

University of Illinois at Urbana-Champaign - IL

HLC ID 1872

OPEN PATHWAY: Reaffirmation Review

Review Date: 3/30/2020

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Context and Nature of Review

Review Date

3/30/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

The 2020 Comprehensive Review in the Open Pathway of the University of Illinois at Urbana-Champaign (Illinois) was conducted under extraordinary circumstances that must be noted here. With the nation in the grip of the still-growing COVID-19 pandemic, the institution was called upon for the safety of its community of students and employees to convert all face-to-face instructional and (where feasible) operational interactions to distance-mediated technologies. Students were sent home to complete their courses at a distance; employees who were able to telecommute were asked to do so. All university related travel was suspended. Given that most of the site team members were associated with institutions that were also implementing similar restrictions on travel and limiting in-person work and operations, what would have been a standard site visit conducted for purposes of peer review was suddenly and radically altered.

The institution and the team rose to the challenge. The institution invented procedures for holding meetings virtually, using secure web-based conferencing technologies, with local experts in those tools ready to assist if needed. Team members polished their video-conferencing skills, leveraged email and the HLC Assurance System, and worked together and with the institution to anticipate and address questions that would "ordinarily" arise in in-person meetings. All parties contemplated the difficulties inherent in holding nuanced conversations with institutional stakeholders (and with each other) at a distance. Of course, these conditions were not unique to Illinois: team members' own institutions were instituting similar procedures, and some members of the team were leading

those efforts, too. The experience offered unique insights at many levels, not least being empathy for the disruptive impact of the situation on students, faculty, and staff, but also the ability to observe the institution's ability to respond to an emergency situation.

Team members acknowledge that this review may have suffered from the exigencies of the moment, and bear in mind that conclusions drawn and recommendations made must filter out the overwhelming nature of the events unfolding during this visit. The team and institution sought to guard against the temptation to shape this review as an evaluation of the university's response to these particular events, reserving those observations only as an illustrative case study of how this institution might respond to any crisis.

And with that in mind, the team is compelled to observe that the abiding context for this review is the steadfast nature of this institution and its members, who adapted to these unusual circumstances with grace and forbearance.

The USDE has mandated that when in-person visits may resume, a small HLC team will visit the institution for a ""Verification Visit" to validate the findings and observations of this report. With that in mind, the team has offered limited guidance for matters that may call for on-site verification. Further guidance is offered with the understanding that an Assurance review will be scheduled four years from now.

Interactions with Constituencies

The review committee held meetings using remote technologies for a period of two days. During that time, the committee engaged in 15 meetings in which approximately 226 campus representatives were engaged as experts and stakeholders who could clarify, verify and amplify the evidence provided in the Assurance Argument. As is usually the case, a number of these individuals participated in multiple meetings, due to the nature and breadth of their institutional responsibilities.

The committee was confident that their interactions with the people engaged in the roles listed below afforded the team the ability to interrogate the Argument and better understand the institution.

Leadership

- Chancellor
- Vice Chancellor for Academic Affairs and Provost, Provost

Officers and Officials

- Vice Chancellor for Advancement, Office of the Vice Chancellor for Advancement
- Vice Chancellor for Diversity, Equity and Inclusion, Chancellor's Office
- Vice Chancellor for Research and Innovation, Chancellor's Office
- Vice Chancellor for Student Affairs, Chancellor's Office
- Senior Associate Chancellor for Administration and Operations, Chancellor's Office
- Senior Associate Chancellor for Human Resources, Chancellor's Office
- Associate Chancellor, Public Affairs
- Associate Chancellor and Vice Provost for Budget and Resource Planning, Provost's Office
- Associate Chancellor for Public Affairs, Chancellor's Office
- Associate Vice Chancellor and Director, Office of Inclusion and Intercultural Relations
- Associate Vice Chancellor for Auxiliary, Health & Wellbeing, Vice Chancellor for Student Affairs
- Associate Vice Chancellor for Research,
- Associate Vice Chancellor for Student Affairs Student Success & Engagement, Chancellor's Office

- Executive Associate Vice Chancellor for Research, Office of the Vice Chancellor for Research and Innovation
- Executive Associate Vice Chancellor for Diversity, Chancellor's Office
- Executive Associate Chancellor for Administration and University Relations, Chancellor's Office
- Vice Provost for Academic Affairs, Provost's Office
- Vice Provost for Undergraduate Education, Provost's Office
- Assistant Provost and Director, Division of Management Information
- Assistant Provost for Educational Programs, Provost's Office
- Executive Associate Provost for Academic Programs and Policies, Provost's Office
- Assistant Provost for Educational Innovation, Provost's Office
- Associate Provost for Academic Effectiveness, Provost's Office
- Associate Provost for Enrollment Management, Enrollment Management
- Associate Provost for Faculty Development, Provost's Office
- Executive Associate Provost for Budget and Resource Planning, Provost's Office
- Coordinator for Assessment and Evaluation, Provost/Vice Chancellor for Academic Affairs
- Registrar, Office of the Registrar
- Associate Registrar, Office of the Registrar

Two Trustees

Deans of 17 Colleges and Schools

- Dean, Carle Illinois College of Medicine
- Dean, College of Agricultural, Consumer and Environmental Sciences
- Dean, College of Applied Health Sciences
- Dean, College of Education
- Dean, College of Fine and Applied Arts
- Dean, College of Law
- Dean, College of Liberal Arts and Sciences
- Dean, College of Media
- Dean, College of Veterinary Medicine
- Dean, Gies College of Business
- Dean, Graduate College
- Dean, Grainger College of Engineering
- Dean, School of Information Sciences
- Dean, School of Labor and Employment Relations
- Dean, School of Social Work
- Dean, University Library
- Dean & Council on Learning Outcomes Assessment, Chair, College of Applied Health Sciences

13 Associate Deans and Assistant Deans representing 6 Colleges and Schools and one central unit

- Assoc. Dean of Students,
- Assoc Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences
- Assoc Dean for Undergraduate Programs, Grainger College of Engineering
- Executive Assistant Dean, College of Liberal Arts and Sciences
- Executive Assoc Dean of Social and Behavioral Sciences and Area Centers, College of Liberal Arts and Sciences
- Executive Associate Dean, School of Information Sciences
- Executive Associate Dean, Grainger College of Engineering (former chair Campus Budget Operations)

- Committee), Grainger College of Engineering
- Associate Dean, College of Liberal Arts and Sciences
- Associate Dean for Academic Affairs, School of Social Work
- Associate Dean for Administration, College of Fine and Applied Arts
- Associate Dean for Graduate, Professional and Online Programs, Grainger College of Engineering
- Associate Dean for Undergraduate Programs, College of Education
- Sr. Assistant Dean, Fine and Applied Arts Academic Affairs

30 Directors, with 7 Associate and 9 Assistant Directors of Programs, Centers, and Initiatives that support institutional mission, including:

- Academic & Student Services, Accountancy, MS in Accountancy Program
- Academic Advising & Career Services, School of Chemical Sciences
- Academic Advising and Student Success, Division of General Studies
- Administrative Services, Office of the Vice Chancellor for Student Affairs
- Affirmative Action/Office of Access & Equity
- Americans with Disabilities Act, Office for Access & Equity
- Auxiliary Services, Office of the Vice Chancellor for Student Affairs
- Bruce Nesbitt African American Cultural Center, Office of Inclusion and Intercultural Relations
- Center for Innovation in Teaching and Learning
- Center for Translation Studies, College of Liberal Arts and Sciences
- Counseling Center
- Illinois Leadership Center
- Illinois Master of Science in Accountancy Program
- International Constituent Engagement, Vice Chancellor for Institutional Advancement
- International Education, Office of Inclusion and Intercultural Relations
- La Casa, Office of Inclusion and Intercultural Relations
- LGBT Resources, Office of Inclusion and Intercultural Relations
- Library Assessment, Library
- Math Placement Program, Coordinator of Quantitative Reasoning Courses, Math Department
- McKinley Health Center
- Native American House, Office of Inclusion and Intercultural Relations
- Office of Minority Student Affairs
- Office of the Senate
- Online Programs and Initiatives, Grainger College of Engineering
- Prevention & Climate, Office of the Vice Chancellor for Diversity
- Scholar Support Programs
- Sports Administration, Division of Intercollegiate Athletics
- Student Affairs Technology
- Student and Academic Support, Gies College of Business
- Teaching & Learning with Technology, College of Liberal Arts & Sciences
- The Career Center
- Title IX Coordinator
- Undergraduate Admissions, Enrollment Management
- Undergraduate Affairs, School of Information Sciences
- Undergraduate Studies, Spanish and Portuguese
- Women's Resource Center, Office of Inclusion and Intercultural Relations

9 Assistant Deans representing key operations in 8 different schools/colleges

- Accreditation and Assessment, Carle Illinois College of Medicine
- Student Affairs, School of Information Sciences, Graduate College
- Student Success, Graduate College
- Undergraduate Programs, Grainger College of Engineering
- Administration, Gies College of Business
- Assistant Dean of Students, Office of Inclusion and Intercultural Relations
- Academic Affairs, Graduate College
- Undergraduate Students, Applied Health Sciences
- Curriculum and Assessment, Veterinary Clinical Medicine

Two Academic Advisors, though many others indicated that they also had advising and mentoring responsibilities

60 Tenured or Tenure-track Faculty (including four untenured faculty, 18 Department Chairs/Heads, and the chair of the Faculty Senate)

Six Non-Tenure-track Adjunct and Instructional Staff

Students (11 undergraduate, 10 graduate, including the Illinois Student Government president)

15 Staff, from a range of positions (research, office support, student services) including hourly and professional, and the chair of the Staff Advisory Council

Additional Documents

The evidence file materials provided in the Assurance Argument were comprehensive and well organized. The team found the system of naming conventions to be orderly and easy to follow, and appreciated the supplementary information provided by the institution when the argument was released for review:

- Assurance Argument Evidence List (a convenient cross-reference of evidence cited in each of the core components)
- Glossary (a quick reference guide to institutional acronyms and terms likely to be found in documents and used in conversation)

Additional documents were requested and provided in the Addendum to the assurance argument. These documents are further annotated and explained in a cover memo "HLC Team Requests," which is also provided in the Addendum.

Questions provoked by the Federal Compliance Review elicited a request to review specific course syllabi (Introductory Biology 105, in face-to-face and online modality) as well as an additional sample of other courses.

- ACE 262: Applied Statistical Methods and Data Analytics I
- HDFS108: Grief & Loss Across the Lifespan
- IS266 Community Innovation
- MACS282 A World of Death and Blood:The Horror Movie
- NS 204: Navigation and Naval Operations I
- SHS 389 – Neuroplasticity and Communication

In addition, specific policy was reviewed:

- Graduate Course Credit and Contact Hour Expectations (<https://grad.illinois.edu/gradhandbook/3/chapter1>)

Learning Outcomes Assessment materials for five Graduate Programs were also reviewed:

- Communication (MA, PhD)
- Physics (MS, PhD)
- Psychological Science (MS)

Finally, the modern state of review is such that many resources provided in the Argument that follows contain links to online resources that generally confirm and/or expand upon the argument made (e.g., minutes of faculty senate meetings, agendas of meetings of the Trustees), and which are related to (but perhaps different examples of) evidence already provided. With the exception of the materials noted above, none of these documents were found to rise to the level of special notation in this section.

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Rationale

A review of the evidence confirms that the institution's message is broadly understood and guides its operations. The University developed a strategic plan in 2013, which articulated the University's mission statement and shared vision statement. In the process of creating its 2018-2023 Strategic Plan (The Next 150), the University discussed the mission statement at a January 2017 Council of Deans Meeting. In session four of that Council of Deans Meeting, the group recommended to "maintain the vision, mission, and broad goals of the last strategic plan" while understanding that the University needed to "consider how our current context has changed from 2013." They also examined ways to "engage the campus in the process" of creating the 2018-2023 Strategic Plan "in a meaningful way, being sure to give voice to the 300 new faculty members who have joined the campus since 2013."

The 2018-2023 strategic plan was adopted after "a collaborative and transparent yearlong planning process" that included guidance from multiple faculty, staff, and administrators from eleven broad categories. Town hall meetings on the 2018 strategic plan were held, highlighting the need to expand the University's engagement throughout the state of Illinois and around the world. The 2018-2023 Strategic Plan stemmed from the existing mission and vision statement. Participants in meetings during the visit remarked on the "tone" of support for the new strategic plan and the "inspiring and motivating" energy created by the new strategic plan that advances the University's mission.

The University of Illinois at Urbana-Champaign's mission to "enhance the lives of citizens in Illinois, across the nation, and around the world" is reflective of its land-grant university status as envisioned by the 1862 Morrill Act. In meetings during the visit, the review team noted that the Chancellor's call for the university to become the land-grant university of the 21st century has been

embraced through both the strategic planning process as well as with the Council of Deans who have implemented strategic plans and implementation plans at the unit level. It was clear to the team that respondents from various groups on the site visit such as the Council of Deans and Student support indicated that "everyone is talking about" the land-grant mission. Respondents indicated that there exists a strong belief in engagement at every level, including as part of the interview process, though in the general faculty meeting many faculty members referred to their own college or department strategic planning process instead of the larger land-grant mission and university-wide process. Faculty members did remark on the collaborative and public facing engagement that many on campus do provide the wider community.

Its general education curriculum requires broad knowledge of courses in areas in keeping with the Morrill Act's original emphasis. At the graduate level, the University offers graduate and professional degrees in over 100 fields. The University's enrollment reflects its land-grant mission as 73.42% of its 33,850 undergraduates come from Illinois, with 99.2 of 102 Illinois counties represented (five-year average). It has further increased enrollment from students in rural southern Illinois by 37% in the 2018 class versus the 2017 class. Its 2018 class yielded the highest number of Illinois residents in the last decade (76.8 percent). The University has also increased underrepresented undergraduate students over the last decade from 12.9% of the campus population in 2010 to 20.5% in 2019. Graduate and professional enrollment from underrepresented populations has increased from 7.8% to 10.9% in the same period. Further, first generation enrollment (in the first year class) increased from 21.6% in 2016 to 22.1% in 2018.

Further, the University's enrollment and academic programs are consistent with its goal of becoming the "pre-eminent public research university with a land-grant mission and global impact." Undergraduate and graduate programs are highly rated by US News & World Report, including Accounting (2nd ranked undergraduate/3rd ranked graduate), Library and Information Science (1st ranked graduate), Computer Engineering (3rd ranked undergraduate), and Civil Engineering (2nd ranked graduate and 3rd ranked undergraduate). In addition, multiple graduate and undergraduate programs hold professional accreditation and maintain standards as set by their individual professional bodies.

Student support services are consistent with its stated mission, including the presence of student academic affairs units within the various academic colleges, though the efficiency of these services could not be ascertained. The Office of Student Affairs has three key areas which provide support: student life (including the University counseling center, career center, office of minority student affairs, student assistance center), auxiliary units (including campus recreation, the student union, health center, and university housing/dining), and the Office of Inclusion and Intercultural Relations includes several units which support international education, diversity education, and resources for Asian American, African American, LatinX, LGBTQ, and female students. The University is also in the process of launching a new student success initiative focusing the University on what support is needed in light of the fact that 4 in 10 Illinois students are first generation or underrepresented. The excitement about this initiative and its potential was evident to the review team throughout the site visit.

The mission and vision statements are included in the strategic planning and budgeting priorities. The strategic plans (2013 and 2018) align with the mission statement. The University's four strategic goals support research, scholarship, student success, and societal impact, all part of the current mission and vision. The University is further instituting an IVCB budget model in FY2020 to target resources strategically to support the University's mission. The budgeting and planning priorities are

reviewed both annually and then through the Academic Review Process (every eight years).

The University also has illustrated a deep commitment to supporting its land-grant mission through its budget by providing more than \$150 million in aid to support students to make an Illinois education more affordable and accessible. The University is in its first year of the Illinois Commitment, a program that targets students whose families make less than \$61,000 a year for full-tuition financial support. The family income threshold increased to \$67,100 for the 2020-21 academic year. This targeted program has attracted students in southern Illinois and among underrepresented groups who previously had not considered the University as a possibility for higher education, thereby fulfilling its land-grant mission.

Based on the evidence above, this component is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Rationale

Based upon a review of the evidence presented, the University of Illinois at Urbana-Champaign has articulated its mission in several public locations. Most prominent is on the “about” section of its website where the University both states its mission and vision as well as explains its definition of “pre-eminence” and highlights how faculty, research, academic resources, among other resources bolsters its mission and vision statements. The University has also publicly addressed the 2018-2023 strategic plan, which is also posted online and accessible to the public. In addition, the mission is clearly identified and prominent to perspective students on the University's undergraduate admissions web page in the "About Illinois--History & Mission" section. Finally, the review team noted on the site visit in various campus meetings, many participants appeared to be well informed and engaged in the University's land-grant mission though faculty at the open faculty meeting referred in broader strokes to public engagement and strategic planning at their college or department instead of the University wide mission.

The University of Illinois system delegates authority to set missions to the individual campuses that reflect their “particular orientation and setting.” The mission statement, as created by the University, was reaffirmed by the University of Illinois Board of Trustees on January 31, 2019.

The University's mission statement, strategic plan, and articulation of the various aspects of its mission are current, having been updated in 2018 after a year-long public engagement on the creation of a new strategic plan. The University strategic plan sets out guidelines to achieve its mission and vision as a preeminent land-grant public research university. To fulfill its land-grant status, the University of Illinois Extension operates in every county in the state, and the Carnegie Foundation named Illinois a “community-engaged university” in 2008 and 2015. The University has provided evidence that the University's research mission has created a significant economic impact on the state of Illinois and that the University has created opportunities for student engagement to help fulfill the University's vision of providing transformational educational experiences.

The mission and vision statements provided by the University of Illinois at Urbana-Champaign identify that the constituents for the University are “citizens in Illinois, across the nation, and around the world.” The University’s 2018-2023 strategic plan identifies the diverse community of constituents that the University reaches, including faculty, students, alumni, and communities throughout Illinois and around the globe.

The evidence presented illustrates how the University has fully explained the extent of its public land-grant research university mission and vision and has articulated it publicly.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

Based on a review of the evidence presented, it is clear that the University addresses its role in a multicultural society in a variety of ways, including the creation of the "Inclusive Illinois" initiative (2012-17) to cultivate a welcoming and inclusive community. Several participants during the site visit cited that this effort sought to compile diversity efforts but recognized that different colleges and institutes would continue to work on their own initiatives but would be mindful of what others were doing as well. This initiative launched several training opportunities and student programming functions to help students "embrace differences and recognize shared experiences." These included the iUnite Week, Inclusive Illinois Week, as well as individual events across the various colleges that highlighted diversity and attempted to create a more inclusive environment.

In 2012 (and again in 2015), the Faculty Senate adopted a diversity values statement that indicated that the University's core mission "is to serve the diverse people of the state of Illinois and beyond" and therefore "the institution thus values inclusion and a pluralistic learning and research environment." Further, the University's Board of Trustees adopted the University of Illinois System Strategic Framework (2016) that includes diversity and inclusiveness as a strategic priority.

In 2017, the University provided for an external review of diversity. The four-person review team created an external review report on Diversity and Inclusion at the University. The external review indicated that "there is no existing University plan for equity, diversity, and inclusion" and that the decentralized nature of diversity efforts caused duplication, lack of clarity, and "are the greatest impediments to efforts to build a more diverse university." The review team recommended several efforts to create "a clear set of expectations around the university's diversity, equity, and inclusion aspirations" and to establish a cabinet level Vice Chancellor for Diversity, Equity, and Inclusion to coordinate efforts across campus, among other suggestions. Based on the results of the external review, the University, in 2017-18, created a centralized structure and provided clarity to the various diversity efforts across campus under the newly created Vice Chancellor's office, who will continue to advise the Chancellor on issues of diversity, inclusiveness, equity, and access. During the site-visit review, Illinois participants indicated that this would centralize diversity efforts and strategically coordinate diversity efforts across campus for the first time. Members of the Council of Deans cited that this effort was "a game-changer" in how the University coordinates diversity efforts and takes advantage of the efficiencies of scale and ensures that diversity remains a sustainable and institutionalized effort.

The team notes that this new Vice Chancellor position had been created in the past year, and insufficient time has passed to allow for thoughtful assessment of the long-term impact of this and related centralized efforts; however, the team considered the overall trajectory of these initiatives to be positive and strongly supported by a variety of campus constituents, such that questions related to their impact can be evaluated more thoroughly in the HLC Assurance Review that is normally scheduled four years after the Comprehensive Evaluation.

Further, the University has created a variety of processes that reflect attention to human diversity in keeping with its land-grant mission. In recruiting and retention of students, the University has created a variety of services and processes that enable students from a variety of backgrounds to access its coursework and degree options. Gender-inclusive housing options, gender-neutral bathroom designations, the Disability Resources and Educational Services, and financial commitments to support students of women, first generation college students, people with disabilities, low-income families, and racial and ethnic minorities are evidence that the University works towards reflecting its attention to human diversity.

Faculty members at the site visit's open-forum also noted the commitment of the University to acknowledge "Native peoples as the traditional guardians of the lands on which the University of Illinois at Urbana-Champaign is situated," especially important after the controversy over the Chief Illiniwek mascot cited in the previous comprehensive evaluation report. The University has adopted a Land Acknowledgement statement which is shared at graduation, convocation, and critical conversations as well as other events on campus. This statement acknowledges the University's role as a land-grant institution in addressing its role in a diverse society.

The Illinois Commitment also figured prominently among participants in the site visit as an effort to engage multiple constituencies who had not considered Illinois in the past due to the cost. This full-tuition scholarship program demonstrates the University's commitment to engaging a wide range of human diversity as appropriate to its land-grant mission.

For faculty, the University has created processes to support the recruitment of diverse faculty members especially through the DRIVE committee's efforts since 2015 and its target of opportunity program. This effort has also included the recent requirement that search committees to take online implicit bias training and designate a diversity advocate on the search committee, to "help ensure that the search is free of bias" among other duties. Illinois participants on the site visit indicated that preliminary research on this program (funded by the Provost's Office) indicate significant success in changing the culture around the discourse of search committees. Activities at the University are vast in terms of supporting the diversity of faculty, staff, students, and other consistent groups. Ally training supports disability, LGBT, undocumented student, and veteran ally workshops while a week-long training program "five days for change" support campus climate change by combating microaggressions.

Metrics of student success, especially six-year graduation rates, increased from 82.4% (2010-11) to 85.1% (2018-19). In the same period overall, six-year graduation rates for underrepresented students increased from 70.1% to 76.3%, however the rate is trending downward over the last five years, from a high of 81.1% (2015-16) to 76.3% (2018-19). The University is in the process of addressing these declining metrics by launching a new student success initiative focusing the University on what support is needed in light of the fact that 4 in 10 Illinois students are now first generation or underrepresented. The review team remarked on the excitement shown by Illinois participants during the site visit on this initiative and its potential, though no concrete programs or initiatives have been formed on this new initiative at the time of the visit.

Based on the evidence provided, the University understands the relationship between its mission and the diverse nature of society. Therefore, this criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Rationale

Based on a review of the evidence presented, it is clear that the University of Illinois' land-grant mission to engage the public in Illinois, nationally, and internationally figures prominently in its 2013 and 2018 strategic plans. Their support of their land-grant mission led the Carnegie Foundation to name Illinois a "community-engaged university" in both 2008 and 2015.

This community engagement can be seen through the third goal of the 2018 plan, to "make a significant and visible societal impact." There are three primary ways that the University has articulated its societal impact mission through the assurance argument and meetings during the site visit. First, the University has committed budgetary resources to recruit first generation, low income, and underrepresented students through the Illinois Commitment, a full-tuition scholarship program for families who earn less than \$67,100 per year. Along with support for the development of online education programs (for instance a low-cost accessible online MBA program), the University has attempted to improve access to higher education in order to fulfill its land-grant mission and make a significant societal impact.

Second, the University has implemented the Discovery Partners Institute, a statewide effort to translate research and innovation on campus to create the next generation of scholars and thinkers. This program was cited in several meetings by Illinois participants during the site visit as illustrating the high-tech and dynamic way that the University established a presence in Chicago. This billion dollar system program has a strong K-12 educational mission that participants cited as a concrete mechanism for the University to engage in public engagement.

Third, the University has implemented a reorganization of the University of Illinois Extension to engage more of the public, the creation of long-term partnerships that center on public engagement, enhancement of student training as future leaders through service learning and volunteering, and support entrepreneurial growth throughout Illinois in both urban and rural spaces. In 2018, the Extension began a "statewide public engagement initiative" to align with the University's academic, service, and research strengths. The Extension will therefore leverage the University's resources to

continue to expand its outreach mission and enhance the public good that is a part of the University's strategic plan.

Further, the University has provided evidence of service learning courses and standards for these courses to enhance student engagement with public service while also detailing the expansion of the University's Research Park that aligns research and productivity with private partnerships and commercialization resources.

In addition, the University has provided evidence that it has engaged with external constituents (the public in Illinois, nationally, and globally) in a variety of ways to fulfill goal three (public and social engagement) of its 2018 strategic plan and in ways that highlight its status as a Carnegie Foundation community engaged university. These public facing programs range from the School of Social Work's Community Learning Lab to the Illinois Geometry Lab to the Krannert Center for Performing Arts. The University has partnered with various groups such as the YMCA New American Welcome Center, Cradle to Career in the Champaign-Urbana Community, and Champaign County Community Coalition. Therefore, the University has centrally located engagement with external communities in order to fulfill its land-grant mission and support its statewide constituents.

Therefore, based upon the above evidence, it is clear that the University understands its commitment to the public good. This criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The mission of the University of Illinois at Urbana Champaign is well understood, and this understanding informs and permeates all aspects of the institution. Members of the university community, from its officers and leaders to the faculty, teachers, staff, and students, were able to reflect on the scope and importance of the university's mission-driven roles. Many individuals noted the university's significance as a steward of knowledge, driver of innovation, and agent of well-informed change. In these and other ways, the university upholds its responsibility to the public and to the state, today and for the future.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Rationale

The University of Illinois system maintains a system-wide Ethics and Compliance Office which provides ethical oversight for compliance with applicable laws. The Office also provides training for all employees, with financial penalties for non participation. In 2017, nearly 100% of employees completed this training.

Additionally, the system Office of University Audits and the Office of Treasury Operations provide independent off-campus audits that ensure financial integrity. Financial audits are completed annually and are provided to the Board of Trustees. The system-wide Office of University Audits completes audits in many areas including, for example, an audit of a for-credit course in 2017 that was filled 100% with college athletes. The appropriate department was asked to review the academic structure and requirements of the course. These oversight processes that derive from outside the campus help to ensure integrity in audits and processes.

In addition to this system-wide ethical oversight, the University of Illinois at Urbana-Champaign has several on-campus checks to ensure integrity in financial, academic, personnel, and auxiliary functions. For academic issues, policies governing student honesty, research integrity, consenting sexual relationships, and the admissions process are all in place. The Office of the Provost maintains a website with links to policies in many areas for faculty. These include, Guidelines for Discretionary Funds, and Faculty Rights and Responsibilities. System-level personnel policies are also available to faculty on the Provost's Office page. As a safeguard for employee integrity, a 2016 policy was approved requiring new recipients of many positions to undergo a background check.

To ensure that students behave with integrity in courses, all faculty are expected to include a statement about academic integrity in their syllabus. Course instructors are expected to address violations of student misconduct following the Student Code. The Student Code specifies clearly the action steps for an instructor who suspects student dishonesty and has a clear timeline and procedures for student response. The process is articulated clearly through appeals processes and sanctions. The university maintains a Faculty Academic Integrity Reporting System through which allegations of

student violations are reported.

In the aftermath of a series of newspaper articles revealing concerns over outside influence on the applications of potential students, the University established a firewall in 2009 to prevent third-party impact on the admissions process. The Ethics Office supervises and reviews any inquiries about student applications.

In addition, policies are in place to provide oversight for discrimination, harassment, and misconduct. The Title IX office provides specific information about procedures and processes. In 2019, a faculty committee researched and developed a policy on partnerships and sexual harassment that flowed through the Senate and was ultimately approved by the Board. This policy was widely referred to by faculty, staff, and students as an illustration of collaborative work to improve campus climate and activities. Though at the time of this review it was too early to judge the effects of this change in policy and oversight, the coordination of Title IX functions within the new VC of Diversity, Equity & Inclusion office is a significant step forward for the University.

The University ensures fair and ethical behavior on the part of its governing board and administration by requiring Board of Trustees members and certain administrative members to complete an annual Statement on Economic Interests and abide by all relevant ethical policies implemented by the system. Members of the Board of Trustees remarked that they had to go through the same application process as any citizen of Illinois would have to in order to gain appointment to the Board. Further, a Policy on Organizational Conflicts of Interest was passed in 2018 which is implemented by the Vice Chancellor for Research.

The integrity of auxiliary functions such as housing and student organizations is overseen by Student Affairs to supplement the system-wide oversight provided for financial integrity. There are various appointed boards and committees that also supervise auxiliary and student organizations and exercise fiduciary responsibility over them.

The University of Illinois, Urbana-Champaign, in conjunction with the system-wide oversight offices, has the essential policies and offices to ensure operational integrity on the campus. Therefore, this criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Rationale

The University of Illinois, Urbana Champaign website reflects a significant amount of public information including admission and degree requirements, costs, and specialized accreditation. The University's website is the primary public face for the institution. The website is supplemented for undergraduate students through information provided at Campus Visit Days and Orientation Days where students can ask specific questions. Many offices, such as the Office of Minority Student Affairs, contain more specific information for current and prospective students.

The University clearly identifies itself as a Land-Grant University on its web page and "ultimately responsible to the citizens of Illinois and the Illinois General Assembly" on its leadership web page. The new strategic plan for the institution focuses on the land-grant mission for the university and its constituents, and adapting that mission to the needs of the twenty-first century. The institution clearly denotes the role of the Board of Trustees and its relationship with the people of Illinois. The Board is supportive of the focus on interpreting the Land-Grant mission for a modern era.

Basic undergraduate admission requirements are provided both on various University websites and through the University's academic catalog. Potential undergraduate and graduate students can identify admission requirements for specific programs on the web pages for those programs as well as the University at-large (for undergraduates) on the admissions web page.

Costs vary by residential origin and by major/college, but the federally-required Net Price Calculator and Financial Aid Estimator is available for students and families to identify specific costs.

Prospective students can access a page that states what is included in tuition and fees as required by the federal government. Information related to additional fees (as allowed by policy) for specific courses is also available to students; however, team members needed some guidance to find this information.

The public can access a list of departmental faculty and staff including contact information on the Illinois Division of Management Information page and on specific University departmental websites. The website also hosts, through the Faculty Senate, a portal for faculty, the Faculty Policy Guide. The site provides information on tenure and promotion, probation, grievance procedures and conflicts of interest.

The University lists accreditation information including a verified link to the Higher Learning Commission on its website. Additional accreditation information for specific programs is also

available on various university websites. The general public may also request specific University information through the Freedom of Information Act. Requests for those requests are handled through the system-wide Office of University Relations.

In general, the University website (supplemented by state sites for faculty and staff) provides good information for both prospective undergraduate and graduate students and the general public. The university is clearly represented to the public through its website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

The Board of Trustees for the University of Illinois, Urbana Champaign is a system-wide governing board. The Board meets every other month and is sufficiently focused on enhancing the Urbana-Champaign campus. Examples provided of Board decisions in the last five years include the creation of a College of Medicine and the expansion of a solar farm to supplement university energy production. The Board recently adopted a policy on Sexual Misconduct and Harassment that was developed by faculty, staff, and students after much input from the campus.

To ensure a student voice and ensure the best interests of the system, the Board includes three student members with a student representing each campus in the system.

To facilitate the representation of faculty interests, the University Senate functions in an advisory role to the Chancellor who determines whether any proposed legislation should be presented to the President for consideration by the Board. Meetings of the Board are public and notifications of meetings are provided 48 hours in advance.

All Board members must complete annually The Statement of Economic Interest and Conflict of Interest forms to ensure that no financial conflicts of interest exist or, if they exist, are handled appropriately. A standing committee of the Board is its Governance, Personnel, and Ethics Committee which includes the responsibility "to oversee the structure and functioning of the Board of Trustees...and to ensure a proper 'tone at the top.'"

University of Illinois statutes dictate that the Board develop university policies that the university would implement. This responsibility is done in conjunction with the senior leadership and with recommendations from the faculty. The newly implemented budget process reflects input from many groups in its development and implementation. In a meeting with the Council of Deans, several deans discussed their input into the development of the new budget process. The Board has a

governing structure that safeguards the autonomy of decisions, the input of constituents, and the integrity of the processes.

Members of the Board of Trustees who met with the team indicated that while they are a "hands-on board" that is "very inquisitive," they indicated that they do not try to run the University but "defined the guardrails" of certain short and long-term planning and wished to view progress and parameters of the mission and vision of the institutions in the system. Additionally, Board members remarked that there was much communication between Board members and campus faculty, with several presenting each month to the board on research innovations or other topics of interest to the land-grant mission.

The team repeatedly heard during the site visit about the importance and centrality of shared governance on campus. This shared governance system is primarily embodied in the University's senate (200 faculty, 50 students, and 10 academic professionals) who oversee academic matters including setting admission requirements, the academic calendar, and setting curriculum requirements for degrees and certificates. Faculty involved with the governance system indicated on the site visit that overall, the shared governance system was strong and operating to support faculty, staff, and students on campus. In a meeting with many members of the Senate that included faculty, staff, and students, several faculty discussed the importance of shared governance and the belief that shared governance as an institutional value had been strengthened over the last few years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

The importance of, and value for, freedom of expression and the pursuit of truth in teaching and learning at the University of Illinois at Urbana-Champaign is found not only in policy statements and regulation, but also in lively, robust, nuanced, and civil conversation. Though some of these conversations arise from challenges the institution has had to address, the readiness to engage and work through the issues signals this institution's deep commitment to identifying and addressing the challenges presented by a commitment to freedom of expression. This value has been reinforced by the university's new leadership, and was echoed in conversations the team held with various groups representing institutional governance and the day-to-day work supporting teaching and learning in controversial topics, during challenging times.

Illinois Board of Trustees Statutes include a policy on academic freedom that includes a non-discrimination statement to ensure a commitment to freedom of expression. The Board supports the "full freedom within the law of inquiry, discourse, teaching, research, and publication and to protect any member of the academic staff against influences, from within or without the University, which would restrict the member's exercise of these freedoms in the member's area of scholarly interest."

In a meeting that included many Senate members—faculty, staff, and students, the work that has been accomplished to strengthen policies on academic freedom were discussed at length. Though there may be continued discussions and more work to accomplish, Senate members are clearly proud of the work that has been completed and the climate on campus allows faculty members to express themselves without fear of retaliation. The Student Body President talked about the role of educating students on the rights of individuals to speak, even when many students may not like a speaker's message.

The Board Statute, which was amended in 2013, was reinforced in 2017 (and again in 2019) through a convening of more than 100 people which included faculty, staff, students, trustees, and administrators to discuss free speech on campus among other issues. Based upon these discussions, six guiding principles were developed to capture and reflect campus values, including "freedom of speech on campus."

The campus boasts a standing committee in the Senate—the Committee on Academic Freedom and Tenure—which is an investigative body for possible infringement of academic freedom.

The committee provides concrete faculty oversight of violations of academic freedom of faculty by administrators. The committee also recommends policy adjustments and makes advisory statements.

In an open forum meeting with faculty during the site visit, several faculty stated that they felt comfortable expressing opinions without repercussions. The faculty also discussed the environment

on campus that allows faculty to disagree with others and have congenial conversations. The team remarked on the consistent reference to "collegiality" among faculty throughout its visit.

In 2015 following censure by the AAUP, the Provost's Office established the Hiring Policies and Procedures Review Committee. Changes recommended by this committee were adopted and the AAUP censure was removed with the investigator from the AAUP indicating that the state of academic freedom on the campus was "robust." The review team noted during the governance session during the on-campus visit that debate on academic freedom in terms of criticizing university administration is still a debated issue but that much work has been done to protect this form of speech. Overall, faculty leaders indicated that the shared governance system was strong and that they maintained both formal (statutory) control over issues of governance and informal means of influence to maintain a strong shared governance system. Faculty leaders cited the continual presence of the Chancellor and Provost at Senate meetings and Executive Committee meetings as key examples of faculty and administration working together both formally and informally.

Freedom of expression for students is protected by the Student Code. Additionally, the University has a policy on the use of facilities that both protects and provides guidance on campus demonstrations and protests. Faculty and students at the governance session during the on-campus visit noted that these guidelines came from a long dialogue with stakeholders across campus and contain an "elaborate process" to protect free speech on campus.

The University of Illinois Urbana-Champaign policies and process are sufficient to protect freedom of expression for both faculty and students and therefore meets this criterion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

Just as in many ethical areas, protection of ethical, responsible conduct in research is grounded in both policies for the University of Illinois system and in specific policies and processes at the Urbana-Champaign campus. The Vice Chancellor for Research and Innovation ensures the implementation and adherence to all policies. Campus policies which are reflected in General Principles on the Ethical Conduct of Research and Scholarship were updated in May 2018.

A Research Integrity Officer is in place to foster research integrity and helps to ensure fair adjudication of research misconduct charges. Training in the responsible conduct of research is available through a web portal from the Office of the Vice Chancellor for Research and Innovation and tracks participation for those who are required to complete these requirements. Further, the University maintains a policy and related procedures regarding allegations of academic misconduct by faculty and staff (approved in 2009) which maintains due process to faculty accused of research misconduct.

Conduct of responsible research by students is also supported through coursework in colleges and workshops. The web portal training is also provided for students who are involved in research projects. The university also supports policies, found in the Student Code, which address academic dishonesty and plagiarism and maintains resources through the University Libraries and Center for Writing Studies on plagiarism and copyright issues. If a faculty member suspects student dishonesty, the processes to follow, through the Faculty Academic Integrity Reporting System, are explicit and easily found. Further, the University provides guidance to students on ethical use of information by teaching a course, University 101, which provides information about academic integrity as well as supporting graduate students who work closely with advisers on how to implement discipline-specific academic integrity issues.

Research integrity by faculty, staff, and students is protected by sufficient policies and processes as well as the processes to follow if research misconduct or academic dishonesty is suspected.

This intersection of policy and procedure, supported by training efforts and the reports of faculty, staff, and students affirming that the university has implemented and followed through on this work,

signals that this core component has been met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The University of Illinois at Urbana-Champaign has demonstrated that it is responsive to the expectation that it should act with integrity, in ethical and responsible ways. The university develops new policies and has proven itself to be willing to re-examine (and change) existing policy. It has adopted a values-based budgeting process, demonstrating that "budgets are an expression of values". The new budgeting process was widely regarded as more transparent than previous processes, signaling an open and ethical approach that stakeholders value. Importantly, there is at this university a pervasive sense that effective shared governance enlivens the core of this institution, serving as an essential check (or perhaps as an institutional conscience) that supports action with integrity, and informs ethical and responsible behavior.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The University of Illinois Urbana Champaign degree programs are appropriate to the institution, according to the Academic Catalog and the Graduate College Handbook. The Academic Catalog lists all of the programs, learning outcomes, and degree requirements. The Academic Catalog also provides the course numbering system that distinguishes courses by degree level.

Educational policy matters are reviewed by the Senate Committee on Educational Policy, which makes recommendations to the full Senate on degree programs, degree requirements, grading regulations, and related matters.

Illinois has minimum credit hour standards for each degree level, and the gradation of course numbers used for different levels of education articulates and differentiates learning goals for undergraduate, graduate, and professional students.

Programs are reviewed at least once every eight years, by mandate from the Illinois Board of Higher Education. According to the Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities, seven to sixteen departments participate in the review process annually, including an external review. Evidence shows that in 2017-18, one program was reported with the outcome of Sunset; one was placed into *Justification* because enrollment and completions are on the rise and expected to be above thresholds after the next cycle, and one was placed into *Continued Review*, to be reviewed by new leadership in the department following that designation.

Illinois keeps programs current through an annual review of courses, requiring decisions as to changes that should be made or new courses that should be added to programs. Learning outcomes for all majors and at each degree level are provided online and differ by degree level. The Provost's Council for Learning Outcomes Assessment is charged with fostering a practice of assessment that is ongoing and meaningful to campus units.

The Center for Innovation in Teaching and Learning (CITL) publishes Online Course Quality Standards that provide checkpoints to evaluate the quality of the design and development of online courses. Learning outcomes provided through the online 2020-21 Academic Catalog were the same for on-line and on-campus programs.

Based upon the evidence above, this criterion is determined to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Rationale

Undergraduate education at the University of Illinois at Urbana-Champaign includes General Education as an essential complement to major fields of study. General Education uses the theories, concepts, and methods of the disciplines to broaden students' understanding and appreciation of human thought and achievement – and to provide a richer context within which to understand their own specialized fields. The campus General Education component is intended to help students understand and appreciate diverse areas of scholarship, to develop and enhance a wide range of intellectual abilities, and to strengthen students' abilities to develop and communicate ideas effectively and responsibly. Students interviewed demonstrated an understanding of the purpose and need for the General Education curriculum.

The General Education curriculum includes 13 content categories across the arts, humanities, social sciences, quantitative reasoning, and the physical sciences. Evidence provided showed that General Education courses have learning outcomes that support comprehension, critical thinking, communication, cultural understanding, and curiosity. Results from the National Survey of Student Engagement demonstrate that a high percentage of seniors believe that the University has helped them develop critical thinking skills, numerical and statistical analysis skills, and/or skills for solving complex real world problems.

The University is currently considering how best to update the general education curriculum, and the discussions revealed that there is momentum to engage in that work now. The institution is working

to reshape the learning outcomes for general education, and the "Grand Challenge" portion of the general education curriculum is being phased out. These thoughtful conversations and work places the university in a good position to consider further changes to update the general education curriculum, should its members determine change is needed.

The student population included about 11,000 international students in 2018-19, supporting cultural diversity on the campus. Undergraduate coursework includes a General Education requirement on U.S. minority cultures, and first-year students are required to participate in the "I-Connect Diversity and Inclusion Workshop." A diversity module is included as part of the freshman University 101 course, and provides these students with a common understanding of diversity terminology and introduces them to diversity concepts and resources. As noted in Cr. 2, in 2019, the institution created and hired for the position of Vice Chancellor for Diversity, Equity & Inclusion.

The University has awarded an average of 815 doctoral degrees per year over the past nine years. Evidence showed the faculty to be highly productive researchers; data from the National Science Foundation showed high levels of total research expenditures (\$642 million), including more NSF award dollars than any other university in each of the past five years.

The 2017-18 survey of graduating seniors revealed that about 41% of respondents reported participating in research while at the university. Evidence showed that in 2018, over 2000 students were involved in research activities at the Illinois Research Institutes. Illinois additionally hosts Undergraduate Research Week, which features presentations, posters, and performances by undergraduates from all disciplines.

The University shares the research and expertise of its faculty and students online, thus sharing over 163,000 research products, including books, book chapters, articles, conference proceedings, digital or visual products, and other creative works.

Based upon the evidence above, this criterion is determined to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

Illinois provided evidence of a sufficient number of faculty; at 20:1, the ratio of students to faculty is similar to nearly all of their peers. As the university expands its student population, it will be necessary to expand its faculty and other instructional staff to maintain an appropriate ratio.

The majority of the faculty are tenured or tenure track. Hiring guidelines for tenure track faculty are clearly described in the Provost's Communication #3: Appointments of Academic Staff, and require a minimum of a doctorate degree or an appropriate terminal degree for the discipline. Requirements for each specialized faculty category are set forth in the Provost's Communication #25: Employment Guidelines for Specialized Faculty Holding Non-Tenure System Positions. In addition, Illinois adopted a Faculty Credential Policy that creates a university-wide standard for the appointment of all instructors of record teaching courses for academic credit. These requirements assure appropriate qualifications.

Employment guidelines set forth by the Provost require all departments to have procedures governing how tenured, tenure-track, and specialized faculty will be evaluated and provide guidance regarding the requirements, objectives, and structure of performance evaluations.

The Center for Innovation in Teaching and Learning (CITL) supports instructors with logistical information, as well as support for course preparation and management of the classroom environment. CITL organizes conferences and workshops for faculty and graduate students who

want to improve their teaching. Individual colleges offer programs to support teaching skills development. In addition, departments and colleges provide discipline specific pedagogy support.

Guidelines for course syllabi support instructor accessibility, and note that each syllabus should include contact information for the instructor, including “office hours, availability for appointments, time within which students can expect a response via email, phone number.” The University provides support for virtual/online meetings between instructional staff and students.

The University requires a bachelor’s degree or higher for staff members providing student support services. All staff complete training aligned with their job responsibilities such as Title IX, Clery Act, FERPA, and ethics training. Evidence of training for specific staff categories was provided, including tutoring staff training conducted by tutoring centers, designed to meet the needs of the student population they serve and academic disciplines they support; training opportunities provided by the Department of Education, the National Association of Student Financial Aid Administrators (NASFAA), the Midwest Association of Student Financial Aid Administrators (MASFAA), and the Illinois Association of Student Financial Aid Administrators (ILASFAA) provided to financial aid staff; and training and onboarding for academic advisors provided by their academic college.

Staff members reported that the University supports professional development opportunities, including conference attendance and the opportunity to enroll in University classes free of charge. Staff members spoke highly of these learning opportunities.

Based upon the evidence above, this criterion is determined to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Rationale

The University provides a broad range of wellness services to meet the needs of the general student population and sub-populations. The Counseling Center, the McKinley Health Center, and the Student Assistance Center provide a variety of physical and mental health services. According to data provided by the Counseling Center, that unit provided 13,831 individual clinical appointments and 4,815 group appointments in 2018-19. While nearly all students receiving services agreed that their session addressed their needs, one of the major complaints of students in the HLC-administered student survey was the need for more mental health counselors. Leaders of the counseling center acknowledged this as an issue, both on the Illinois campus and nationally. In addition, they noted that Covid-19 adds even greater challenges to service delivery because of interstate and international restrictions on providing services via telehealth. Active efforts to address this signal Illinois' understanding of and commitment to these issues.

The McKinley Health Center saw 29,184 unique students and immunized 13,189 people during its Flu Campaign.

Academic and other support services are provided for specific populations as well, including veterans, student athletes, international students, and students with disabilities. Evidence demonstrated a wholistic approach to student support, with services offered encompassing wellness, student engagement and success, cultural competency, and financial skills. 72% of first-year students and 67% of seniors agreed that Illinois emphasizes providing support for their well-being.

In addition, Illinois provides a broad range of programs and services to support student learning and success, beginning prior to initial enrollment and continuing throughout the student's enrollment. These programs include summer orientation, bridge, and first-year programs for new undergraduates.

Writing assistance and tutoring are provided as well, with additional support provided to minority students.

Students are advised through their respective colleges and departments, and the advising process varies by unit. 65% of seniors responding to the 2016 NSSE survey rated their advisors above the midpoint, with 25% rating their advisors as “Excellent.” In addition, Illinois produced a comprehensive Advising Handbook for the first year students without a declared major (~23% of first year students). In interviews, students reported very positive and helpful interactions with their advisors, noting that they are accessible and very helpful in navigating degree requirements and course selections.

Illinois has a Campus Master Plan that prioritizes facilities that will enhance the quality of the undergraduate experience, improve classroom utilization, and supply new technology to support active learning. The Illinois Space Advisory Committee includes instructors for consultation about renovation of instructional space.

Illinois provides materials and training, including workshops on request, to assist students in the use of research and information resources. Evidence showed a wide range of workshop topics, including data documentation, text mining, and poster design.

Based upon the evidence above, this criterion is determined to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Rationale

Illinois student responses to the National Survey of Student Engagement (NSSE) provide evidence of student participation in high-impact practices that support learning; 89% of Illinois senior respondents report engaging in one or more such practices; 61% indicate holding a formal leadership role in a student organization or group; and Illinois seniors report spending 8.3 hours participating in co-curricular activities. All numbers reported are higher than at comparable institutions participating in NSSE. In addition, 83% of students responding to the Chancellor's Senior Survey (response rate of 27%) participated in Registered Student Organizations, and 74% found them to be a "most valuable" campus-related learning activity.

Anecdotal evidence demonstrates a wide range of student educational experiences and their impact upon individual students. Interviews revealed initiatives to integrate support units with academic units to provide support in such areas as leadership development; the College of ACES and the Illinois Leadership Center collaborate to offer students a minor in leadership studies. The University has spent the 2019-20 academic year engaged in an effort to "better understand what constitutes, supports, and carries forward undergraduate student success by bringing together working groups from across campus to help identify our strengths, weaknesses, and priorities."

While unable to visit spaces that enhance the co-curricular student experience due to the circumstances requiring a virtual visit, the team anticipates that the members who will conduct the Verification Visit (scheduled for Fall 2020) will have the opportunity to do so.

Based upon the evidence above, this criterion is determined to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The degree programs at the University of Illinois Urbana Champaign are appropriate to the institution, according to the Academic Catalog and the Graduate College Handbook. Programs are reviewed on a regular basis, and educational policy matters are reviewed by the Illinois Senate Committee on Educational Policy; these policies and procedures include appropriate attention to the timing and mode of delivery for the institution's offerings.

The General Education curriculum supports learning outcomes that include critical thinking, communication, cultural understanding, and curiosity. Illinois is currently beginning the process of updating that curriculum. Support for research and scholarship is evident from the array of faculty and student work shared online, including books, book chapters, articles, conference proceedings, digital or visual products, and other creative works. High quality instruction is assured through the hiring guidelines for the instructional staff and through teaching support provided by the Center for Innovation in Teaching and Learning. An array of wellness and academic support services are provided both to the general student population and to sub-populations.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Rationale

The University of Illinois at Urbana-Champaign follows the requirements and guidelines for regular program reviews established by the Illinois Board of Higher Education (IBHE). The University of Illinois System established guidelines, collects the reports, and distributes them to the IBHE, as outlined on the System website for each of the university campuses. According to the schedule of Academic Program Reviews provided in the assurance argument, academic programs are reviewed on a rotating schedule every eight years. New academic programs are reviewed at three years after the initial approval of the program. The number of units reviewed in the academic year 2013-2014 was seven and the number reviewed in 2019-2020 was 12.

For the review, the unit prepares a comprehensive self-study that is reviewed by the APR peer reviewers. The APR reviewers are personnel from peer and aspirational peer institutions who read the self-study and visit the campus. Following on-campus interviews, the APR reviewers submit a report to the Office of the Vice Chancellor for Academic Affairs and Provost. The unit under-review is expected to submit a response that is reviewed by the dean, personnel in the Provost's Office, and the Program Review Council (group of senior faculty). After the review, the unit must submit an annual report of the progress. A brief report of the review by degree program is submitted to the IBHE that includes actions taken and planned.

During the online site visit, the reviewers heard from three department heads that the process and the information gained from the review was a valuable experience that helped the department make improvements.

Based on requirements from the Illinois Board of Higher Education, units are expected to report on programs with low enrollment and programs closed since the last review. Low producing programs are defined by the number of students enrolled in each program/major over a three year average; this would include 24 associates, 39 bachelors, 9 Masters', and/or 9 PhD students.

Illinois has policies for evaluating course credit that is determined by personnel in the department, college, and university committees. On the Illinois website, information is posted indicating credits earned for AP and IB exam scores that articulate with Illinois courses. On campus proficiency exams are also available, but credit is not awarded for experiential learning or other forms of prior learning. Illinois does not offer dual enrollment courses in the high schools. Credit can be awarded for six months of military service, and Illinois uses the American Council on Education evaluation of upper division military course work for credit hours earned as stated on the Joint Services Transcripts. In addition, Illinois has statewide agreements on transfer credit from other Illinois colleges and universities. The General Education Core Curriculum (GECC) is accepted throughout the public institutions in the state for articulation and completion of the general education requirements. In addition, international transfer credits may be approved for articulation through the faculty in the appropriate department. The credit for international transfer must come from an institution that is accredited or recognized by the home-country ministry of education or equivalent governmental authority. Illinois uses Transferology to make transfer articulation visible to the public.

Illinois reviews all new courses and programs through multiple levels of governance. New programs must be approved by the Faculty Senate and the proposal must include information on budget requirements, impact on unit faculty; impact on course enrollment in other academic programs; impact on space, technology, and library resources, and a market analysis. The course numbering system (Illinois policy #3-704) ranges from 000-099 for courses that do not carry academic credit course. The course numbers then step up to meet the needs for lower and upper division courses for undergraduates, graduate courses, and various professional degree programs. For every course taught, the faculty member must give students and the appropriate administrator the department a copy of syllabus and is expected use the Faculty Senate guidelines for the syllabus content. In addition to adding new courses as appropriate, all units review the current courses in the curriculum on an annual basis to determine whether courses and prerequisites are still appropriate for the program.

Illinois states that learning resources available to students, faculty, and staff include the largest public university research library in the United States. Furthermore, Technology Services installed 12,000 WiFi access points across campus, and the library and Technology Services have worked together to provide learning resources for the online programs. In addition, the Vice Provost for Undergraduate Education formed the Online Learning Operations Advisory Committee to share best practices for

online course development and delivery.

The faculty qualifications policy follows the guidelines adopted by the Higher Learning Commission in 2016, and they were reviewed and endorsed in January 2019 by the Senate Committee on General University Policies. In brief, instructors should have a terminal degree in the field of instruction, but may have tested experience of a professional in the field or significant research or scholarship in the field of instruction. The department head is expected to keep records of the qualification approach used for the teaching faculty and instructors in his/her department.

The evidence in the Assurance Argument included a list of approximately 50 accredited academic programs and also includes information on programs for which Illinois decided not to renew the accreditation. This comprehensive listing includes the name of the program, date of last review and date of the next review, name of the accreditor, and the link to the accreditor's website.

In August 2014, Illinois improved processes to evaluate the success of the bachelor- degree graduates through Illini Success. Most of the data collected on the success of graduates comes from a senior survey sent out by the Chancellor. In 2017-2018, outcomes from the survey revealed: 58% graduates were employed, 34% of the graduates plan to continue their education, and 68% were hired for their first position within the state of Illinois.

Illinois partners with the American Medical College Application Service (AMCAS) and the American Association of Colleges of Osteopathic Medicine to collect information on graduating students' applications, acceptances, and matriculation into MD and DO programs from Illinois. The institution also collects information about the number of graduates entering the Peace Corps as well as those who receive one of the top post-grad awards including Boren Scholars, Fulbright Scholars, Goldwater Scholars, Marshall Scholars, Truman Scholars, Rhodes Scholars, and NSF Graduate Research Fellowships. Illinois students are often very successful in earning these awards.

Based on the findings, this core component is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

In December 2014, fifteen Illinois faculty and staff members were invited to serve on the Committee on Student Learning Outcomes and were charged with drafting a set of student learning outcomes for all undergraduates at Illinois. They were also asked to develop a process for the review and adoption of the learning outcomes. The draft learning outcomes were shared widely across campus committees, deans, and departments. In 2016, the Council for Learning Outcomes Assessment was charged with promoting and guiding assessment activities and a set of five student learning outcomes were presented to the Educational Policy Committee to move toward adoption. This broad set of undergraduate learning outcomes encompasses a modern articulation of the goals of higher education, including skills in reasoning, knowledge acquisition, creativity and discovery, leadership and engagement, and social, cultural, and global awareness and understanding. The Report on Campus Student Learning Outcomes was discussed and unanimously approved by the faculty senate.

All academic programs were asked to map one or more of the university-wide learning outcomes onto their program learning outcomes. In the 2017-2019 update of learning outcomes alignment, it was reported that 100% of the academic programs had mapped to at least one of the campus-wide learning outcomes with 100% mapping to Intellectual Reasoning and Knowledge. Programs in Student Affairs also mapped to at least one of the campus-wide learning outcomes to its programs.

In Spring 2019, the General Education Assembly for Learning Outcomes at Illinois began to build learning outcomes for each of the thirteen general education categories. One of the goals of the General Education Assembly on Learning Outcomes was to create learning outcomes for each of the General Education requirements that align with the campus-wide student learning outcomes already approved by the Faculty Senate. At the time of the four-year Assurance Review, this team would expect to see progress with regard to the General Education Assessment Plan and to review data arising from the assessment.

To support ongoing assessment of student learning outcomes, the Provost's office offered several

assessment workshops that the reviewers learned during the online visit were very successful. The list of workshops offered in Spring 2018 included Writing Learning Outcomes, Mapping Your Curriculum, Methods and Measures for Assessing Learning and Program Quality, and Assessment Planning Working Brown Bag. In addition, First Friday events sponsored by the Provost Office for discussions with 20-50 participants about assessment have been very popular.

Each academic program is expected to have an assessment plan and to map learning outcomes onto the curriculum. The Illinois assessment plans for program-level student learning outcomes make use of the Chancellor's Senior Survey and the National Survey of Student Engagement (NSSE). In some cases, departments also use departmental survey instruments given to graduating seniors. These approaches make use of indirect measurements (student reported) of student learning outcomes. It would have been helpful to learn about the range of the assessment outcomes and measurement techniques used for direct measures of student learning outcomes.

The annual findings on student learning outcomes for undergraduates are expected to be reported on the Assessment Process Template for Undergraduate Degree Programs. Step 5 of this template requests information on the Student Learning Outcome, sources/methods for acquiring evidence, and the timeline. On careful review of samples provided, the team noted that direct evidence of student learning is used in these procedures. One example was provided that used student capstone papers for collection of direct assessment of student learning. In addition, the team was provided two case studies for assessment of program learning outcomes from bachelor programs that used samples of student writing in their program and an evaluation rubric for direct assessment. When asked for similar findings from graduate programs, the case studies provided also provided evidence of direct assessment under way.

Team members expressed the aspiration to see more fully the cycle of assessment (articulated learning outcomes mapped to courses, course assessment activities with methods and findings of student learning, and changes made in programs in response to assessment findings, etc.) The Assurance Argument provided isolated exemplars of components of the assessment cycle, but this presentation made it difficult to observe the full cycle of assessment of student learning at UIUC. Nevertheless, the team concluded that assessment of student learning is under way, and that this work provides meaningful insights into program development, improvement, and review.

Student affairs has used indirect measures of student learning via student surveys (for example, in the Illinois Leadership Center). Student Affairs has also used pre- and post-assessments for Student Employment Learning with the goal to see learning gains in 4 of the 7 learning areas and have asked the participating students to reflect on their learning. Other programs have been assessed and findings were reported on the Student Learning Outcomes Assessment Plan Template. The Career Center also submitted findings on the Assessment Template for several of their programs. For example, using rubrics the Career Center assessed final student resumes in 2009 and 2015 and used the findings to update programs in the Career Center.

In addition, Illinois has demonstrated that it will update and adapt over-arching policy and procedure related to student learning to support improvement. The Vice Chancellor for Academic Affairs and Provost has revised the charge to the Council for Learning Outcomes Assessment to empower that body to recommend assessment procedures for program assessment and to encourage a blend of indirect and direct measures of learning outcomes. The methods used are flexible and depend on the goals and types of evidence of student learning adopted by the program. The Council is expected to foster assessment at both the institutional and unit levels and provide evidence that the assessments are used to improve educational quality. The membership of the Council includes representatives

from each college, and other professionals from across campus who support meaningful assessment efforts. These changes will likely improve an assessment program that is already quite good, and the team anticipates that the next review will reflect continued progress in assessment of student learning outcomes.

Based on the finding, this core component is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

The 2013-2016 strategic plan for Illinois had stated four stated goals, one of which is Provide Transformative Learning Experiences with metrics, for example: retention, undergraduate graduation rates (four and six year), percentage of underrepresented students, staff, and academic professionals, time to degree for doctoral students, student to faculty ratio, percentage of undergraduates with a research experience, and online education as well as other targets. With regard to retention, four-year and six-year graduation rates, the targets for 2016 were 94%, 70%, and 84.5%, respectively, and Illinois reached these goals within 0.5%. The current strategic plan, The NEXT 150, covers goals from 2018 to 2023 and includes Transformative Learning Experiences as goal 2. The goals for retention and four and six year graduation rates will remain the same, but Illinois will focus on improving outcomes for underrepresented students. The outcomes for 2017-2018 for this population of students was four year graduation outcomes of 56.8% and 76.4% graduation rates for six years. In addition, Illinois' graduate and professional student goals are to decrease the time to degree, in part, by setting deadlines to take the preliminary exam and using degree audits.

The Division of Management Information provides data on student success. Personnel in this unit collects, analyze, and provides data on retention, graduation rates, and other information needed by the academic programs and deans.

To make improvements in retention, persistence and graduation rates, Illinois developed special programs to enhance outcomes on these metrics for underrepresented undergraduates. Illinois participates in two national programs from American Talent Initiative and the Association of Public and Land-grant Universities (APLU) Transformation Cluster Initiative. One of the goals of these

collaborations is to identify and adopt evidence-based practices that drive equity and college completion. In addition, the Office of Minority Student Affairs convenes the Student Success Council to follow best practices for success including use of an early reporting system and improved communication to students on probation.

Another approach used by Illinois for student success is student participation in the Illinois Academic Enrichment and Leadership Program (I-LEAP) by students in the College of Applied Health Sciences. This program is available to underrepresented minority groups, first generation, and student athletes from the freshman year through graduation. The program includes one-on-one counseling, mentoring, and academic skills development. Compared to a control group, students in this program had retention rates of 84% while the control group retention rate was only 72%. The Grainger College of Engineering also implemented the Academic Redshirt in Science and Engineering (ARISE) program that is designed to improve recruiting and retaining women and minority students in engineering.

Illinois uses best practices for collecting, reporting, and analyzing retention and graduation rates, and degree completion using the Integrated Postsecondary Education Data System (IPEDS) definitions. These reports include rates by gender, ethnicity and race, and Pell eligibility, are made public through the National Center for Educational Statistics, and are reported to the Association of American Universities Data Exchange (AAUDE).

Based on these findings, this core component is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

The university has a system of Academic Program Reviews that follow an eight year cycle as required by the Illinois Board of Higher Education (IBHE). The review is comprehensive with reviewers from peer institutions. The university has policies for evaluation of transfer credit that it accepts and the quality of credits it awards. The instructional faculty qualifications is consistent with the HLC 2016 policy on this topic.

Assessment of student learning outcomes takes place within academic programs and in co-curricular programs. Institution-wide undergraduate learning outcomes have been approved by the faculty senate, and the university is now developing learning outcomes for each of the general education requirements.

Finally, by setting and monitoring institutional goals for retention, persistence, and graduation rates, the university is able to use this information to make improvements in these dimensions, to improve the rates of success for all of its students.

These activities, executed well, demonstrate that the University of Illinois at Urbana-Champaign has a commitment to quality education and continual improvement that supports the mission and values of the university, and its responsibility to the State of Illinois.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

Illinois appears to have a strong resource base to support its educational programs and strategic initiatives as evidenced by its annual financial reports, Moody bond ratings, and other financial indicators. Although the Assurance Argument reports that support from the State has effectively diminished over the past few years, Illinois appears to have stabilized its financial position through prudent decisions about expenditures and initiatives to generate additional revenue. Illinois has so far attained about 80% of its goal in a \$2.25 billion capital campaign which keeps the institution on firm financial footing for the near future.

The Assurance Argument provides evidence that 60% of Illinois' \$2.4 billion annual budget is expended on the academic and research missions of the institution. Illinois has continued to improve its physical facilities through construction and modernization of academic buildings and teaching spaces, and continuously upgrades its technology infrastructure (both hardware and application software) as well. While tenure-line faculty numbers have not increased in recent years, an important part of Illinois strategic plan is to increase tenure-line faculty numbers.

Illinois' recent transition to remote delivery of its academic programs in response to the COVID-19 situation provides evidence that the institution's technological infrastructure is robust. Comments from administrators, faculty, and students received by the review team during the site visit indicate that this transition was implemented smoothly and successfully.

With respect to physical infrastructure, during the site visit the team learned that the quality of the academic facilities is generally adequate but varies significantly across the various schools. In addition, the review team was not able to receive clear information about the magnitude of deferred maintenance carried by Illinois. However, the site visit did reveal that Illinois has engaged an external consulting firm to assess the quality of facilities across campus, and identify the greatest physical needs to address. This plan is further evidence that Illinois is taking appropriate steps to ensure that its physical infrastructure is sufficient to support its mission.

Illinois has recently implemented a new paradigm for budgeting, the Integrated and Value-Centered Budget (IVCB). Campus leaders, deans, faculty advisory groups and others develop financial plans, which are reviewed under the leadership of the Provost, while a separate group representing the interests of colleges reviews the budget of administrative units. The IVCB model should enable Illinois to effectively match expenditures to the various components of the institution's mission and supports that Illinois has a well-developed process in place for budgeting and for monitoring expense. During the site-visit meetings, the review team heard comments from administrators, department heads, and faculty members lauding the transparency of this new model, and about its advantages of being conducive to fostering an environment of cooperation (rather than an attitude of competition) for university resources. This new budgeting model is expected to serve Illinois well going forward.

The Assurance Argument provided access to current job postings which demonstrated appropriate qualification requirements for the positions. Illinois offers orientations, workshops, and training series to ensure that staff members maintain or enhance their skills and qualifications. During the site visit, the review team heard comments that these training opportunities are well attended and appreciated.

Based on this evidence, Core Component 5.A is found to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

The administrative and governance structures at Illinois appear to enable the institution to effectively fulfill its academic mission.

The Assurance Argument provides information on the structure and operations of the institution's Board of Trustees. The Assurance Argument provided agendas and training materials from Board training sessions (October 2017 and September 2018). These sessions focused on topics pertinent to the Board, including financial oversight, student success, ethics and legal matters, and evaluation of the performance of the University of Illinois president. This evidence verified that the Board is engaged at an appropriate level. In addition, the team's meeting with Board representatives during the site visit confirmed that the Board is knowledgeable about relevant institutional matters, provides relevant oversight to the administration, and carries out its full set of responsibilities.

The Assurance Argument provides information on how internal constituencies are involved in institution's governance. The primary governance body for the faculty (tenure-line and specialized faculty), professional staff, and students is the University's Senate. The University's Senate comprises about 200 faculty, 50 students and ten other academic staff members. The Illinois Student Government (ISG) is a body comprising graduate and undergraduate students elected to represent students across the university. The ISG recruits and recommends student members to standing committees of the Senate to ensure that student input can inform decisions about university policies and processes.

The governance structures at Illinois allow faculty, staff and students to be involved in setting policy at appropriate levels. For example, the Senate Committee on Educational Policy evaluates and makes recommendations to the Senate on educational policy matters including decisions about degree programs and grading regulations. Students advise the Vice Chancellor for Student Affairs regarding the service and health fees, and housing and room and rates through the student-led Student Fee

Advisory Committee.

During the site visit, the review team learned of the strong culture for shared governance at Illinois, and that shared governance is at the heart of the Illinois identity. It is clear that the Senate leadership, faculty members, students, and staff all appreciate and respect the robust and vibrant shared governance at Illinois, and participate vigorously in the formal procedures in place at the institution. In addition, the team learned that there exists a mutual fundamental trust between the Illinois administration and those involved in university governance processes.

Based on this evidence about collaborative and inclusive governance processes at Illinois, Core Component 5.B is found to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Rationale

The University of Illinois at Urbana Champaign appears to routinely undertake planning through integrated and systematic processes. For the most part, administrators lead budget and planning processes, but there are multiple opportunities for the faculty, staff, and students to provide input to these processes.

The Assurance Argument for Core Component 5.A provides some examples of campus planning processes that are pursued at Illinois that are relevant for Core Component 5.C. These include the planning process that led to the creation of the Integrated and Value-Centered Budget (IVCB) model, the campus master plan, and the ten-year capital planning process.

Illinois links evaluation of its programs and operations to planning and budgeting primarily through the academic review process and the annual budget reports. For the program review process, which is led by the Provost, each academic department is reviewed on an eight-year cycle. During the site visit, the review team heard comments about the perceived value and utility of the academic program review process from some department chairs that have recently completed their reviews. In addition, both Academic and Nonacademic units are reviewed as part of the institution's annual budgeting process, and they are required to submit a report on their strategies and operations to the Provost. The Provost summarizes the academic review reports and presents them to the Board of Trustees' Academic and Student Affairs Committee. The annual Budget Summary for Operations shares budget information for all units across campus and is submitted to the Board of Trustees to allow it to carry out its fiduciary responsibilities.

Illinois solicits and utilizes input from external constituencies in its planning processes. The Assurance Argument provides evidence that local community and business leaders were engaged with university leadership in strategic planning activities for the institution.

The Assurance Argument provides several items of evidence that demonstrate that Illinois understands its current capacity and prepares to strengthen its revenue position. For example, Illinois plans to increase its student enrollment by 6300 students over a five-year period. To accomplish this goal, Illinois intends to increase its out-of-state graduate and online program enrollments, and colleges are engaged in planning to address the needs of these students. The College of Engineering launched a new masters-level program as well as additional online programming, resulting in an increase to its enrollments in the professional programs by 50% over recent years. The College of Business has launched internet-based programs in accounting and business administration which have tripled its overall enrollments within the past five years and consequently have strengthened its revenue base.

One concern regarding planning can be found in the annual report for FY20. This report indicates that an ongoing issue has been the lack of quantitative analyses to support funding requests. During the site visit, the review team received information that the new IVCB model has been implemented to provide greater clarity on budgeting decisions. It is expected that Illinois should be able to provide evidence of the success of this new budgeting model as part of its year-four Assurance Review.

Illinois' successful efforts to continue its academic programs and to provide support services to its students during the COVID-19 situation is clear evidence that the institution is capable of responding to emerging factors.

Based on the totality of the above evidence, Core Component 5.C is found to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Rationale

The Assurance Argument provides multiple examples and evidence documents to demonstrate that Illinois works systematically to improve its performance.

The Division of Management Information (DMI) serves as the university's institutional research office. The DMI reports directly to the provost and is responsible for overseeing data collection and the documentation of evidence on Illinois' performance. Reports on student enrollment, department information, institutional surveys, financial information, etc. are prepared for use by university personnel. Metrics and other measures are created to enable the university (and its Board of Trustees) to gauge its performance. Data on research activities is also compiled by the DMI. Additionally, units are subject to periodic reviews conducted by an internal Office of University Audits which provides an independent assessment of operations within those units.

The Assurance Argument provides examples of how Illinois has recently undertaken systematic work to improve its performance with respect to budget reform, access to student records, performance records for staff members, academic program review, and various business workflow procedures. The Administrative Budget Committee does a thorough review of budget reports and provides recommendations to the Provost and the Council of Deans. Illinois has participated in the University of Illinois System's Business Process Improvement Shared Service to evaluate and improve several key areas Illinois has also recently established the Office of the Vice Chancellor for Diversity, Equity and Inclusion for the purpose of advancing its position and performance with respect to all aspects of diversity. All of these examples demonstrate that Illinois continues to strive to improve its performance.

During the site visit, the review team learned that the institution routinely assesses the success of its programs and initiatives. In addition, the institution makes a practice of engaging outside consultants when appropriate to bolster its ability to make informed choices for resource deployment.

Based on the above evidence, Core Component 5.D is found to be met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

The University provided ample evidence of planning that involves consultative procedures and contributes to sustaining a culture of informed, shared decision-making, and throughout the team's many discussions with institutional representatives, that evidence was echoed and reinforced.

The team's experience in remotely conducting this review offered a unique case study - unanticipated evidence of the university's capacity to respond rapidly to change. More generally, the team found the broader case study presented by the COVID-19 pandemic to provide compelling evidence of the university's ability to study, plan, and respond to challenges. Beyond the logistical and practical challenges (to send residential students home, deliver all courses online, adapt policies and procedures and resources to an urgent new reality where many other factors are also changing), the team encountered clear-sighted recognition that there will be continued challenges ahead (loss of colleagues, financial crisis, political turmoil).

The team regrets that we are all facing these conditions, but found inspiration in the many promising conversations with institutional participants who were eager to "lean into" the current problem, learn from it, and seize opportunities to be and become better.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- UniversityOfIllinoisFederalComplianceFiling2020

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The university has a single credit hour policy that covers all lengths of credit courses offered. Graduate policies regarding credit hour are in alignment with this policy. Assignment of credits conforms to HLC policy, however the policy itself does not refer to assignment of credit in different modalities. 3A3 speaks to length of term, method of delivery in all courses and programs being held accountable to the same policies, practices and standards including instructional time per credit hour.

Course schedule on the college website reflect courses offered for 15 weeks, 8 weeks, and 1 week, face-to-face, hybrid and online. Two course syllabi did not appear to meet the appropriate credit hour designation based on information provided. The team may want to further investigate both policy and credit assignment.

Syllabi reviewed represented traditional face-to-face, online, hybrid, 15 week, 8 week, 1 week, graduate and undergraduate courses.

The following course syllabi were reviewed:

VM 607 Pathobiologic Basis of Disease II, 10 credit hours, 8 week session, Face-to-face, lecture/lab

VCM 674 Equine Exercise Physiology, 1 credit, semester course, Face-to-face

VCM 528 Advanced Comparative Veterinary Physiology, 3 credits, semester course, Face-to-face

SBC 500 Strategic Brand Communication Essentials, 2 credits, 4 week course, online

ADV 550 Advertising, 3 credits, semester course, Face-to-face

ADV 281 Advertising Research Methods, 3 credits, summer session II, 8 week course, online

ADV 270 Principles of Sales, 3 credits, semester course, Face-to-face

STAT 107/CS 107/IS 107, Data Science Discovery, 4 credits, lecture/lab combination, Face-to-face

SPAN 150, Language and Identify in Latin Communities in the U.S., 3 credits, hybrid, face-to-face lecture and online small group discussion

RHET 105 Writing and Research, 3 credits, 8 week course, online

RHET 105 Writing Research, 3 credits, semester course, face-to-face (same learning outcomes as online course, different faculty)

PSYC 230 Perceptions and Sensory Processes, 3 credits, semester course, face-to-face

PS 495 Senior Honors Seminar, 3 credits, semester course, face-to-face

LAS 250 Design Your Life and Career, 1 credit course, 8 week session, face-to-face

IB 105 Introduction to Environmental Biology, 3 credits, 8 week session, online

HIST 364 The Science of Human Nature, 3 credits, semester course, face-to-face, meets T-Th 2:00-3:20

ENGL/MDVL 407 Introduction to Old English, 3 or 4 credit if taken for graduate credit, face-to-face, Meets T-Th 2:00-3:15 Graduate students meet one extra hour per week.

Per the recommendation noted above, the team sought additional information to better understand the application of policy to practice with regard to the assignment of credits to courses. Team members inquired further into these courses, into governing policy, oversight of assigned credit hours, guidance offered to units and committees responsible for assigning credit, In addition, team members solicited additional course syllabi.

The specific syllabi that provoked concern were:

LER 590 EGW Economics of Gender and the Workforce, 4 credit hours, semester course. This course meets Tuesday for 170 minutes per week, provoking a question about the assignment of 4 credits.

This course falls within policy and guidance afforded to graduate level courses that assume additional work and instructional contact associated with that work that is appropriate to graduate level study. (For example, these students might be required to prepare teaching materials, lead class discussion as a level appropriate to future faculty, and receive individual feedback on their performance.)

IB 105 Introduction to Environmental Biology, 3 credits. This semester-long face-to-face course appears to meet only 1 hour each week, provoking questions about the assignment of 3 credits to it.

This was found to be due to a lapse in communication. Students also enrolled in discussion sections not noted on the syllabus.

After careful consideration of this additional information, the team found this aspect to be met without further monitoring required.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution provided links to relevant policies in which student behavior expectations are clearly identified, including Student Code of Conduct and the Graduate School Grievance Procedure. An Office for Student Conduct Resolution and Office for Equity and Access handle student conflict resolutions, equity and access issues and sexual misconduct concerns. An annual report on academic integrity violations and resolutions and an annual report on student discipline is provided for twelve academic years, the latest report is for the 2017-18 academic year.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

The institution's transfer policies conform to accepted practice in higher education. An Illinois transfer agreement allows transfer between institutions of completed General Education Core Curriculum. A list of those participating institutions is available on the college website. A transfer evaluation for work completed at accredited institutions is completed by the college and relevant department. A complete Policy and Procedures is available on the college website as well as assistance with transfer application.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Students submit personal information during the admission process and sign a statement that the information provided is true and accurate. Following this an Illinois NetID and password is issued that the student uses to log into the college learning management system and other services, such as email. A picture ID can also be downloaded by faculty using the NetID system, to further verify student identity. ProctorU, an online proctoring and identification service provides additional verification for taking online exams. The university also provides two-factor authentication as an option for undergraduate students to further protect their identity. If additional fees are required, the information is provided on the course schedule. The institution uses ProctorU, and costs vary based on the length of the exam.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The institution's most recent Title IV reviewed occurred in June 1981 and the reapplication date is June 30, 2024. There have been no audit or inspection reports since the last comprehensive HLC evaluation. A single audit is completed for all three University of Illinois Campuses. Compliance reports and corrective action plans are provided going back to FY 01. Corrective action specifically noted for FY 16 and FY17. There were no financial aid audit findings for the Urbana campus for FY 18. Composite financial audits for FY18, 5.53, FY17 3.31, and FY16 1.71 (decline due to loss of 73% of state appropriations). The Office of the Provost is responsible for campus crime information, athletic participation, and financial aid. These reports can be found on the college website under student-consumer information. The Office of Financial Aid discloses to the public, satisfactory student academic progress policies and the process used to make an appeal.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Student outcome data is published on the college website and easily found and labeled. It can be found at the institutional and the department level, both graduate and undergraduate. Multiple years of reporting are available for public access. The data not only is provided for the University of Illinois at Urbana Champaign, but comparison data to other institutions is also available in areas such as Illinois Success and National Survey for Student Engagement.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The college website under Illinois Division of Management Information defines accreditation, both at the institutional and program or specialized accreditation levels. Accreditation materials, reports as well as institutional responses and annual data updates are provided. A link to accrediting agencies lists all the program and specialized accrediting agencies with pertinent contact information. The institution is in good standing with all of the state agencies and accrediting bodies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE: University of Illinois at Urbana-Champaign, IL

TYPE OF REVIEW: Open Pathway Comprehensive Evaluation

DESCRIPTION OF REVIEW: Visit to include a Federal Compliance Reviewer: Gloria Dohman
 This visit is being conducted as a virtual visit followed by a verification visit. The verification visit will take place on (dates) by (team chair's name) and (second team member's name).

DATES OF REVIEW: 3/30/2020 - 4/1/2020

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Bachelors, Masters, Specialist, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029 - 2030

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): Associate's

Recommended Change: No change



Institutional Status and Requirements Worksheet

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Direct Assessment:

Approved for credit-based competency-based education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

Educational Programs

Undergraduate

Certificate	51	_____
Associate Degrees	0	_____
Baccalaureate Degrees	113	_____

Graduate

Master's Degrees	128	_____
Specialist Degrees	8	_____
Doctoral Degrees	90	_____

**Recommended
Change: No
change**



Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

Illini Center and Chicago Public Schools, Illini Center: 200 S. Wacker Drive, Chicago, IL, 60606 - Active

Illinois Center for Rehabilitation and Education - Roosevelt Foundation, 1950 West Roosevelt Road, Chicago, IL, 60608-1245 - Active

Oakton Community College, Des Plaines Campus, 1600 East Golf Road, Des Plaines, IL, 60016 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

01.0304 - Crop Production, Certificate, Certificate of Professional Development in Crop Sciences

01.0306 - Dairy Husbandry and Production, Certificate, Certificate of Development in Dairy Science

01.0699 - Applied Horticulture/Horticultural Business Services, Other, Certificate, Certificate of Professional Development in Horticulture

01.1001 - Food Science, Master, M.S. in Food Science and Human Nutrition

01.1102 - Agronomy and Crop Science, Master, M.S. in Crop Sciences

03.0103 - Environmental Studies, Certificate, Certificate in Environmental Sustainability

03.0104 - Environmental Science, Master, M.S. in Natural Resources & Environmental Sciences

03.02 - Natural Resources Management and Policy, Certificate, Graduate Professional Devlpt Certificate in Environmental and Water Resources

09.0905 - Health Communication, Master, M.S. in Health Communication

11.07 - Computer Science, Certificate, Certificate of Completion in Computer Science

11.0701 - Computer Science, Master, Master of Computer Science

13.0301 - Curriculum and Instruction, Certificate, Reading Teacher Endorsement

13.0301 - Curriculum and Instruction, Master, Ed.M. in Curriculum & Instruction

13.0401 - Educational Leadership and Administration, General, Certificate, Diversity & Equity in Education

13.0401 - Educational Leadership and Administration, General, Certificate, Foundations of

Institutional Status and Requirements Worksheet

eLearning in Higher Education

- 13.0401 - Educational Leadership and Administration, General, Certificate, Global Studies in Education
- 13.0401 - Educational Leadership and Administration, General, Certificate, Learning Design & Leadership
- 13.0401 - Educational Leadership and Administration, General, Certificate, Management of eLearning for Workplace Learning & Training
- 13.0401 - Educational Leadership and Administration, General, Certificate, New Learning
- 13.0401 - Educational Leadership and Administration, General, Certificate, Teacher Leader Specialization
- 13.0401 - Educational Leadership and Administration, General, Certificate, Technology Specialist (Certificate or Endorsement)
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in Educl Org & Leadership (Ed Leadership & Policy)
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Diversity & Equity in Education
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Educational Administration & Leadership, Teacher Leader Specialization
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Global Studies in Education
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Learning Design & Leadership
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Human Resource Development, Management of eLearning for Workplace Learning & Training
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Learning Design & Leadership, Foundations of eLearning in Higher Education
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Learning Design & Leadership, New Learning
- 13.0401 - Educational Leadership and Administration, General, Master, Ed.M. in EPOL: Learning Design & Leadership, Technology Specialist
- 13.0407 - Community College Education, Certificate, Graduate Certificate in Community College Teaching & Learning
- 13.0499 - Educational Administration and Supervision, Other, Certificate, Graduate Certificate in Management of E-Learning
- 13.0901 - Social and Philosophical Foundations of Education, Master, Ed.M. Educ Pol St (Global St, Div & Equity Issues, New Learning & New Lits)
- 13.1203 - Junior High/Intermediate/Middle School Education and Teaching, Certificate, Middle Grades Endorsement
- 13.1301 - Agricultural Teacher Education, Master, M.S. in Agricultural Education
- 13.1322 - Biology Teacher Education, Master, M.S. in the Teaching of Biological Sciences
- 13.1399 - Teacher Education and Professional Development, Specific Subject Areas, Other, Master, Ed.M. in Evidence Based Decision Making
- 13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor, Certificate, Bilingual/ESL Endorsement
- 13.1401 - Teaching English as a Second or Foreign Language/ESL Language Instructor, Certificate, Certificate in TESL Program
- 14.0201 - Aerospace, Aeronautical and Astronautical/Space Engineering, Master, M.S. in Aerospace Engineering



Institutional Status and Requirements Worksheet

- 14.0801 - Civil Engineering, General, Certificate, Graduate Certificate in Construction Management
 - 14.0801 - Civil Engineering, General, Certificate, Graduate Certificate in Pavement Engineering
 - 14.0801 - Civil Engineering, General, Certificate, Graduate Certificate in Railroad Engineering
 - 14.0801 - Civil Engineering, General, Certificate, Graduate Certificate in Transportation Engineering
 - 14.1401 - Environmental/Environmental Health Engineering, Master, M.S. in Civil and Environmental Engineering
 - 14.1801 - Materials Engineering, Certificate, Grad prof development certificate in Materials Failure Analysis
 - 14.1801 - Materials Engineering, Certificate, Grad prof development certificate in Materials
 - 14.1901 - Mechanical Engineering, Master, M.S. in Mechanical Engineering
 - 14.27 - Systems Engineering, Certificate, Certificate of Systems Engineering
 - 16.0103 - Language Interpretation and Translation, Master, M.A. in Translation and Interpreting
 - 16.0901 - French Language and Literature, Certificate, Certificate in French Online Translation
 - 25.0101 - Library and Information Science, Certificate, Certificate in Youth Services
 - 25.0101 - Library and Information Science, Certificate, Community Informatics Certificate in Library & Information Science
 - 25.0101 - Library and Information Science, Certificate, M.S. in Library and Information Science, K-12 Library Information Specialist Licensure Program
 - 25.0101 - Library and Information Science, Certificate, Special Collections Certificate in Library & Information Science
 - 25.0101 - Library and Information Science, Master, M.S. and C.A.S. in Library & Information Science
 - 27.03 - Applied Mathematics, Certificate, NetMath Certificate of Professional Development in Applied Mathematics
 - 31.0101 - Parks, Recreation and Leisure Studies, Master, M.S. in Recreation, Sport, & Tourism
 - 42.2806 - Educational Psychology, Master, Ed.M. in Educational Psychology (CTER)
 - 52.02 - Business Administration, Management and Operations, Certificate, Business Management for Engineers (BME) Graduate Certificate Program
 - 52.0299 - Business Administration, Management and Operations, Other, Certificate, Certificate of Strategic Technology Mgmt
 - 52.10 - Human Resources Management and Services, Certificate, Certificate in Global Labor Studies
 - 52.1005 - Human Resources Development, Certificate, Certificate in Human Resource Development (HRD)
 - 52.1005 - Human Resources Development, Master, Ed.M. Human Resources Education (CCTL,HRD,e-learning)
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Contractual Arrangements

51.1201 Medicine - Doctor - Doctor of Medicine - Christie Clinic, LLC

51.1201 Medicine - Doctor - Doctor of Medicine - Carle Foundation Hospital

None

Institutional Status and Requirements Worksheet

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change
