required for academic positions and position descriptions are developed through a search process which requires the sign-off of appropriate administrators, the affirmative action officer, and the appropriate vice chancellor. Salaries for faculty and staff appear competitive. The average years of experience indicate a good balance between newly hired professionals and the seasoned faculty.

University policy is developed through the governance processes provided for in the Constitution of the Senate of the University of Illinois at Springfield, which was developed after the merger in 1995. The Campus Senate is supplemented by the Academic Professional Advisory Committee and the Staff Advisory Council in providing collegial input on governance and operating issues to the chancellor. Members of both the APC and the SAC noted a concern about the level of representation given to professional and support staff on the Senate. The Campus Senate contains sixteen faculty, five students, one each for the professional and support staff, and one administrator.

The Self-Study Report noted overall support for campus governance and the strong efforts to bring about a smooth transition to the University of Illinois. Concerns remain about the demonstration of a clearer link between budgeting and planning. The Team noted a positive response to this issue in combining two

committees to deal with planning and budgeting. The Development Planning Committee has established five-year projections linking new funding requests with planning goals.

The NCA Team notes a willingness of the administration to address continuing concerns associated with the transition to the University of Illinois system. The Team also notes that the governance and administrative structures currently in place provide for considerable involvement of faculty. With new governance and new governance structures both internal and external to the campus, a new opportunity for enhanced involvement and ownership in the future of UIS is available to the faculty, students, and staff.

Faculty. The 1997 NCA Team met with faculty members in committees, individual appointments, open meetings, program meetings, and informal meetings. The team gained a favorable impression of the high quality of the faculty as measured by their education, experience, knowledge, sensitivity to educational issues, participation in governance, and dedication to excellence in teaching.

The faculty commitment to the current University Mission and their active role in assuring a quality educational experience is readily apparent. Faculty of all ranks teach at all levels. UIS faculty take special pride in making the campus a rich, interactive experience for all students. Student assessments demonstrate extraordinary access to and communication with faculty. The University deserves commendation for recruiting and retaining an active teaching faculty.

The University of Illinois at Springfield appoints faculty with earned degrees from accredited institutions appropriate to the upper division and masters degree programs currently offered. Approximately 81% of the faculty hold doctoral degrees while about 19% hold masters degrees. Self-Study Report, p. 51. Full-time faculty comprise about 85% of faculty FTE according to information received from the provost's Office. UIS currently has 159 full-time funded faculty positions, all of which are filled. The listing of the faculty in the Catalog shows educational preparation at a wide range of colleges and universities. A number of the faculty received degrees from distinguished regional, national and international universities.

The Self-Study Report, pp. 51-53, describes the faculty in terms of objective criteria such as rank, gender, race and tenure. The faculty is mostly tenured, white, and male. The Self-Study Report acknowledges the need to continue efforts to diversify the faculty.

The University lacks a clear distinction between graduate and undergraduate faculty. The University has had only limited success in responding to the 1987 NCA Team Concern regarding the appointment of graduate faculty and defining their credentials to teach at that level. In spite of the efforts to respond to the concern regarding graduate faculty credentials, the University still needs to resolve this important issue. Further, only a few faculty are experienced in supporting doctoral education and mentoring dissertation students. These issues must be addressed as

the University carries out the proposed Doctor of Public Administration (DPA) program.

The University has begun to recruit senior faculty including a director for the DPA program. The addition of three to five faculty for this program over the next several years will strengthen the capacity of the University to offer doctoral education. Existing faculty, however, need to be socialized into the role of doctoral mentors and dissertation chairs in the near future.

Faculty Governance. The University of Illinois at Springfield has not developed a fully separate system of faculty governance. Faculty governance operates through program governance and the Campus Senate. The faculty through the Campus Senate and three of its standing committees--Undergraduate Council, Graduate Council, and Campus Planning and Budget Committee--participate in the development, review, and approval of all educational policies and programs. Self-Study Report, pp 46-50.

The Campus Senate membership, according to the Chair of the Senate, includes faculty academic professionals and staff with faculty comprising the majority. Counting Senate Committees and other committees to which faculty are appointed, about ten percent of the faculty take part in campus governance.

The University recently moved from collective bargaining to the new Campus Senate model. The Campus Senate is the legislative body regarding educational policy according to the Constitution of the Senate of the University of Illinois at Springfield adopted in 1996.

The new model is relatively untried and faculty are developing a sense of how best to govern through it. Active involvement in the Senate and its subcommittees will enhance faculty governance. This can only be tested over time. For the present, over three-fourths of faculty responding to a recent survey were satisfied or very satisfied with the governance system.

Students. The University of Illinois at Springfield student enrollment reflects the focused mission as an upper-division institution with 54% of the Fall 1996 enrollment at the undergraduate level and 46% at the graduate level.

The percent of women enrolled has increased as has the percentage of minority students, especially African-American students. There appears to be a trend toward a larger percentage of students who are 20-24 years old as well as an increase in the percentage of full-time students. These demographic trends have significant implications for the University community and its ability to meet the needs of these groups of students and serve those who represent the institution's original mission. The data provided in the Self-Study Report that relates to students is limited and reflects a critical University need for institutional research that can be used to support reliable planning efforts.

Alumni. During the past ten years, the University of Illinois at Springfield has added approximately 6,000 graduates to its alumni rolls. Now more than 10,000 strong, UIS has an organized Alumni Association that relates to this important resource.

In addition to career services and travel opportunities, the Alumni Association also provides insurance and credit card services

as well as special events for the alumni. The Association fosters an award program for faculty and staff and also for outstanding alumni. In future years, the alumni will become even more important to the University.

In the self-study process, the University failed to appraise in any detail, the relationship it sustains to the alumni. This may constitute another flaw in the University's institutional research capabilities. The NCA Team talked with several alumni and found them extremely able and articulate representatives of the University.

ACADEMIC SUPPORT SERVICES

Academic Records. The Registrar's Office appears to be well organized with a professional orientation. The Registrar participates actively in the American Association of Collegiate Registrars and other professional organizations. The academic transcript is clear and easy to follow. The Office does need a software package for registration, grade recording, and reporting; plans are underway to satisfy this need. The Office is sensitive to the needs of its diverse student population and strives to serve them in a professional manner.

The Library. The library of the University of Illinois at Springfield began operation with the founding of its predecessor Sangamon State University. In 1975, the Brookens Library became the permanent home of the collection and the staff. The Library Cabinet, headed by the dean, includes the administrative assistant, library faculty, department heads, and a staff representative.

This group governs the library by developing and approving policies and procedures.

Media Services operates as a semi-autonomous unit within the library and includes four functional units. These are the Audio-Visual Operations, Media Laboratory, Educational Production, and Film/Video. Media Services provides instructional support to faculty and students in a range of projects, technical support for the campus's Macintosh computers, and instructional outreach that involves interactive video. Media Services also houses work stations for patrons with disabilities. This appears to be a model service of the library.

The library mission statement identifies its function to be the primary academic support unit within the University. "The library's resources, services, and instructional programs contribute directly to the fulfillment of the University's academic and public service mission. The library mission statement further declares that the library's faculty and staff provide ready access to the carefully selected and managed collection. The Library has developed seven operational objectives related to faculty and staff, facilities, resources, interaction with other University entities, service in appropriate ways to the broader regional community, and enhanced services at off-campus instructional sites."

The University of Illinois at Springfield has provided substantial resources for the library which clearly supports the library mission as well as the University mission as a quality institution of higher learning. For FY 1998, the University

operating budget from the General Fund is \$25,246,000 and the library portion of the education and general expenditures amounts to \$2,113,000 or 8.4%. The library will spend \$782,168 in FY 1998 on materials. For FY 1997, the library budget amounted to \$1,992,000 which reflects 8.0% of the education and general expenditures. During the last seven years, the budget has exceeded \$1,500,000 and the percentage of the education and general budget devoted to library expenditures has been at 7% or higher with the exception of one year when it was 6.7%. These figures do not include the revenue stream from tuition and fees.

The Brookens Library had 506,000 volumes at the end of the FY 1995 fiscal year and some 1.5 million microform units as well as materials in other formats. The library has established reciprocal or cooperative agreements with a range of library groups. The library has documented the need for an additional faculty position as well as staff positions. Even with some shortcomings, the Brookens Library is becoming a major instructional and research library in the Springfield area.

An extensive review and evaluation of the library took place in 1996 in the Library Program Review. In addition, the Self-Study Report gives an analysis of a faculty satisfaction survey of the UIS library. Almost 92% report that they are very satisfied or satisfied with the on-line database search capacity, while 80.2% rate the book collection as being satisfied or very satisfied with it, and 82.9% respond in the same manner for the overall periodical collection. Very satisfied or satisfied ratings reveal that 87.3%

regard the audio/visual services highly, and 98.4% react favorably to the library services generally.

The NCA Team commends the UIS administrators and faculty regarding the development and use of the library in fulfilling the academic mission of the University.

Academic Computing. Academic computing is a major strength. Faculty and students access more than 1,000 computers of different sizes and capacities. Students actively use nearly 200 computers in conveniently located laboratories. These facilities are open on days and at times appropriate for students who attend afternoon and evening classes. Faculty and students also use several computer instructional sites. Current plans and developments encourage both faculty and students to become full users of electronic technology. Advancements in networks, compressed video, computer diffusion, and access to the Internet all enhance an already rich computer-based scholarly environment.

The current inter-computer network is outdated. The new ATM network added in November and December, 1997, permits high volume connections to all individual machines. The new network supports video communication and connects every classroom and office on campus. Faculty express great satisfaction with this new development.

The Faculty Computer Replacement policy supports widespread use of computers by faculty. Every faculty member will have a high grade office microcomputer by 2000. Under this policy, a faculty committee decides how to spend nearly \$100,000 per year to upgrade

faculty computing systems. This amount supports the purchase of about forty new machines each year to replace the out-of-date ones.

Compressed video supports regular video conferencing to Chicago, Peoria, and Champaign. The University regularly uses two on-campus sites. Brookens Auditorium will be outfitted soon. Currently, about seven or eight classes use compressed video. The system also supports teleconferencing with the other campuses of the University of Illinois.

The Campus Information Technology Advisory Committee (CITAC), appointed by the chancellor, is the umbrella policy organization. The Academic Technology Committee, appointed by the Campus Senate, names four representatives to the CITAC. The Administration Computer Advisory Committee also names representatives and liaisons to the CITAC.

The CITAC and associated committees currently pursue three major actions: (1) installation of the ATM network, (2) training and support for network systems and (3) a major campus-wide technology needs assessment.

A complex, multi-layered administrative structure links campus information technology systems to the University of Illinois system-wide. On campus, a dual computer system of the administration links to the system-wide structure. UIS Computer Services supports the computer laboratories, instructional sites, and faculty and student use of computers. The newly developed UIS Office of Technology Enhanced Learning brings faculty to on-line use of the Internet for research and instructional use. The UIS

Center for Teaching and Learning supports training for faculty and students on the use of computers, software, and networks.

Self-Study Report, pp. 57-60.

STUDENT SUPPORT SERVICES

The Division of Student Affairs on the UIS campus is at a major crossroad in its organizational development. After many years of leadership by the same person, a new vice-chancellor now occupies the post. The 1987 NCA Report, while not specifically addressing the Division of Student Affairs, complimented the well-organized student support services and the staff's sensitivity to the University's mission.

While this appears also true in 1997, the Division of Student Affairs remains in its infancy in organizational development. The new vice-chancellor will need to give attention to creating a participative management style, the use of conceptual frameworks that relate the division to the educational mission of the University, the assessment of student needs and educational outcomes, the marketing and promotion of its services, the staffing and budget needs, and the requirements for technological support systems.

The staff appear to respect the new vice-chancellor and have become aware of a more sophisticated leadership and management style now in place. The 1997 NCA Team observed a student services vision now present that addresses the areas noted above.

Student support services has significant needs. Specifically, the University should support the acquisition of a software packages for a student information system for admissions, financial

aid, registration and student records, and career services. These systems are needed not only to meet growing student expectations for service nationwide but to enable the University to collect and report data that provides insights for campus planning.

While the overall share of the UIS budget for the Division of Student Affairs appears above average for the size of the enrollment, the presence of the student recruitment function in this area seems to inflate this overall percentage. Very likely, the University's total funding is so low that a percentage of the whole does not tell the entire story. In addition, UIS serves both traditional students and a large segment of non-traditional students which tends to increase the cost of support services.

Major planning and vision statements of UIS reflect a desire for the campus to provide a broader array of student life activities especially as the percentage of full-time students increases and the campus moves toward a lower-division level of instruction. These factors will have major implications for student life and the creation of a more evident campus community. The 1997 NCA Team commends the University academic administrators and faculty in understanding the important educational role such activities play for students in their need for campus social integration.

The Division of Student Affairs at UIS is made up of many service units that play an important role in the life of part-time and full-time students, both graduate and undergraduate. There appears also to be a range of staffing levels within the several units with some areas having very few staff given the extraordinary

demands for their services because of the mix of students. This NCA Report will highlight selected service units mostly in the Division of Student Affairs.

The Self-Study Report, pp. 131-141, documents the array of student services available to UIS students. These include counseling, student life, disabled students, teaching and learning, career services and placement, housing, health services, child care, minority, women, and international student centers, and intercollegiate athletics.

Enrollment Management and Admissions. The Admissions Office, located in the same area with the Registrar and Financial Aid Office, plays an important role in the coordination of enrollment services. Four admissions counselors also function as academic advisers when faculty are not available. The University has increased its efforts in student recruitment and admissions to assure an adequate enrollment level. The area functions in an effective and efficient manner.

Financial Assistance. The University of Illinois at Springfield operates an Office of Financial Assistance to help students finance their education. All federal, state, institutional, and private financial assistance awards require satisfactory academic progress, reapplication annually, and enrollment in at least 12 credits of course work per semester. Part time assistance is also available. The UIS Catalog publishes extensive information on the availability and procedures for requesting financial assistance.

Financial assistance includes grants, tuition waivers, assistantships, scholarships, loans, part-time employment, and

veterans' benefits. The federal programs include Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, and several loan programs. State financial assistance comes through several special programs. Both federal and state programs provide financial assistance to veterans. In addition, various types of institutional assistance are noted as well as the availability of private scholarships.

Residence Life. In recent years, the University has added fifty-six new four-bedroom apartments and developed the Housing Commons for students. Some one hundred and twenty-six apartments meet current needs with additional housing for undergraduate students in the initial planning stage.

Campus housing will become an increasingly important service that will provide access to UIS for students from outside the region and also for students who want a residential experience. This area of student housing has great potential to bring students, faculty and staff together outside the formal classroom setting to create a residential campus community. UIS has a major challenge in developing campus housing to meet its future needs including issues of safety, security, and programing along with facility maintenance.

The Student Life Office will increasingly assume a more important role in helping develop a closer campus community. The implementation of the lower-division program will require this office to work with and support student efforts to achieve a more involved student community.

Career Services. The Career Service Office appears to have additional staff needs. Students will have increased expectations of this area in helping them to prepare to enter a competitive job market. The increase of traditional-age students will add additional demands as they turn to this Office for career counseling and help for their job search. The Office also has needs for administrative software.

Counseling Center. The Counseling Center focuses on enhancing the psychological well-being of students, staff, and faculty. The Center offers counseling, psychotherapy, and preventive services to help its clients achieve educational and life goals. The Center staff help clients who have experienced depression, anxiety, stress, relationship concerns, sexual abuse, domestic violence, low self-esteem, and grief. The recent addition of a full-time female counseling psychologist helps serve the needs of women who constitute two-thirds of the client load.

Public Safety. The University of Illinois at Springfield maintains a campus police department to assist all members of the community and provide for public safety. The police provide assistance in such areas as crimes in progress, fire alarms, and medical emergencies. The police take their work seriously and the University makes a commitment to its public to provide as much protection as possible and strive to engage the community in crime prevention efforts.

Health Center. The Student Health Center, headed by a nurse-director, provides basic health care and diagnostic services for UIS faculty, staff, and students. A contract physician spends six

hours a week at the Center. The Center, recently relocated in a larger area and near other student services, provides excellent assistance to students.

Child Care Center. Child care services, flexible, high-quality, and moderately priced have existed at UIS since 1972. The Center has had a full capacity of fifty children since 1995 and maintains a license by the Illinois Department of Child and Family Services. The Center gives top priority to student needs for child care.

Other Centers. The University of Illinois at Springfield maintains offices for minority students, women students, and international students. These Centers meet the special needs and interests of specific segments of the student population.

Quality of Student Life. Overall, the University of Illinois at Springfield spends a significant percentage of the operating budget for students. The University strives to improve the quality of student life in important areas that affect their concerns, needs, and well being. The 1997 NCA Team commends the University for its obvious concern for the students enrolled and under its care. Students rate the services highly, although in some areas, they perceive a need for longer service hours. The addition of a new cohort of mainly traditional students in the lower division program will require additional attention to student services.

INTERCOLLEGIATE ATHLETICS

Intercollegiate athletics has existed at the University of Illinois at Springfield since 1977 and has celebrated twenty years of student involvement in the various sports. Athletics also ties the University closer to a segment of the community interested in

intercollegiate athletics competition. Sports are available for men and women. During the last ten years, 85% of the student-athletes have graduated from the University and many of these students excelled in their academic and leadership responsibilities. UIS has fielded particularly strong teams in women's tennis and men's soccer in NAIA competition.

CONCLUSION

The University of Illinois at Springfield operates under the Board of Trustees effectively with the strength of an established planning context that allows flexibility for the University to develop its own strategic goals. Several streams of planning will enable the University to create its first coordinated strategic plan in the near future.

The University has an outstanding physical plant. During the past few years, however, the University of Illinois at Springfield has faced difficult financial challenges in responding to budget reductions. The University has experienced educational leaders who have developed an effective organizational and administrative framework to conduct its affairs. Faculty resources contribute a decided strength to the University. Faculty participate in planning and governance, have appropriate credentials to teach in their fields, engage in research and service, and demonstrate a commitment to their students and the University that was readily apparent to the 1997 NCA Team. The University has experienced a virtual status-quo in student enrollments but has made plans to address the problem this year. While the transfer students require special attention, the University has attempted to meet their

needs. The alumni support the University with contributions of their time and financial gifts.

Clearly, the University has sufficient physical, financial and human resources to fulfill its mission. The 1997 NCA team concluded that the University of Illinois at Springfield has organized these resources to a commendable degree to fulfill its mission and purposes. The NCA Team also found the library and teaching resources, learning resources, and the academic and student support services functioning very well to enable the University to conduct its educational programs in a responsible and productive manner. The 1997 NCA Team certifies to the Commission on Institutions of Higher Education that the University of Illinois at Springfield fully meets Criterion Two.

CRITERION THREE. THE INSTITUTION IS ACCOMPLISHING ITS EDUCATIONAL AND OTHER PURPOSES.

The 1997 NCA Team examined in great detail the educational programs of the University of Illinois at Springfield to determine the extent to which the institution accomplishes its purposes. In addition to meetings with members of the academic administration and faculty, the team met with relevant committees associated with the academic programs, reviewed committee minutes, and surveyed other documents including financial reports, planning reports, and other materials to review the central thrust of the educational purposes of the University. The 1997 NCA team examined the proposed general education program planned for the lower division program. The Team also devoted considerable time in an effort to understand the University's plans for the assessment of student

academic achievement and how assessment results will enable the University of Illinois at Springfield to make regular improvements to its educational program.

EDUCATIONAL PROGRAMS

School of Business and Management. The School of Business and Management at the University of Illinois at Springfield places a higher priority on excellence in teaching and learning, which is consistent with the mission of UIS. The School's faculty focuses on the creation of a personal, interactive, and student centered environment. The School prepares students, both traditional and non-traditional, for careers in corporate, governmental, and non-profit organizations. The School offers the Bachelor of Arts, Bachelor of Arts in Management, and Bachelor of Business Administration degrees, as well as the Master of Arts and Master of Business Administration degrees.

The Bachelors degree is designed to prepare students for responsible positions in various types of business enterprises. The School places a strong emphasis on evening programs and classes on campus and offers some classes in locations outside of Springfield in central Illinois.

The Master of Business Administration degree is designed for students who are interested in acquiring business knowledge and developing managerial skills. Classes are offered in the evening in Springfield and some classes are also offered on weekends and at other sites in central Illinois. The MBA degree at UIS, a generalist degree, develops business knowledge and enhances problem

solving, analytical, and decision-making skills. The degree focuses on developing leadership abilities.

A review of information on campus and an interview with the dean indicate that student satisfaction with the program is high. Faculty are supportive of the goals of the School and look forward to eventual accreditation by the American Association of Collegiate Schools of Business. The School of Business and Management currently has candidacy status for this specialized accreditation.

School of Health and Human Services. The School of Health and Human Services, currently under the leadership of an interim dean, offers several programs including Child, Family and Community Services, Social Work, Gerontology, Criminal Justice, Sociology/Anthropology, Nursing, Public Health, Educational Administration, Teacher Education, and Human Development Counseling. In addition to their common human services orientation, these programs are similar in their reliance on practica and field/clinical experiences that require interaction and coordination between faculty and field supervisors.

Several programs within the School have received specialized accreditation. These include undergraduate nursing, public health, and counseling. Programs in Educational Administration and Teacher Education lead to state certification. Virtually all programs in the School are in demand and, within limitations, they successfully place their graduates in productive beginning careers. The faculty appear lively, collegial, and committed to student learning. They report that they are actively engaged in student outcomes assessment at the departmental level.

School of Liberal Arts and Sciences. The School of Liberal Arts and Sciences offers majors in a limited number of departments. These include Biology, Chemistry, Communication, Computer Science, English, History, Mathematical Sciences, Public Affairs Reporting, and the Visual Arts. Several minors are available to complement majors or also for use in structuring majors in Liberal Studies and the Individual Option. These are African-American Studies, Astronomy-Physics, Philosophy, Spoken Foreign Language, and Women's Studies.

The School of Liberal Arts is narrowly focused with a basic core of the traditional liberal arts and sciences curricula. The potential for the future development of the School may pose a challenge for the University. Many universities today are experiencing enrollment growth in the traditional arts and sciences programs. The University of Illinois at Springfield should consider the role of the liberal arts and sciences in its strategic planning with the goal of broadening the curricula offerings and strengthening the School.

The programs and courses offered in this School help the University to fulfill its mission and purposes. The academic support of the library, computer availability, and adequate laboratories lend their strength to the School. The faculty express an interest in their students and participate in University affairs across the Campus.

School of Public Affairs. The School of Public Affairs and Administration plays a major role in the campus mission of public affairs and service. The School serves the capital city and state

well in preparing students for public service and civic leadership. Its multi-disciplinary programs and experiential learning link the campus to the local, regional, state and national governance systems.

Thirty faculty in seven academic disciplines offer undergraduate and graduate students a variety of educational and experiential opportunities. The Bachelor's degree programs include Health Services Administration, Legal Studies, and Political Studies. Master's degree programs include Community Arts Management, Environmental Studies, Legal Studies, Political Studies, and Public Administration. The Master of Public Administration degree program has national accreditation offering students a distinctive state capital experience. The new Doctor of Public Administration degree program expands the public service educational offerings and enhances the overall range of educational experiences for students interested in public careers.

The UIS premier applied research and service organization, the Institute for Public Affairs, contributes a strong base of inquiry for faculty and students. The Institute houses the major public affairs units on campus including a public radio station, television office, Illinois Issues Magazine, a survey research office, as well as legal studies and legislative studies centers. It also houses a publication office and internship programs. The Institute plans to support fellowships for the DPA program.

Currently, the School and Institute place about 140 interns and graduate assistants in Institute sponsored and supported work programs. These experiences enrich the overall educational milieu.

Students and faculty gain practical experiences through innovative courses, projects, internships, and Institute activities. The School serves as a major link to the practitioner and citizen communities.

An issue for the future is the development of a core of faculty to mentor doctoral students and to chair dissertation committees. The addition of senior faculty over the next few years to direct and support the DPA program will make major contributions to the advancement of UIS efforts to fulfill its mission well. It is necessary, however, for the school to consider carefully how it can proceed in the development of an outstanding cadre of scholars for doctoral education on campus.

Graduate Studies. The University of Illinois at Springfield offers twenty-one educational programs leading to the Master of Arts, Master of Science, Master of Business Administration, Master of Public Administration, and Master of Public Health degrees. The University also offers a certificate program in public management practices with curricula in three areas of specialization.

Approximately 80% of the graduate students attend part time with 60% of them over thirty years old and 85% over twenty-five years of age. The UIS graduate programs focus primarily on the in-service, part-time students from the local area. These graduate programs enroll nearly 50% of the total students attending the University. The University recognizes the need to strengthen the existing programs. The enrollment of graduate students increased from 1,596 in 1986 to 2,162 in 1995. The number of graduates receiving master's degrees has remained relatively constant from

1987 to 1995 when the University experienced a slight decline in the number of degrees awarded. In 1996, however, a marked increase in graduate degrees granted will hopefully establish a new growth trend for the University.

Full admission to graduate programs requires a minimum grade point average of 2.5 in the baccalaureate degree program while some departments require a higher grade point average. Only five of the programs require either the GRE or GMAT scores. In order to receive a UIS graduate degree, the student must earn a minimum grade point average of 3.0. The graduate programs range from 32 to 50 credits for the completion of a Master's degree.

Since the last NCA visit in 1987, the University has established a Graduate Council to set policies for academic standards and the curricula. The Graduate Council gives oversight to admission policies, curriculum standards, graduate faculty qualifications, graduate assistantships, and the review of graduate programs. The 1997 NCA Team regards this as a positive development. A feeling persists, however, among the 1997 NCA Team that greater attention needs to be given to the appointment of graduate faculty to offer instruction in the graduate programs. Presently, it appears that the faculty believe that all faculty should qualify to teach both undergraduate and graduate students.

Every eight years, each graduate program participates in the program review process. In this review, a candid opportunity exists to assess the strengths and weaknesses of each graduate program. The 1997 NCA Team, however, believes that the University of Illinois at Springfield needs to give more extensive review to

the existing graduate programs. The University has a critical need to proceed with developing an assessment plan for the graduate programs.

Enrollments, graduation rates, specialized faculty with appropriate credentials, and needed resources should govern an examination of these twenty-one graduate programs. The University should strive to reach a consensus if it indeed wishes to offer all of these programs. Vital to the review of graduate programs is the availability of resources to make all of them of high academic quality. Plans for national recruitment for the graduate programs will demand such quality. As the University moves to the doctoral level of instruction, a review of the rather large number of graduate programs at the Master's degree level makes sense.

General Education. While offering only upper division courses as the main undergraduate curriculum, the University of Illinois at Springfield expects students who apply for admission to have completed their general education courses at an Illinois Community College. English Composition, however, is the only general education course the University requires before admission.

The requirements for general education include six credits in English, with one course being in composition, six credits in the humanities, six credits in the social sciences, three credits in mathematics, six credits in science, and twelve credits from any of the above areas. Because the University did not offer general education formally, no philosophy and objectives were ever developed for this important experience of an undergraduate

education. It has become necessary for the University to address this basic accreditation issue.

When the University developed its assessment of student learning outcomes, the faculty planned for three approaches to examine the general education experiences of the transfer students. These included transcript reviews for general education course distribution, student focus groups, and open-ended surveys relating to students' general education experiences.

Because these measures do not directly address a student's achievement in general education, the University has begun to develop measures to "assess the extent of the world view of its undergraduate students." A closed-ended quantitative approach, the assessment effort attempts to discover the students' "awareness of world events outside their own culture, time, and geographic location." The faculty and Assessment Office have also begun to develop a method to assess the impact of the public affairs component on students. These efforts will need continued refinement in a difficult area of assessment for the University.

The University of Illinois at Springfield has requested approval to begin offering a lower division program for a selected cohort of approximately 550 students. This program will center on the public affairs strength of the University and include appropriate general education courses. Once established, the University must continue to develop an overall philosophy for general education and refine the ways it intends to assess student learning through general education courses and experiences.

Continuing Education. The University of Illinois at Springfield has established an Office of Continuing Education in the Division of Academic Affairs to schedule and coordinate non-credit activities at the University. The Office manages approximately one thousand events annually in a wide range of formats including conferences, institutes, workshops, and seminars. The Conference Center has several meeting rooms, a 200-seat auditorium, and the recently refurbished 315-seat Studio Theater. Through cooperation with the UIS Television Office, Continuing Education delivers statewide and national teleconferences. The Office has received state and national awards for its programming.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

In the ten years since the 1987 NCA Comprehensive Evaluation of the University of Illinois at Springfield, student outcomes assessment at the University has progressed through several stages. The development of assessment was prompted by the NCA 1987 Evaluation Team's concern that the University did not have in place an ongoing, longitudinal, and comprehensive program for assessing learning outcomes.

At the Team's request, the University submitted a progress report to the NCA Staff in December, 1991, that outlined seven guiding principles for assessment on campus. It also described four planned assessment initiatives: (1) a comprehensive assessment program, (2) required surveys of students and graduates as part of the seven-year academic program review process, (3) annual retention studies, and (4) the collection of data on graduates' performance on certification tests required by selected

professions. A timeline indicated that all aspects would be fully operational in 1993-1994. In its response, the NCA staff noted that the University had made progress in the implementation of an assessment program, but they expressed concern about the lack of a mechanism for analyzing and using the results for demonstrable self-improvement of the educational process.

In 1995, the University submitted its institutional assessment plan to the NCA Staff and received subsequent approval. Learning outcomes and relevant measures in four areas reflected the mission of the institution: (1) Baccalaureate Skills, (2) General Education Skills, (3) Discipline-Based Skills (Undergraduate), and (4) Discipline-Based Skills (Graduate). The plan included a process for providing feedback both to the students and to the University.

During the current visit, the 1997 NCA Team interviewed faculty, administrators, and staff. The Team examined several documents including the Self-Study Report, previous NCA reports, departmental assessment plans and progress reports, and program review summaries. Correspondence with students and descriptions of faculty development activities, on file in the Assessment Office, were also examined.

The University's assessment program has several components. Baccalaureate Skills and General Education Skills are, or will be, assessed at the institutional level by the Assessment Office. Discipline-based skills, both undergraduate and graduate, are assessed at the department level. In addition, there are several other assessment points described in the University Catalog, although they have not been identified as part of the University's

formal assessment program. They include course assessments such as the journals developed during the Applied Study and Experiential Learning Term or the portfolios developed when students seek Credit for Prior Learning. Other assessment points occur at the program level. Each program is required, for example, to develop its own methods for certifying the communication competencies of its students.

The University's assessment program has many strengths. First, it is based on the University's unusually clear and widely-shared Mission, Focus, and Vision statements. The University mission clearly states six learning goals, describing what graduates should know, understand, and be able to do. Students are expected to have acquired both general education and discipline-related concepts and skills, along with a public affairs perspective that will support life-long learning and productive citizenship.

Second, the vice chancellor for academic affairs has established an Assessment Office within the Center for Teaching and Learning that develops and administers assessment instruments at the University level. The Assessment Office has sponsored several faculty development opportunities including workshops, discussions, and campus appearances of nationally known guest speakers and resource people. These special opportunities, according to many faculty, have helped them focus on assessing for improvement rather than for accountability. A faculty member with a sound theoretical background in assessment has provided leadership for the campus

assessment initiative and now serves as director of the Assessment Office.

Third, under this leadership, the University has laid a firm foundation for the assessment program. Early in this decade, faculty adopted seven principles of good practice to guide the assessment effort. Using these principles, members of the Undergraduate Council subsequently reviewed undergraduate departmental assessment plans and provided written critiques to help the units improve their plans. When the decision was made to use locally developed tests for Baccalaureate and General Education Skill assessment, a careful and deliberate approach to the development and validation of the instruments ensured accurate and useful results. Multiple measures of student learning on campus include direct assessments of student learning both at the University level and in some departments, as well as indirect assessments of student learning at both levels.

Students are informed about the assessment system through systematic communication in official documents such as the Catalog and in individual letters to students. Each student who participates in Baccalaureate Skills Assessment receives an individualized score report which includes norm-referenced score interpretations. Individual student reports also are sent to advisors, and an annual report is made to departments about the performance of students in their program. The assessment strategies currently possess many hallmarks of other successful assessment programs.

Despite these strengths, however, there are several areas of concern. First, outcomes assessment has only recently begun at the graduate level and is not yet firmly established. Because the initiation of graduate assessment coincided with the early stages of the recent merger with the University of Illinois, the administration and faculty have not had the opportunity to give sufficient attention to nourishing assessment at the graduate level. A mechanism is needed to review and improve the graduate assessment plans that have been submitted and to monitor progress as the faculty implements the plans.

Second, the evidence that departments are systematically using assessment data to improve curriculum and instruction in their programs is chiefly anecdotal. Many summaries of recent undergraduate program reviews include tabulations of data from required surveys of students and graduates, but only a few such as Biology refer to the Baccalaureate Skills Assessment summaries provided by the Assessment Office. The University should present more evidence to demonstrate that departments use assessment findings regularly to inform instructional and curricular change.

Third, a systematic mechanism for using undergraduate and graduate assessment results to support planning at the University level is lacking. A considerable amount of data has been collected at both the University and department levels, but results have not been interpreted in terms of their significance for the entire institution. Embedded in the data from institutional, departmental, and course assessments is a story about UIS students and their experiences, but the story has yet to be told. Telling

the story will require moving beyond the current focus on data gathering to a priority of using the data for decision-making.

Perhaps the University can enhance this transition by considering the view that assessment should become the beginning of conversations about student learning. In order to develop a University-wide perspective about student learning on campus and its implications for planning, several parties must participate in the conversations. These include the faculty, administrators, student affairs staff, and representatives from relevant offices such as the Assessment Office, the Center for Teaching and Learning, and Institutional Research.

In order to provide leadership for the next phase of the University's assessment program, the 1997 NCA Team recommends establishing an Assessment Committee of the Campus Senate. One role of the Committee would be to nourish ongoing assessment at the undergraduate and graduate levels in order to support the continual improvement of instruction and curricula in the departments. Another role of the Committee would be to gather and interpret data from several sources on campus in order to ascertain its implications for institutional planning.

Suggested representation on the Committee should include the following: Assessment Office director, representatives from the Planning and Budgeting Committee, the Undergraduate Council, and the Graduate Council, with additional members as needed to ensure representation from each School, the vice chancellor for student affairs or designee, the director of the Center for Teaching and

Learning (Ex Officio), and the director of Institutional Research (Ex Officio).

Finally, the NCA Team placed the test of the five basic questions that the North Central Association suggests in reviewing assessment programs to the efforts at the University of Illinois at Springfield.

1. To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education and the major?

The Self-Study Report and campus interviews support the UIS claim that the assessment program flows properly from the University's mission, goals, and objectives.

2. What is the institution's evidence that faculty have participated in the development of the institution's plan and the plan is institution-wide in conceptualization and scope?

The 1997 NCA Team found ample faculty involvement in the development of the assessment plan.

3. How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?

The 1997 NCA Team believe that this question poses the toughest challenge for the University of Illinois at Springfield because only meager evidence at present will support the contention that the program will likely lead to change. Within two or three years, enough time will have elapsed to measure this more accurately in the University curricula.

4. Is the timeline for the assessment program appropriate? Realistic?

While the University has made considerable progress in implementing its assessment plan according to a realistic timeline,

several suggestions for enhancing the assessment program are included in the Team Report. Accordingly, it may be wise for the University to update the goals of its assessment program and develop a revised timeline for meeting them.

5. What is the evidence that the plan provides for appropriate administration of the assessment program?

The University has a full-time assessment director and has provided other resources to conduct the assessment program in a creditable manner.

CONCLUSION

Throughout the evaluation of the educational programs, the 1997 NCA Team has identified patterns of evidence to certify that the University of Illinois at Springfield does accomplish its educational and other purposes in a strong and appropriate manner. The University of Illinois at Springfield has assembled sufficient resources to conduct its programs. The Board of Trustees provides a governance structure that will assure continued growth and development. Administrators advance the University through creative planning. Faculty give evidence of an interest in the students' welfare and engage in effective teaching. Student Services effectively support the purposes of the University.

The University has made major strides since the last comprehensive visit in 1987 and the focused evaluation in 1996 to gain a better understanding of its mission and goals and how it organizes its resources to achieve them. The NCA Team found ample evidence from discussions with faculty and students as well as course materials and publications that the educational programs at

the University of Illinois at Springfield challenge students to think, examine values, consider divergent views, and engage in a free exchange of ideas.

The purposes of the University include the educational programs and also service to the region. The University has established creditable programs to prepare students for careers and for further graduate and professional study. The University of Illinois at Springfield has created an impressive array of services to the region including the various activities in the Institute of Public Affairs. A public radio station and also television broadcasting capability enrich listeners and viewers in Springfield and central Illinois.

The University has developed a general education program that will serve the undergraduate educational program adequately and particularly the new lower division program. General Education courses stem from a philosophy that needs further articulation in writing. This includes, in addition to a General Education philosophy, the objectives to provide a breadth of knowledge and to promote intellectual inquiry. In keeping with its commendable mission of emphasizing high-quality undergraduate programs, the University might well consider the goal of creating a national model for general education in such a setting.

As further evidence that the University fulfills Criterion Three, an assessment plan holds promise for demonstrating that the University of Illinois at Springfield accomplishes its educational purposes and improves its educational programs on a continuing basis. The University engaged in a self-study process that led to

a critical evaluation of its mission and purposes. All constituents participated in the process. The self-study endeavor challenged the University to enhance its assessment plan and to engage in strategic planning that links mission, purposes, educational programs, program improvement, and finance together. The 1997 NCA Team certifies to the Commission on Institutions of Higher Education that the University of Illinois at Springfield meets Criterion Three.

CRITERION 4. THE INSTITUTION CAN CONTINUE TO ACCOMPLISH ITS PURPOSES AND STRENGTHEN ITS EDUCATIONAL EFFECTIVENESS.

Educational Effectiveness. The University of Illinois at Springfield has engaged in a serious self-study effort in preparation for this comprehensive evaluation by the North Central Association's Commission on Institutions of Higher Education. As a part of the self-study process, the University has examined its transition from control by the Illinois Board of Regents as Sangamon State University to its current status as a campus of the University of Illinois and governed by its Board of Trustees.

The University has continued to organize its resources to offer quality academic programs. UIS has begun to implement its assessment plan and to link planning and finances in a joint process. The University of Illinois has also requested approval to implement a focused lower division program as well as a doctoral degree in public administration. A wide range of planning activities has resulted from the merger as the University charts its future course of development.

The 1997 NCA Team examined in detail the educational effectiveness, institutional research capabilities, and planning activities as they relate to Criterion Four. The Mission, Focus, and Vision, along with the Purposes of the University emphasize the need for the University to serve the central Illinois area with high-quality upper-division undergraduate programs and selected graduate programs with a particular emphasis on public affairs and policy.

The University faculty take pride in their role as innovative and effective teachers who care about their students. Students react very favorably to the faculty and staff of the University. They value both the formal interaction in the classes as well as the informal contacts outside the classroom.

Institutional Research. The 1997 NCA Team found that the Office of Institutional Research had contributed to the self-study process. While the Self-Study Report needed a greater degree of sophistication regarding institutional research findings, the 1997 NCA Team found in various other documents the information needed to make qualitative assessments of the University.

The Team, believes, however, that the University must make decided improvements in its institutional research efforts. The Office needs to determine the range of research information needed by the University in all aspects of planning both for the strategic future and also for the current educational offerings. The Office will need to support the assessment efforts in a stronger way as well. The 1997 NCA Team recommends that the University of Illinois at Springfield give prompt attention to the Office of Institutional

Research and the expectations of the University community for its services.

Planning. The University of Illinois at Springfield has engaged in extensive planning activities during the past five years in response to a mandate from the Illinois Board of Regents to Sangamon State University in 1991 and also a request from the Board of Trustees of the University of Illinois as Sangamon State became a part of the University of Illinois system in 1995.

In 1991, Sangamon State University established a Strategic Planning Task Force that developed the current Mission Statement in its report issued in 1992 as Toward 2000: A Strategic Plan for Sangamon State University, Phase One. In addition to the strategic planning effort of the early 1990s, the University also pursued efforts to implement the Illinois Board of Higher Education program on "Priorities, Quality, and Productivity" initiative. The Development Planning Committee reviewed these two planning activities in 1995. Through these various processes, the University continues to have a mission and purpose sharply focused on excellence in teaching, public affairs, undergraduate education that combines liberal arts with professional studies, and graduate study in selected fields at the master's degree level. The University also has requested expanding the undergraduate program to include a focused emphasis on lower division courses and add a doctor of public administration degree program. The Mission Statement follows.

As a comprehensive campus, the University of Illinois at Springfield has as its primary mission providing excellence in teaching. UIS strives to produce an educational environment where

students can acquire 1) a solid foundation for lifelong learning, 2) a keen appreciation of intellectual and aesthetic achievements, 3) an enhanced capacity for critical thinking and oral as well as written communication, 4) a practical preparation for pursuing fulfilling careers, 5) a sound basis for informed and concerned citizenship, and 6) a productive commitment to improving their world. UIS emphasizes public affairs instruction, research, and service carried out through community partnerships which contribute to social progress, governmental effectiveness, educational excellence, and economic development. UIS is committed to addressing the needs of both traditional and non-traditional learners and reflecting cultural diversity in both the curriculum and the campus community. UIS encourages innovative approaches appropriate to fulfilling these institutional aims.

The University has also developed a Focus Statement recognized by the Board of Trustees and the Illinois Board of Higher Education. This statement incorporates a limiting concept to ensure that the University operates within its authorized educational purposes. The University has requested an amendment to the Statement to include the recognition of a small lower-division program as a part of its focus. The Focus Statement gives a succinct definition of the purposes of the University. It follows.

"The University of Illinois at Springfield has a broad role in serving the central Illinois region. As a junior/senior and graduate-level university that also serves lower-level students through cooperation with community colleges, it offers programs to meet the needs of transfer and adult students as well as residential traditional-aged students. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield:

emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;

emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;

concentrates graduate offerings in selected disciplines that are able to share faculty and course work in a mutually supportive environment; and

organizes instructional, public service, and research programs that are within the programmatic priorities of the campus.

The third basis for planning for the University lies in the Vision Statement which establishes a sense of how the University should develop over the next ten years. Approved by the University of Illinois Board of Trustees in July, 1996, this statement resulted from the development planning activities resulting from the merger of Sangamon State University with the University of Illinois. The Vision Statement follows.

The UIS of the future will be a place where teaching remains the central function and excellence in teaching continues as the overriding goal. It will be a place where faculty are teacher-scholars with greater recognition of and support for scholarship than at present. Public affairs will continue as a unifying theme of teaching, scholarship, and service, but in the future UIS' commitment to public affairs will be understood as this campus' distinctive contribution to the land-grant mission of the University of Illinois.

The UIS of the future will continue to offer undergraduate curricula in both traditional liberal arts disciplines and in professional fields and will serve students from the first year of college through completion of the baccalaureate degree. Professional education at the master's level will continue to be a major feature of the campus' curricular commitments, with quality and distinction being the principal determinants of graduate program offerings. Projected doctoral work will be in the area of public affairs.

UIS will continue to pursue modest, controlled enrollment growth and to serve many types of students, but the mix of students will be different. The campus will draw more students from outside central Illinois and will, concomitantly, serve a larger proportion of full-time undergraduate and graduate students. In order to best nurture the development of its students, the UIS of the future will be a place where the centrality of a lively extracurricular intellectual, social, and cultural life is recognized and supported as being critical to students' learning experiences.

The University has recently established a new committee, the Planning and Budgeting Committee, merging two distinct pre-existing committees. The new Planning and Budgeting Committee reports to

the new Campus Senate. As assessment of student learning becomes fully established, the insights gained from this basic process will allow the University to identify more effective planning needs relative to its academic mission and relate these to funding plans.

Conclusion. The 1997 NCA Visiting Team believes that the University of Illinois at Springfield can continue to accomplish its purposes. The University has clarified its mission, established worthy educational goals compatible with its mission, and has assembled adequate resources to accomplish its purposes. The Board of Trustees provides stable leadership in setting appropriate policies. The Administration has created an exciting environment that includes shared governance and has involved all constituents in extensive planning for the future. The faculty constitute a reservoir of experience and talent that assure the University of the continuance of creditable educational programs. The University has an established assessment plan and has begun to implement it.

The University, however, has a gargantuan task ahead in integrating its assessment, planning, and funding into a coherent process to assure itself that it is accomplishing its educational and other purposes in a creative and resourceful manner. At present, the University has not fully provided for a mechanism to relate assessment data to planning and funding. Through an extensive effort to develop strategic planning, the University has made significant progress in developing a planning process and related plans, documenting its priorities, and allocating resources to achieve them.

Since the last NCA comprehensive evaluation visit in 1987, the University of Illinois at Springfield has seized its destiny and made enormous progress as a regional comprehensive University with increasing maturity, considerable complexity, and many highly commendable programs and services. With the current stable governance system of the University firmly in place, the University will make even greater progress during the next few years in implementing its assessment plan, integrating assessment with planning and funding, and strengthen thereby its educational effectiveness. After focusing carefully on the assessment and planning processes during the visit and in its Self-Study Report, the 1997 NCA team certifies that the University of Illinois at Springfield can continue to accomplish its purposes and strengthen its educational resources.

CRITERION 5. THE INSTITUTION DEMONSTRATES INTEGRITY IN ITS PRACTICES AND RELATIONSHIPS.

The University of Illinois at Springfield demonstrates many qualities of integrity in its relationships. These become readily apparent to the accrediting evaluator in discussions with administrators, faculty, and students. The 1997 NCA Team chose to explore how the University meets Criterion Five through the examination of several issues commonly understood in the higher education community as indicators of institutional integrity.

Academic Quality Assurance. Perhaps a University demonstrates integrity best through the offering of quality educational programs. The academic experience of the students at the University of Illinois at Springfield is measured in multiple ways.

The 1997 NCA Team identified and verified several indicators during the site visit in conversations with students, faculty, administrators, and alumni. The Team also examined University documents relating to academic programs and policy manuals. The following indicators provide continuing evidence of the assurance of quality student educational experiences.

The University of Illinois at Springfield focuses its resources and efforts on learning in a student-centered environment. Through the variety of activities, services, and functions provided through Student Services, indicators exist that the University places high priority on students. Examples include services for minority students, those who need additional academic support to succeed, the number of extra-curricular groups and functions, and the admirable faculty-student interaction that occurs in and out of the classroom.

The University has a commitment to create outstanding library collections and services to support the academic programs. The faculty possess decided strengths and place the art of teaching as their greatest priority. The University recognizes the importance of new learning technologies and has nurtured them on campus. Faculty willing and prepared to teach with new technologies constitute a valuable learning resource.

These indicators taken together give assurance that the University of Illinois at Springfield prizes and demonstrates the highest academic integrity in delivering quality educational experiences. The 1997 NCA Team found ample evidence of the existence of academic quality throughout the University.

Regional and Professional Accreditation. The University of Illinois at Springfield has been accredited by the North Central Association of Colleges and Schools through the Commission on Institutions of Higher Education since 1975. In addition, the University has professional approval in several programs including nursing and public administration. The School of Business and Management is a candidate for accreditation with the American Assembly of Collegiate Schools of Business while the Bachelor of Social Work program has candidacy status with the Council on Social Work Education. The University strives to secure certified recognition of its programs and makes this information available to the public.

Policies and Procedures. The University of Illinois at Springfield keeps policies and procedures current through an established process. The new Planning and Budgeting Committee and the new Campus Senate hold promise for working effectively together in developing various policies, procedures, and strategic planning that will make the University community more effective in its work. The University publishes policies relative to academic matters in the Catalog. Policies for faculty and students appear in their respective handbooks. In 1996, the Development Planning Committee produced the Vision Statement and distributed it widely. In 1997, the Development Planning Committee issued its final report which constitutes a planning resource for the University. The University of Illinois at Springfield works with all constituents to make its policies, procedures, and planning widely available. All segments of the community attest to this and express satisfaction with the process.

Assessment. The University has begun to implement its plan for the assessment of student academic achievement. The assessment program has broad faculty ownership and has been developed under the leadership a faculty member with expertise in assessment. The assessment program is based on a clear vision of the desired achievement for graduates, has administrative support, and has been developed using widely accepted assessment principles. The faculty has remain committed to assessment, even during the time-consuming activities associated with the recent merger with the University of Illinois.

The integrity of the assessment process is revealed in the acknowledgment of areas in need of improvement in the institutional Self-Study Report. The Team concurs with the University that efforts must be made to use assessment data in institutional planning. Progress in graduate assessment must also be fostered. Continued attention to fundamental principles of assessment, faculty and program involvement, and efficiency are of critical importance.

In making a commitment to continual improvement of the assessment program, the University makes a declaration of integrity and accountability to the public that educational programs equip students with the knowledge and skills targeted in the University mission: (1) a solid foundation for lifelong learning, (2) a keen appreciation of intellectual and aesthetic achievements, (3) an enhanced capacity for critical thinking and oral as well as written communication, (4) a practical preparation for pursuing careers,

(5) a sound basis for informed and concerned citizenship, and (6) a productive commitment to improving the world.

Planning. The University has an established experience in planning dating from 1991 when a strategic planning committee developed strategic plan in 1992 that included a revision of the Mission Statement. Subsequently, the University has developed Focus and Vision Statements in identifying its role within the University of Illinois and its service to the region, state, and nation. Most recently, as a result of the self-study process, the University has combined the functions of two previous committees in one Planning and Budgeting Committee that reports to the new Campus Senate. The University of Illinois at Springfield takes planning seriously and has made the transition into the University of Illinois system through this effort. The NCA Team believes that in the future, the University will become even more effective in its planning as it establishes more fully the assessment of student academic achievement.

Compliance Issues and Affirmative Action. The University demonstrates integrity in its adherence to federal legislation concerning affirmative action, equal opportunity, and accessibility. Meetings were held with the Affirmative Action Officer, the Director of Minority Student Affairs, the Director of the Women's Center, women faculty, minority faculty, and a disabilities leadership group. The Team reviewed the Inclusivity Report and the 1997 report of the UIS Senate Committee on the Status of Women.

Both women faculty and minority faculty cited positive features of the UIS campus for their constituents. Women faculty believe that the climate for women has markedly improved in recent years, particularly under the current administration. They are pleased that the University has avoided hiring women into non-tenure-track positions. Minority faculty believe that the University has a positive environment for minorities in which expectations for advancement are clear and known. Teaching and developing productive relationships with students is the focus, and support services such as the Center for Teaching and Learning are in place to help faculty develop in these areas.

Nevertheless, both groups cite the need for continued aggressive efforts to recruit, hire, retain, and promote women and minority faculty. The percentage of women on the faculty is only about half the percentage of women in the student body, and the absolute number of minority faculty is sufficiently low that a critical mass for mutual support and interaction, as well as effective mentoring of minority students, has not been achieved. The faculty groups recommend establishing exit interviews with women and minorities who leave the institution. The University should develop a search plan and information about effective search strategies and disseminate it widely. Searches should be conducted early enough in the year to capitalize on the opportunity to attract the limited populations of women and minorities in the pools.

Both groups mentioned the importance of addressing diversity issues within the staff. They commented on the need to have more

minorities represented within the executive staff. Women faculty pointed out that, with changing technologies, women staff are often expected to assume responsibilities that go beyond their classifications.

The disabilities leadership group portrayed UIS as an institution that goes well beyond meeting ADA regulations to the creation of a friendly and supportive environment for persons with physical disabilities and learning disabilities. Collegial communication among staff and administration allows for the implementation of effective strategies and services to address current needs and plan for the future. UIS could serve learning-disabled students better if a full-time position were established within the Center for Teaching and Learning. The current quarter-time position allows only for enhancement of reading and study skills. The expanded position would make it possible to develop individualized educational programs for students and to work with faculty in implementing them.

The University's ability to address unmet needs in the area of affirmative action in faculty hires and to continue to meet the needs of persons with disabilities will depend in part on the effectiveness of three Campus Senate committees, two of which are new: the Equal Opportunity Committee, the Persons with Disabilities Committee, and the Committee on the Status of Women. The University will enhance its integrity through the continued commitment of the administration to address affirmative action, equal opportunity, and accessibility in its strategic planning and budgeting process.

Public Accountability. The University of Illinois at Springfield strives to achieve public accountability in all of its affairs. University publications accurately attest to this. The Catalog provides students with adequate information about academic requirements, courses and fields of study, and faculty credentials. The Catalog organization lacks clarity. It would seem that the academic units should appear in the Catalog directly under their School rather than listed alphabetically. Publications for all constituents reflect an accurate portrayal of the University and campus issues. Availability of minutes of the committees, access to major policy documents and the operating budget, and open relationships internally and externally foster full disclosure.

Intercollegiate Athletics. The University has established sports teams for men and women taking into account equal opportunity and gender equity concerns. Competing with NAIA institutions has led to particular strengths in men's soccer and women's tennis. Student athletes have a high graduation rate and many excel academically as well as in leadership roles.

Conclusion. Through the self-study process, the University of Illinois at Springfield has demonstrated that ethical values permeate its policies and procedures, that practices conform to them, that full disclosure occurs on campus and to the public, and that commitments to students and the public are kept. The 1997 NCA Team discovered ample patterns of evidence to reach the conclusion that the University of Illinois at Springfield does fulfill Criterion Five. In some ways, the University achieves this in an exemplary manner.

SUMMARY OF INSTITUTIONAL STRENGTHS

Strengths. The 1997 NCA Team came to several conclusions about some of the strongest facets of the University of Illinois at Springfield after meeting with various campus groups, conducting numerous interviews, and studying a range of documentation including the Self-Study Report. While the University of Illinois at Springfield has many strengths, the team identified the following ones that assure the Commission on Institutions of Higher Education of the educational quality of the University

1. The NCA Team believes that the merger of the University of Illinois at Springfield with the two mainline research universities in the University of Illinois System constitutes a strength of significant proportions. UIS will have access to the University of Illinois System staff as they relate to the various officers in the areas of academic affairs, student affairs, financial affairs, and other areas of the University. The opportunities for UIS staff to meet with their counterparts at the two research universities will provide opportunities for them to gain valuable insights in conducting their own administrative functions. The University of Illinois System Board of Trustees will offer a major state-wide resource of people who will help transform UIS into its own role and niche in the System. In future years, the University of Illinois at Springfield will probably realize financial resources in a more stable environment than if the institution stood alone. Linkage with one of the nation's premier university systems will strengthen UIS in the short-term transition stage and in the longer-term development stage.

2. The NCA Team concurs with the UIS administration, faculty, and students that the teaching and learning environment at the University of Illinois at Springfield is indeed an excellent strength. This marked feature of UIS stands at the very core of the University. The NCA Team found this perspective in the Self-Study Report and verified it through a review of various other documents as well as in interviews with administrators, faculty, and students. Indeed, the attention to teaching and learning at UIS permeates the institution at all levels. The allocation of resources for such new initiatives as the development of the Center for Teaching and Learning convinced the NCA Team that UIS not only talks about teaching and learning but has demonstrated a commitment to it. The allocation of resources to enhance this central part of the Mission includes faculty development and academic support in technology and other learning support. An Assessment Office also demonstrates a commitment to the allocation of resources to fulfill its responsibilities for the assessment of learning and institutional effectiveness.

3. The public affairs emphasis gives the University of Illinois at Springfield an educational values concept and perspective that will serve Illinois and the nation well through the identification of this theme as a guide for all curricula development at the University. In some ways, the need exists to continue to develop this theme consistently through the curricula. Public Affairs includes the ability to write well, speak effectively, and interact with individuals and groups to achieve a common public good. In some ways, this concept might well become a

model for urban universities tied closely to state governments in various capitols across the nation. While a tradition exists for the public affairs emphasis, the University should continue to refine the concept, make certain that it becomes even more of a part of the public consciousness of the University constituent groups, and develop ways to assess progress achieved in adapting it to the University of Illinois at Springfield. Through special collaborative efforts, the Institute of Public Affairs works with the major state project to collect the legal papers of Abraham Lincoln found in various locations throughout the state. This serves as an example of the University's vision to become a significant force not only in the on-campus educational programs, but also as an important resource for the people of Illinois and the nation.

4. The library at the University of Illinois at Springfield also constitutes a strength of major consequence. The NCA Team commends the University for consistently identifying financial resources for collections development, technology support, and excellent service to library patrons. The library has developed access to various well-known data systems and also other Illinois libraries in the state's colleges and universities. Attention to the special needs of people with disabilities deserves special commendation.

5. The administrators of the University of Illinois at Springfield provide the institution with able leadership at the central administrative level as well as in the colleges and other major units. Administrators work well together. The chancellor

has guided the University of Illinois at Springfield through several years that brought enormous change to the institution. She has assembled a staff of capable individuals to guide the affairs of the University. Proper attention focuses on the mission and major objectives. Much of the development of the University of Illinois at Springfield occurred at various times and in relationships with several different constituents. Because of the rapidity of the changing environment, the University leaders have not always had the opportunity to integrate all the aspects of the Mission, the Vision, and the Objectives into a coherent overall strategic plan. That need still persists and lies ahead in the near future as one of the major tasks confronting the University. For the most part, however, administrators spoke clearly to questions the NCA Team raised about planning even though a clear picture of the entire process eluded the self-study committee and the University community in developing the Self-Study Report.

6. The NCA Team concluded that the proposals for institutional change that will add the first two years of undergraduate lower division study to the campus and the addition of the doctoral degree in public administration will add their own particular strength to the University. Even the planning stage for conceptualizing and inaugurating these new educational ventures has enabled the University to focus more clearly on all aspects of institutional culture. That process has given administrators and faculty a renewed understanding of mission and purpose which has, in turn, strengthened their roles as educators. It has raised the

collective educational experience of the University community to a higher level.

SUMMARY OF INSTITUTIONAL CONCERNS

Concerns. The 1997 NCA Team discovered through reading the Self-Study Report and other institutional materials and in interviews with groups and individuals, a number of concerns that have an institution-wide impact affecting the educational quality of the University of Illinois at Springfield. While the University can continue to operate effective programs, addressing these concerns will benefit the entire community of scholars.

1. The NCA Team identified a continuing concern that surfaced as a result of the comprehensive review in 1987. In the team's estimation, the University has not addressed well its role and responsibilities in the arena of graduate education. The NCA team does not believe that the University has addressed properly the advocacy of graduate study at the University. A need exists to settle ultimately the issue of appointing a graduate dean or an administrative officer to serve the important function of focusing on all graduate education. The function of the office of a graduate dean consists of reviewing graduate programs, reallocating financial resources for graduate education, identifying new resources for graduate education, giving periodic attention to the need of conceptualizing new areas of graduate study, and focusing on the reality of graduate study experiences in the courses. The graduate dean also often serves as the institution's grants and contract research administrator.

The NCA Team further believes that the University of Illinois at Springfield has failed to address adequately the need for a common standard of credentials, teaching experience, and research achievements for a specific cohort of graduate faculty. The experience of using a Graduate Council in place of developing a discreet Graduate Faculty has often occurred in smaller universities like UIS who added a graduate component to its upper division curriculum. For the most part, however, Graduate Councils were replaced by Graduate Faculties. Because of the NCA Team's concern for UIS and its graduate programs, including the initiation of the first doctoral program, the Team will recommend that the University take an extensive review of all aspects of graduate education including advocacy, faculty, and curricula. It is imperative that UIS make some very hard choices to either abandon some graduate programs so those resources may be reallocated to other priority needs or identify substantial new financial resources to conduct existing programs in a more acceptable manner. The 1997 NCA Team Report will recommend a Focused Visit in three years to review the status of UIS graduate programs.

2. The NCA Team has found that the University of Illinois at Springfield has responded during the past several years to various constituent requests to engage in institutional planning for specific purposes. The NCA Team feels comfortable in reporting that some forms of strategic planning exist at the University. The time has come, however, to put to rest Sangamon State University, incorporate all previous planning in a readily identifiable strategic planning process, and give evidence of continuing the

review of planning to keep it current with University initiatives. The NCA Team believes that the University of Illinois at Springfield must consolidate all planning, through its newly created planning committee and enhanced institutional research data, into a strategic plan in the early stage of implementing the new program changes requested. To underscore the importance of this need, the NCA Team will stress the need to develop a strategic plan during the next two to three years as a vital University objective that will include all aspects of campus planning for new academic programs, financial resource development, the relationship of assessment to inform the strengthening of academic programs, faculty development, and facility development. To assure that the University will undertake this task as a first priority, the NCA Team will recommend a Focused Visit in three years to review the development of a Strategic Master Plan.

3. The NCA Team has found a problem in the timing of this current visit to fit the actual developments at the University. Because the implementation of the two requests for institutional change of adding a lower division component as well as a doctoral program, the NCA Team has struggled with what appropriate recommendation to make regarding the need for the fairly immediate review of the impact of the changes on the University along with the longer accreditation period. Accordingly, the NCA Team will recommend a Focused Visit to consider a unified planning process based on reliable data and also the initial implementation of the two new program areas.

4. The NCA Team had significant problems with a lack of specificity in the Self-Study Report. This resulted from fairly critical analysis of institutional research data. The University of Illinois at Springfield must enhance its institutional research program in order to identify standard quantitative data that becomes a part of the institutional consciousness. As an example, the NCA Team found that various groups in the University could not answer in a uniform way basic institutional data on faculty-student ratios as well as retention rates. Such data is vital to assessment of student learning outcomes and institutional effectiveness. The University must address the issue of institutional research immediately and include any changes in the Focused Visit that relates to Strategic Planning.

5. The NCA Team regards the organizational development of student affairs as in its formative stages. While plans are underway to plan and implement a uniform student support services package for the entire University of Illinois System, UIS must make significant early progress in reviewing its student services and make a broad range of changes to bring them in line with current practices in many universities in America. Student Affairs will need to create a participative management style, use conceptual frameworks that relate the division to the educational mission, assess student needs and educational outcomes, market and promote its services, prioritize budget needs, and add new technology systems.

PART III - ADVICE

In their role of North Central Association consultants and as colleagues in higher education, the members of the 1997 NCA Team offer the University of Illinois at Springfield advice on various aspects of the educational programs and institutional activities. Because of the focus in the Self-Study Report on assessment and planning, the Team felt free to offer extensive advice within the context of its remarks in the Report on these two central issues. In addition, the Team wishes to offer a few other comments in the nature of advice. Purely advisory, these observations have no direct bearing on the accreditation recommendation.

1. The University of Illinois at Springfield has begun to develop an outstanding cohort of alumni. In the Self-Study Report, this important resource received little attention. Increasingly, the University will call on its alumni to serve on advisory committees and participate in efforts to gain additional private support. As the University begins to plan for a capital campaign, attention to the Alumni Association will become increasingly important. The 1997 NCA Team advises the University to undertake a review of its alumni resources, the organization, the services provided to alumni, and other areas that will help create a strategic plan to harness the power of this influential group of people.

2. The University of Illinois at Springfield has not addressed the issue of General Education to any real extent because of its experience of offering primarily upper division courses for its majors. The addition of a focused lower division educational

offering requires that greater attention be given to a philosophy of general education, purposes to be accomplished, and an assessment plan that includes these elements of general education.

3. The 1997 NCA Team recommends that the University give attention to establishing an Assessment Committee that will report to the Campus Senate and nurture assessment at the undergraduate and graduate levels. Representation on the Assessment Committee should broadly reflect the various offices that should become involved in assessment and the faculty. The first task of this Committee should be to update the goals of the assessment program and develop a revised timeline for meeting them.

4. The University must review its institutional research program in order to support the assessment of student academic achievement. The Office of Institutional Research should give greater support to the growing complexity of planning and professional accreditation aspirations. The 1997 NCA Team regarded institutional research at the University of Illinois at Springfield inadequate from the standpoint of providing basic information and statistics regarding enrollment and other areas needing specific information analysis. The University will undoubtedly gain considerable assistance in undertaking this important task from the other two campuses of the University of Illinois. This need for an overall review of institutional research should become a priority for the administration this spring. So much depends on a well-organized and efficient Office of Institutional Research.

5. The NCA Team advises the University of Illinois at Springfield to redouble its efforts for the recruitment of

minorities and women faculty members. Increasing efforts should be directed in retaining these faculty members through a support system that works as well as through appropriate advancement in rank when earned.

6. The image of the University of Illinois in the Catalog does not project very well as a growing institution that has added considerable complexity and offers numerous services to the public. While the Schools and their offerings are listed on one page, no attempt has been made to give the school a greater presence by combining the departments and programs under a section set apart in the Catalog for that school. An alphabetical listing of the departments does not give the image of a University with four schools and extensive graduate programs available to students. It would be well for the University to assess its image as it now competes with two other campuses that offer extensive undergraduate and graduate programs. While the University will remain relative small in size compared to the other two campuses, care should be taken to project the image that UIS is indeed a university.

PART IV - THE TEAM RECOMMENDATION AND RATIONALE

The Team's recommendations for action, including its recommendation to continue the accreditation of the University of Illinois at Springfield, are shown on the attached Worksheet for the Statement of Affiliation Status. The Team recommends no change in the Statement of Affiliation Status in the areas of Status, Stipulations, New Degree Sites, and Progress and Contingency Reports.

The 1997 NCA team recommends that the next comprehensive evaluation take place in 2007-2008. The reason for this recommendation lies in the University's strengths, a widespread awareness of the various challenges in becoming a campus of the University of Illinois, adequate resources available to conduct its educational programs, and a sense of mission and purpose that guides the University in its endeavors. The NCA team recommends that the University of Illinois at Springfield accreditation be at the doctor's degree level and restricted to the Doctor of Public Administration degree.

The 1997 NCA Team recommends that a Focused Visit be scheduled in three years in the spring of 2001 to consider 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.

The University has focused considerable energy on planning which two previous NCA teams identified as a need. The University issued a report on planning in 1992 that reviewed the Mission Statement. Subsequently, the University developed a Focus

Statement and a Vision Statement. In 1997, the University issued a report of the Development Planning Committee. It also established a new Planning and Budgeting Committee to continue planning. The University has not had the opportunity to link assessment to planning in an effective manner. Because the University had not consolidated all of its planning in a strategic plan, the NCA Team recommends that a Focused Visit be scheduled to consider progress made in planning.

The University has not fully addressed the issue of the organization of graduate education regarding the administration of it and the status of a graduate faculty with clearly defined credentials suitable to teach graduate courses. The University, moreover, needs to report on the progress related to establishing the new doctoral degree in Public Administration as the first doctoral degree offered.

Finally, the University needs to give a report on the progress made in implementing the new lower-division baccalaureate degree program. Consideration needs to be given to how the new effort complements the upper division program as well as how it affects the resources necessary to provide quality education at this level.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF ILLINOIS AT SPRINGFIELD
Shepherd Road
Springfield, IL 62794-9243

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: November 3 - 5, 1997

COMMISSION ACTION:

STATUS: *Accredited (1975- .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

HIGHEST DEGREE AWARDED: *Master's.*

Institution *Recommended Wording:* DOCTOR'S.

Team *Recommended Wording:* Same as institution's recommended wording.

MOST RECENT ACTION: *November 15, 1996.*

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON AFFILIATION STATUS: *None.*

Institution *Recommended Wording:* Accreditation at the Doctor's level is restricted to the Doctor of Public Administration degree.

Team *Recommended Wording:* Same as institution's recommended wording.

NEW DEGREE
SITES:*Prior Commission approval required.*Institution *Recommended Wording:* RETAIN ORIGINAL WORDINGTeam *Recommended Wording:* RETAIN ORIGINAL WORDING

PROGRESS REPORTS
REQUIRED:*None.*Team *Recommended Wording:* NONE.

MONITORING REPORTS
REQUIRED:*None.*Team *Recommended Wording:* NONE.

CONTINGENCY REPORTS
REQUIRED:*None.*Team *Recommended Wording:* NONE.

OTHER VISITS
REQUIRED:*None.*Team *Recommended Wording:* 2000-2001 (Spring); 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.

LAST COMPREHENSIVE
EVALUATION:

1986-87.

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE
EVALUATION:

1997-98.

Team *Recommended Wording:* 2007-08.