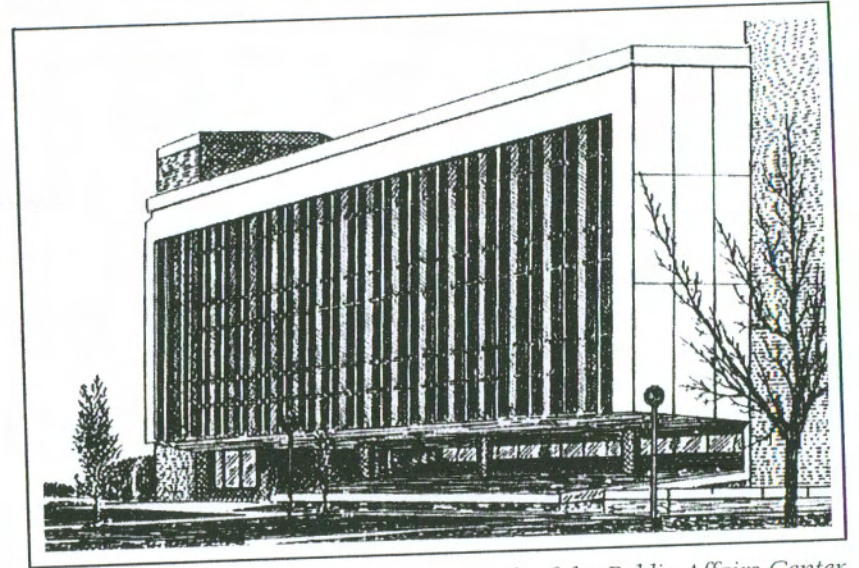


**Executive Summary of the
Institutional Self-Study Report
1997**



Sketch of the Public Affairs Center

Submitted to:
The Commission on Institutions
of Higher Education of the
North Central Association
of Colleges and Schools



University of Illinois
at Springfield

Preface

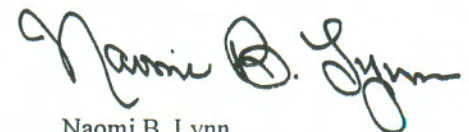
On November 3-5, 1997, the evaluation team for the North Central Association will be on campus as a further step in the University of Illinois at Springfield's comprehensive evaluation for continued accreditation. The team will talk with faculty, staff, and students about progress UIS has made in the past 11 years and the campus' current state and plans for the future. This evaluation comes at a critical time in the life of the campus as we complete the transition into the University of Illinois.

Under the direction of the Self-Study Steering Committee, faculty and staff have worked to examine the campus and prepare a self-study report. A draft of the report was circulated in September and suggestions for revisions were obtained through school and division meetings. This executive summary provides a condensed version of the self-study report, focusing on identified strengths and areas for improvement relating to the NCA's five criteria for reaccreditation.

While the executive summary details the highlights of the self-study, I hope that you will take the time to examine the full report. Copies of the report have been distributed to each academic program and are also available in school and division offices.

I want to take this opportunity to thank Harry Berman and Michael Ayers for their leadership in preparing the self-study, as well as the members of the various committees who worked on the report.

We should take great pride in the accomplishments we have made since the last NCA visit, all of which have positioned us to become one of the finest small public campuses in the nation.



Naomi B. Lynn,
Chancellor

**Executive Summary of the
Institutional Self-Study Report
1997¹**

I. Introduction

Chartered in 1969 as Sangamon State University, a public university governed by the Illinois Board of Regents, the campus now operates as part of the University of Illinois. The change in governance to the University of Illinois Board of Trustees as the University of Illinois at Springfield came through an act of the Illinois Legislature, effective July 1, 1995. Because this transition came when the campus was scheduled to undertake its reaccreditation comprehensive self-study, campus administration received approval from the NCA to postpone the site visit by one year. The self-study, therefore, covers the 11-year period from 1986 to 1996.

Throughout these years the campus has continued to function as an upper-division and master's-level institution. Degrees are offered in programs in liberal arts, sciences, social sciences, business administration and management, health sciences, human services, and public affairs. UIS is currently planning to expand its educational spectrum to include the first two years of undergraduate study and doctoral education. In addition to its educational program, UIS operates the Institute for Public Affairs, which houses two research centers, a public radio station, a television office, and a publications unit.

Campus Organization for Self-Study

The coordination of the self-study was jointly assigned to the associate vice chancellor for academic affairs and a professor who was instrumental in the preparation of the campus' last accreditation self-study. These two

¹ Unless otherwise noted, the references cited in this executive summary can be found in the *Institutional Self-Study, 1997*, University of Illinois at Springfield.

individuals co-chaired the Self-Study Steering Committee, which created five subcommittees responsible for various aspects of the self-study effort. Each subcommittee was given a charge based on the "patterns of evidence" set forth in Chapter 4 of the NCA's *Handbook of Accreditation: 1994-96*. Committee membership is shown at the conclusion of this summary.

Campus History of Accreditation

Sangamon State University received correspondence status with the North Central Association of Colleges and Schools in 1969 and was admitted to candidacy for accreditation in 1973. The NCA granted Sangamon State full accreditation at the master's level in 1975. The campus has remained in good standing with the NCA since then.

General Institutional Requirements

The University of Illinois at Springfield demonstrates in its self-study report that it meets the 24 General Institutional Requirements (GIR) established by the NCA to warrant continued accreditation. In meeting these requirements, UIS demonstrates sufficiency to operate as an institution of higher education in these areas: 1) mission, 2) authorization, 3) governance, 4) faculty, 5) educational program, 6) finances, and 7) public information practices.

Changes Since the 1986-87 Self-Study

Changes in Academic Programs. Throughout these past 11 years, the campus has been in continuous self-study, planning, and transformation to enhance its effectiveness, to respond to state legislative and governing board initiatives, and to become more responsive to the needs of its students. Specifically, UIS took the following actions:

- eliminated the partial M.B.A. offering in Decatur and the B.S. in nursing offering in Peoria.
- eliminated the B.A. degree in labor relations, the M.A. in psychology, and the applied statistics concentration in the M.A. in

- mathematical sciences. The remaining concentration in the math program was renamed as an M.A. degree in computer science.
- suspended the M.A. degree in health services administration and three of six specializations in the graduate certificate program in public management practices.
- altered the curriculum in the legal studies M.A. degree by eliminating four areas of advanced studies and altered the curriculum in the M.A. degree in child, family, and community services to be more focused on human service delivery.
- changed the B.A. degree in individual option into a B.A. in liberal studies and the B.A. degree in child, family, and community services to the bachelor in social work.
- changed the name of three programs: creative arts to visual arts, medical technology to clinical laboratory science, and social justice professions to criminal justice.
- added the bachelor of business administration degree and the master of public health degree.
- added an initial offering of the B.S. in nursing on the campus of Illinois Valley Community College in Oglesby, Illinois.

Changes in Campus Structure. The most significant change in organizational structure was clearly the shift in overall governance from the Board of Regents to the University of Illinois Board of Trustees. The particular changes in organizational structure, administration, and policy were identified in a report submitted to the NCA on March 12, 1996. A site visit associated with this report took place in June 1996 and required no follow-up action.

Most of the immediate changes resulting from the merger were in administrative procedures and administrative assignments. For the longer term, the Board of Trustees called for a planning initiative on campus to be focused on UIS' academic program. The Development Planning Committee (DPC) was established to accomplish this planning review.

In the spring of 1996, the DPC forwarded recommendations to the Campus Senate and to the chancellor for consideration. Throughout AY96-97, these recommendations were reviewed and implemented when it was determined to do so. Further changes associated with the shift in

governance to the University of Illinois will be identified and acted upon as the three UI campuses continue to develop relationships and as Central Administration and the campus administrations refine the relationship begun in July 1995.

Changes in Administrative Personnel. Most of the campus' crucial line management/leadership positions were, and continue to be, characterized by stability. In the two instances of high turnover during the self-study period – vice president for academic affairs and dean of the School of Business and Management – the transitions were handled smoothly by temporarily filling the positions with veteran campus administrators.

Changes in Labor Relations/Campus Governance. At the time of the last self-study, the campus was in the process of holding an election to decide if the faculty would be represented by a union to determine salaries and conditions of employment under the 1985 Illinois Education Labor Relations Act (ILERA). That vote carried, and the first collective bargaining agreement was negotiated with the faculty and implemented in 1988. Later the clerical staff affiliated with the faculty IFT local organization and voted for collective bargaining as well. Other groups on campus also held elections that formed new bargaining units, including technical employees in the auditorium, library, television office, and radio station; campus police officers; and food service workers.

Initial bargaining relationships between the unions and the administration were typically contentious, but improved dramatically under the leadership of UIS' new chancellor, who contracted with Conflict Management International (the Harvard Project) to conduct workshops on principled bargaining. With approval of the Board of Regents, she led the negotiations of the first multi-year agreement with the faculty. This agreement expired on June 30, 1997.

The 1995 legislative action to merge Sangamon State with the University of Illinois, however, effectively eliminated the UIS faculty bargaining unit. While litigation and potential legislative action on this matter were pending, however, faculty/administration relations on campus remained positive and constructive. For example, the campus has established a new constitution and changed its faculty-staff-student governance system

(the University Assembly) into a Campus Senate that meets the standards, structure, and expectations of the University. This Campus Senate is developing and approving policy matters, holding informational hearings, and developing positions on planning initiatives.

II. Institutional Mission and Purposes

The NCA has five criteria that institutions must meet to achieve and maintain accreditation. This chapter focuses on Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

The University of Illinois at Springfield has three recent statements of institutional purpose, each designed to address a particular planning need. These are 1) a focus statement, 2) a mission statement, and 3) a vision statement. UIS has taken steps to ensure that campus constituencies are aware of the campus mission and purposes through various publications.

Focus Statement. The focus statement is recognized by the campus, the University of Illinois Board of Trustees, and the Illinois Board of Higher Education. This statement is a limiting concept designed to ensure the campus operates within its authorized educational purposes. It reads:

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

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

- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;
- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and
- organizes instructional, public service, and research programs that are within the programmatic priorities of the campus.

The campus is currently seeking clarification from the IBHE to determine if the wording in its focus statement would allow a small lower division as part of UIS.

Mission Statement. The campus' second statement of purpose, its mission statement, builds on the basic framework provided in the focus statement. The mission statement articulates the campus' various educational activities and emphasizes its commitment to students. The current mission statement, which follows with updated language to reflect the campus' new name, was developed during UIS' strategic planning in 1991-92 and appears in *Toward 2000: A Strategic Plan for Sangamon State University, Phase One*.

As a comprehensive campus, the University of Illinois at Springfield has as its primary mission providing excellence in teaching. UIS strives to produce an educational environment where students can acquire 1) a solid foundation for lifelong learning, 2) a keen appreciation of intellectual and aesthetic achievements, 3) an enhanced capacity for critical thinking and oral as well as written communication, 4) a practical preparation for pursuing fulfilling careers, 5) a sound basis for informed and concerned citizenship, and 6) a productive commitment to improving their world. UIS emphasizes public affairs instruction, research, and service carried out through community partnerships which contribute to social progress, governmental effectiveness, educational excellence, and economic development. UIS is committed to addressing the needs of both traditional and non-traditional learners and reflecting cultural diversity in both the curriculum and the campus community. UIS encourages innovative approaches appropriate to fulfilling these institutional aims. (8)

Vision Statement. UIS' third statement of purpose is its vision statement. This document is intended – within the framework set forth in the focus and mission statements – to provide a sense of how the campus should develop over the next ten years. The vision statement was submitted to the Board of Trustees in July 1996 as part of the development planning activities resulting from the merger. A summary of the statement follows.

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

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

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

Mission Review and Planning Processes

Significant refinements of the campus' mission, purposes, and educational goals come through structured and focused planning initiatives, such as the Illinois Board of Higher Education's Priorities, Quality, and Productivity (P•Q•P) initiative of the early 1990s and the development planning process that resulted from the merger.

Two initiatives are being planned that will change the institutional mission as an upper-division and master's-level campus. These are the extension of the baccalaureate experience to include the first and second years of college and the extension of the graduate experience to include a doctorate in public administration. Both initiatives were developed by faculty committees and recommended to the campus administration through the appropriate governance/administrative processes. UIS is using this comprehensive evaluation to request NCA approval to offer instruction at the lower-division and doctoral levels.

III. The Organization of Resources

This chapter focuses on Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

UIS is a campus in transition. While the basic administrative structure of the campus is essentially unchanged since the last self-study, the University of Illinois at Springfield needs to refine the new faculty, student, and staff governance structure, the Campus Senate. In addition, a continuing need remains to modify Sangamon State University's policies and procedures to meet the University of Illinois' statutes and rules.

Strengths

Examining the analysis provided by the Planning and Fiscal Affairs Subcommittee, the Steering Committee identified these major strengths in the campus resources.

1. *The relatively high campus commitment to faculty and staff salary enhancements.*

During the 1980s, salaries of existing faculty and staff had fallen out of alignment with newly hired persons and market salaries generally. In the early 1990s, UIS committed itself to bringing its faculty and staff salaries back into line by directly allocating appropriated dollars and reallocating existing funds to those salaries. To make salaries more competitive, UIS allocated/reallocated \$1,854,000 between FY94 and FY97.

2. *The campus commitment to provide increased support to faculty for professional development.*

To provide a base of support for faculty interests in professional development, in 1992 the campus began to provide each faculty member a fixed amount of money annually to support travel, registration, or other expenses. In addition, the campus continues to provide competitive summer stipends to faculty for projects or activities that will enhance teaching, extend research, or support the use of computers in instruction.

3. *The campus commitment to increasing external support for achievement of its mission and goals.*

Funding support in "real" dollars for higher education has been on the decline for a few years. In the face of this decline, UIS has responded by implementing incremental increases in student tuition and by actively seeking funding of initiatives and projects from external sources. Between FY85 and FY95, the campus achieved a real increase of 52.5% in nonappropriated expenditures. More than \$2 million in public service and \$500,000 in research have been added to campus resources from external sources in real inflation-adjusted dollars.

4. *The Health and Sciences Building.*

Adding the Health and Sciences Building to the campus physical facilities inventory has had positive and demonstrable effects on student enrollments. In addition, the new laboratory facilities and scientific equipment within the building have enhanced the quality of instruction in the sciences and in computer technology.

5. *The Brookens Library and its staff.*

Brookens Library supports the instructional, research, and public service activities of the campus through the spectrum of its information services. In addition, the library has assumed a leadership role in the technological progress of the campus, providing educational technologies as well as faculty and staff training in the use of those technologies.

6. *The campus commitment to creating a more diverse student body.*

UIS has intensified its efforts to make the campus attractive to women and students from protected classes. Under the statewide priority of enhancing minority achievement, the campus received \$50,000 in FY94 and FY95, which was allocated to two initiatives to support minority students – the Minority Leadership in Public Service Program and the Whitney M. Young Graduate Fellowship Program. UIS also made organizational enhancements in the Division of Student Affairs to provide better and more focused advising, counseling, and support services for minority and female students.

Areas for Improvement

1. *Funding increases for general operational support for faculty and staff.*

Over the past several years, the campus reallocated existing funds and allocated new funds to campus priorities (i.e., staff and faculty salary improvements, technology enhancements, and achieving greater diversity in the student body). In funding these priorities,

however, the campus was unable to provide adequate funds to support operations. Further, FY98 will mark the eighth consecutive year that the campus has received no general price increase increment. When combined with budget recisions in FY92 and FY93, this situation has seriously eroded the base of goods and services that form the foundation of the campus' instructional and service activities.

In the face of this challenge, the campus will continue to seek funding levels that accommodate increases in operational support. In addition, the campus will continue to seek ways to make existing support funds stretch further by budgeting prudently and monitoring expenditures.

2. *Funding for continued improvement in staff salaries.*

In FY95, the campus initiated a three-year effort to increase staff salaries. The plan was to add \$600,000 to staff salaries above the salary increase increments provided by state appropriations. In FY95, the campus received \$200,000 for this purpose. However, subsequent funding was not forthcoming and the plan was not achieved. UIS will continue efforts to enhance staff salaries.

3. *Provision of computer equipment and other technologies to campus faculty and staff, along with appropriate technical services to support the use of such technology.*

After a new campus information network was installed in FY94, problems arose that hampered the effectiveness of the system. The campus is now taking the necessary steps to upgrade this network and will soon have a state-of-the-art backbone. In providing the hardware and software that make the campus information system a good one, however, UIS was not able to adequately increase information technology instruction and support services. During FY97 the campus began to address this deficiency. It shifted academic computing services into the Division of Academic Affairs, added staff resources to both the academic and administrative computing offices, and acquired new resources to create an office in the Center for Teaching and Learning to provide support services to faculty.

4. *Need for enhancements to the Division of Student Affairs to ensure campus effectiveness in serving the student population.*

The UIS student population is moving increasingly towards a more traditional university population – that is, a full-time residential population. This shift in student demographics will change the focus of services to address student needs. The Division of Student Affairs will need substantial enhancement in staffing and operational budgets, including updating of technology. A comprehensive organizational review and restructuring of the Division of Student Affairs will also be necessary.

5. *Need for greater alignment of the planning and budgeting processes on campus.*

Results of the faculty survey conducted for this self-study highlighted a previously identified campus need: closer alignment of the planning and budgeting processes. To address this issue, the campus has established a new governance/administration committee that brings these two processes together – the Planning and Budget Committee. This committee will work to align programmatic priorities with funding and to provide more effective communication about planning and budget matters to the campus.

6. *Need for physical facilities enhancements to continue to effectively serve a growing evening student population.*

Student enrollments in Monday through Thursday evening classes have driven classroom facility use to its maximum. The campus has submitted a capital development request for a new building which, if approved and built, would relieve this strain considerably. In the meantime, UIS will need to continue prudent classroom-use planning, seek scheduling alternatives on campus, and consider using temporary arrangements at local, off-campus sites.

IV. Accomplishing the Campus' Purposes: Instruction

This chapter focuses on Criterion Three: The institution is accomplishing its educational and other purposes. Specifically, this chapter examines how well UIS is meeting its instructional purposes.

Strengths

Based on the analysis of the Academic Programs, Faculty, and Staff Subcommittee, the major strengths in UIS' instructional programs are as presented below.

1. *Quality of teaching in both undergraduate and graduate programs.*

High quality teaching has been a priority at UIS since the founding of the campus, and the quality of teaching has consistently been the primary criteria for promotion and tenure. Student evaluations of undergraduate courses, PACs, LSCs, and graduate courses from 1992 through 1996 show that an average of 78% of students rate the overall quality of their teachers as excellent or very good. Responses to the faculty survey show that 81% of faculty agree with the statement that UIS is “. . . a place where teaching remains the central function and excellence in teaching continues as the overriding goal.”

2. *Public affairs as a strong emphasis in undergraduate and graduate curricula.*

UIS' public affairs emphasis is manifest in its unique public affairs colloquia, in its strong inventory of programs related to public affairs, and in its infusion of public affairs into programs in other areas.

3. *The upper-division general education courses – public affairs and liberal studies colloquia and applied study terms – which provide outstanding opportunities for students to broaden their education.*

Although each of the three general education courses has a distinct set of goals, the public affairs colloquia and the liberal studies

colloquia provide an opportunity for multidisciplinary exploration of public affairs or liberal arts topics, and both expose students to a diversity of perspectives. The applied study term provides students with practical, experiential learning in an off-campus setting.

4. *Blending of classroom and experiential education.*

Experiential learning is an expected part of the curriculum in each undergraduate program. Most programs use the Applied Study Office to provide the experiential learning component of their curricula; others, such as nursing and social work, manage their own experiential learning to comply with accreditation requirements.

Graduate assistantships, the Graduate Public Service Internship Program, the Illinois Legislative Staff Internship Program, and the Whitney M. Young Fellowship Program, as well as the internships through the community arts management program and the public affairs reporting program, help many of UIS' graduate students "translate theory into practice."

5. *The program review process – an effective mechanism to encourage program improvement.*

The results of program reviews provide clear recommendations for program improvements. Implementation of these recommendations is a joint responsibility of the program faculty, the dean, and the provost/vice chancellor for academic affairs. In addition, the new Campus Senate by-laws drafted during AY96-97 gave the Undergraduate and Graduate Councils explicit responsibility for monitoring the implementation of recommendations emerging from the program review process and reporting back to the Campus Senate.

6. *UIS' improved physical facilities, which provide strong support for instruction.*

With the completion of the Health and Sciences Building and the recent addition of specialized computer laboratories, facilities for teaching have improved greatly since the last NCA review.

Areas for Improvement

1. *Adequacy of the resource base to support curricular commitments.*

The campus is presently emerging from a multi-year examination of its curricular commitments. The purpose of this examination was to focus resources on programs that were most educationally and economically viable. By narrowing the scope of curricular commitments through elimination of selected programs and by cutting back on support services, the campus was able to achieve increases in productivity. However, increases in productivity through reallocation will eventually threaten program quality. Although the campus will continue to examine the educational and economic viability of its programs, it is clear that beyond a certain point program elimination decreases enrollment and constricts the vitality of the campus. Therefore, the Development Planning Committee identified restoring the faculty base as the campus' highest planning priority for the next several years.

2. *Improvement in management of graduate education.*

When the campus reevaluated its activities during the development planning process, graduate education – particularly the governance and administrative process relating to graduate education – was identified as an area needing strengthening. As UIS introduces doctoral education and seeks to achieve national recognition in certain of its master's programs, the campus will need to look to best practices in the management of graduate education found across the country in comparable institutions.

V. Accomplishing the Campus' Purposes: Assessment

This chapter is a continuation of the discussion begun in Chapter 4 focusing on Criterion Three. It provides a description of UIS' assessment activities and an analysis of how well the campus is accomplishing its purposes in this area.

Approved by the NCA in May 1995, UIS' assessment model initially had three components: baccalaureate skills assessment, general education skills assessment, and discipline-based skills assessment. UIS has been implementing these components in carefully planned stages, beginning with baccalaureate skills assessment. More recently, a fourth component, assessment of graduate students, has been added to this model.

All degree-seeking undergraduate students entering UIS are required to take a series of tests to measure their skills in reading, quantitative reasoning, critical thinking, library use, and writing. To assess learning that takes place during students' tenure at UIS, the campus requires students to take the same series of tests (alternate forms) as they finish their degrees.

Strengths

Overall, UIS has implemented an assessment process that NCA evaluators state "is a comprehensive assessment program . . . that incorporates the hallmarks of successful programs to address student achievement identified in the NCA handbook. . . ." Although still in the final stages of implementation, the process is continually evaluated, refined, and modified. The following are noted strengths of the UIS assessment program.

1. *Comprehensive nature.*

The UIS assessment program is comprehensive. It addresses all levels of education at UIS (i.e., baccalaureate, general education, and undergraduate and graduate discipline-based assessment) and encompasses entry, exit, and post-graduate comparison points.

2. *Focus on students.*

In early discussions of assessment at UIS, one general theme continually emerged – however UIS decided to approach assessment on the campus, it should always keep students as its primary focus. In other words, the process itself must be a valuable part of the student's educational experience. Maintaining this focus will be a high priority in future planning.

3. *Modest progress.*

UIS has spent more than a decade of slow, steady progress to develop measures, design a process, educate the campus community, provide feedback and information to students, and evaluate its own progress. While addressing the concerns and requirements of external agencies, the campus continues to progress at this steady rate, which is determined by limited resources and the desire to incorporate assessment of student achievement in other new initiatives.

4. *Administrative support.*

The UIS assessment initiative has received considerable administrative support throughout its planning and implementation.

5. *Validity and reliability of baccalaureate assessment measures and process.*

The baccalaureate measures and process initially developed specifically for the UIS student population are continually evaluated and refined. The careful consideration of the student population during this period of development and the ongoing evaluation process has resulted in a valid and reliable assessment program.

Areas for Improvement

During the previous year, initial data analyses, feedback from students and faculty, and the NCA self-study have identified issues within the assessment initiative that will need to be addressed in the next few years.

1. *Principles of assessment.*

In the early stages of the assessment process, principles of assessment were developed that were designed by faculty and approved by both administration and faculty governance and were intended to reduce uncertainty about the intentions and uses of assessment. These principles have served the campus well. UIS is now well into the implementation phase, however, and issues concerning student

performance motivation and remediation of deficiencies threaten the validity of the process. The campus has not begun the process of "revisiting" the principles of assessment, but plans to do so in the upcoming year.

2. *Faculty and program involvement.*

Over the past few years there has been decreasing faculty and program involvement in the assessment process. At this stage of development, the UIS assessment initiative needs renewed investment and support from the campus community.

3. *Efficiency (cost and time) of assessment process.*

Given the limited resources on campus, it is critical that UIS analyze the usefulness of current assessment data with respect to its cost and time requirements.

4. *Consideration of assessment of student achievement in institutional planning.*

To date, consideration of the results of assessment of student achievement has not progressed beyond curricular review at the program level. Although implementation of a student assessment program has been a consideration in institutional planning for the past ten years, more detailed assessment information has not entered broader institutional planning.

5. *Progress on graduate assessment.*

Efforts to implement graduate assessment began long after the campus started to assess undergraduate academic achievement. Progress on this initiative will be a high priority in the coming years.

Looking to the Future

1. *Computerization of the assessment process.*

Computerization would reduce staff and student time, introduce scheduling flexibility, and provide a more accurate means for transporting student scores into the database. Further, this type of presentation could enhance the student appeal of the process by providing flexibility in presentation style (e.g., graphics, movement, dimension, and sound) and a more contemporary appearance.

2. *Longitudinal tracking.*

UIS needs to examine variables that may influence a student's academic progress. Consideration of these variables in conjunction with assessment scores will provide a comprehensive portrayal of the students' academic experience and better enable UIS to meet their needs.

3. *Integration of the student assessment initiative with faculty development and student follow up.*

In the fall of 1995, student assessment was incorporated into a unit that has a broader institutional context. The Assessment Office was officially located within the Center for Teaching and Learning. The center integrates the functions of the Assessment Office and the former Learning Center with faculty and curricular development activities. This unit will facilitate the student assessment initiative's more integral involvement with broader academic initiatives.

VI. Accomplishing the Campus' Purposes: Student Services

This chapter is a continuation of the discussion begun in Chapter 4 focusing on Criterion Three. It describes the services that UIS offers its students and analyzes how well the campus is accomplishing its purposes in this area.

Student Services Available

UIS offers a wide range of services to its students through the following units, most of which are located in the Division of Student Affairs or through the Center for Teaching and Learning, a part of the School of Liberal Arts and Sciences: Counseling Center, Student Life Office, Disability Services, Center for Teaching and Learning, Office of Career Services and Placement, Housing Office, Campus Health Service, Child Care Center, Office of Minority Student Affairs, Women's Center, Office of International Student Services, and Intercollegiate Athletics. Physical Planning and Operations provides facilities that comply with the Americans with Disabilities Act, as well as other facilities that enrich student life (i.e., remodeled computer labs and classrooms).

Strengths

1. *A comprehensive array of student services about which students and faculty indicate generally high levels of satisfaction.*

Surveys of both students and faculty indicate general satisfaction with student services. The Students and Student Services Subcommittee formed for this self-study concluded that the campus provides a broad offering of services that meets both general population and special population needs.

2. *An enhanced climate and improved support for members of underrepresented groups.*

Recent years have been marked by notable improvements in services and programs for minorities, women, and persons with disabilities. Included are 1) establishing the Women's Center, 2) formalizing the administration of services for disabled students, and 3) initiating the Whitney M. Young Fellowship Program. One indicator of the success of the efforts aimed at minority students has been the increase in minority enrollments to the highest levels in UIS' history.

3. *Quality of academic support.*

User surveys and surveys of alumni consistently reveal that the principal academic support units – the library and the Center for Teaching and Learning – are viewed by UIS' students as making a positive contribution to their education.

Areas for Improvement

1. *Improvements to campus life.*

Students, faculty, and administrators all acknowledge that substantial effort must be directed in the next few years toward improving campus life. Under the Student Affairs Task Force, planning has been initiated for enhancing the intellectual, social, and cultural climate of the campus.

2. *Student information system.*

Acquisition of a comprehensive system that would improve availability of information for advising and integrate admissions and records, financial aid, and accounts receivable has been identified in recent planning documents as a high campus priority. While UIS investigates the possibility of acquiring such a system, students will benefit from the campus' recent acquisition of the Sigma financial aid software, which will greatly improve the processing of financial aid applications.

3. *Adequacy of support for students with disabilities.*

Despite improvements in the administration of services for disabled students, the support for these services continues to be an area in need of improvement. Of particular concern is the coordination of services and clarification of responsibilities among Student Affairs, the Center for Teaching and Learning, and Physical Planning and Operations. The campus expects that the recently established Committee on the Status of Persons with Disabilities, part of the campus governance system, will contribute to improvements in this area.

4. *Efforts at recruitment of members of underrepresented groups.*

Despite the gains of recent years, UIS must continue to strive for increased diversity on campus. Particular efforts should be directed toward enrollment of Hispanic students, who continue to constitute a very small percentage (about 1%) of UIS' student body.

5. *Coordination between the Divisions of Student Affairs and Academic Affairs.*

Planning for the lower division and the appointment of a new vice chancellor for student affairs have highlighted the long-standing need for closer coordination between the Division of Student Affairs and the Division of Academic Affairs. The administration has already taken steps to improve coordination between the two divisions. For example, the vice chancellor for student affairs now attends meetings of the Academic Cabinet.

VII. Accomplishing the Campus' Purposes: Research and Public Service

This chapter is a continuation of the discussion begun in Chapter 4 focusing on Criterion Three. This chapter describes UIS' research and public service activities and analyzes how well the campus is accomplishing its purposes in this area.

Scholarship, Research, and Service at UIS

Scholarship, research, and service are closely related at UIS; it is thus necessary to discuss them together. As a campus in which the highest priority is excellence in teaching, UIS has never seen scholarship solely in terms of basic disciplinary research and publication in scholarly journals. In recent years UIS adopted Ernest Boyer's four categories of scholarship – the scholarship of discovery, the scholarship of application, the scholarship of integration, and the scholarship of teaching – as a basis for thinking about scholarship that fully validates scholarly activity,

whether directed toward teaching, basic research, or applied research that serves the community.²

UIS' emphasis on public affairs in its instruction, research, and service has also strengthened the relationships among scholarship, research, and public service. Many projects involve applied, public affairs oriented research that serves state government or nongovernmental agencies and relates to a faculty member's teaching.

Capital Outreach

Capital Outreach is the umbrella term for UIS' involvement in public affairs and community service. For UIS, Capital Outreach reflects a long-standing commitment to play a vital role in public affairs in Illinois. Capital Outreach is intended to encompass the public service and public education activities based in the four schools, as well as the activities of the Institute for Public Affairs. Capital Outreach at UIS parallels the major public service initiatives of the other two University of Illinois campuses – Partnership Illinois at the Urbana-Champaign campus and Great Cities at the Chicago campus.

The Institute for Public Affairs

The Institute for Public Affairs coordinates research, training, and other public service activities. It is composed of the Institute's Central Office, the Center for Legal Studies, the Illinois Legislative Studies Center, WUIS/WIPA (a National Public Radio member station), the UIS Television Office, the Survey Research Office, the Graduate Public Service Internship Program, the Illinois Legislative Staff Internship Program, and Institute Publications (comprised of *Illinois Issues* magazine and the Publication Unit). The Institute for Public Affairs and its research centers are included in the regular cycle of academic program and support/research unit review.

² Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990.

The Office of Continuing Education

Public service by faculty is also facilitated by the Office of Continuing Education, a unit within the Division of Academic Affairs responsible for scheduling and coordinating noncredit activities at UIS. In addition, the office delivers statewide and national teleconferences in conjunction with UIS' Television Office.

Strengths

1. *Diversity of scholarly activities.*

As debates occur around the country about faculty roles and responsibilities, this campus finds that it has reached consensus on an issue other campuses are still struggling with: a broadened definition of scholarship. A key element in the campus' conception of the role of faculty members as scholars was the adoption of the Boyer categories of scholarship for use in faculty personnel processes.

2. *Public affairs research and service.*

In the years since the last self-study, the campus' reputation in public affairs has continued to develop. Public affairs applied research and service activities can truly be regarded as an institutional strength. A major administrative enhancement helping to strengthen the campus' public affairs activities was the establishment of the Institute for Public Affairs. Looking toward the future, the campus envisions even further strengthening in this area through the initiation of the doctorate in public administration and through collaboration with the public affairs and public service units at UIC and UIUC.

Areas for Improvement

1. *General support for scholarly activity.*

The Development Planning Committee's final report identifies improving support for scholarship as a major strengthening activity for the coming years. One way that strengthening will occur is

through continued clarification of the forms of scholarship, most particularly the assessment of the scholarship of teaching. Another way the strengthening will occur is through the development of policies on support of scholarship to guide investment of additional resources. In addition, it is clear that the schools need to develop research infrastructure to support scholarly activity outside the institute.

VIII. Capacity for Continued Accomplishment

This chapter contains the campus analysis of Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness. In this chapter, UIS demonstrates that it has the resources necessary to maintain strengths, correct weaknesses, and respond to the opportunities and threats of a changing society's instructional needs.

Institutional Planning Goals

In assessing institutional needs for strengthening programs, the Development Planning Committee identified three categories of activities that institutional attention will be focused on for the coming few years. The categories and significant activities identified in the categories are shown below. (Note: These lists are abridged; a complete listing can be found in the final report of the Development Planning Committee.)

1. *Activities requiring limited amounts of new resources.*

- collaborative initiatives across the campus and between the UI campuses;
- partnerships with external entities;
- curriculum refinements; and
- other institutional development efforts involving existing faculty and staff.

2. *Activities requiring new funding resources.*

- strengthening the faculty base;

- implementing the two new levels of education;
- enhancing support for graduate assistants;
- improving the student information system;
- establishing new physical space and other enhancements to the technological and operational base of the campus' academic enterprise; and
- improving the intellectual, social, and cultural climate on campus.

3. *Activities involving policy development.*

Although this category does not suggest the immediate need for new resources, the development and implementation of new policies will clearly generate such need at some point. With this in mind, the DPC identified a number of policy development needs. Some of these speak directly to continuing campus concerns about educational standards, support for scholarship, and the intellectual climate of the campus. Specific policy needs will be identified and developed through appropriate faculty governance structures.

In examining the academic organization of the campus, the DPC reviewed the existing structure of schools and alignment of academic programs. After discussing a possible reorganization at campus and school meetings, the DPC concluded that rather than reorganization,

... the central planning issue for the immediate future should be an examination of the functioning of schools and the strengthening of school operations. In making schools 'stronger,' in whatever ways the campus comes to define that concept, UIS must advance the overall vision of development of the campus. Plans that emerge for strengthening school functioning must simultaneously support the principles of campus development and new initiatives set forth in the UIS Vision Statement. (*DPC Final Report*, 41)

The committee identified eight areas for discussion in the coming year relating to strengthening schools as units for the delivery of academic services. The areas focused generally on increasing the responsibility and authority of schools by devolving campus authority away from the campus central administration and into the schools. The desired outcome

is further empowerment of school faculty in matters historically residing in the offices of the VCAA or the chancellor.

Other areas of planning have focused on UIS' off-campus offerings in Peoria. As the DPC assessed the overall campus operations, it also closely examined the feasibility and value of continuing to offer degrees in Peoria on the Illinois Central College campus. The DPC concluded that UIS offers educational opportunities at the Peoria Center to area students who might not otherwise be adequately served. The DPC also suggested that collaborative or joint use of the UI College of Medicine facilities in Peoria might work well for both institutions.

Institutional Funding Stability

The fiscal stability and status of the campus can be best assessed by reviewing institutional funding over time. Total revenue for the campus rose from \$22.1 million in FY86 to \$36.8 million in FY96 – an increase of 66.5%. The largest portion of the campus' funding historically has come from the Illinois General Revenue Fund (GRF). Over the 11-year period from FY86 to FY96, the GRF appropriations to the campus rose from roughly \$14.4 million to \$19.0 million for an increase of 31.9%. Comparing beginning and ending years, however, does not disclose the fact that on three occasions – FY88, FY91, and FY93 – GRF appropriations decreased from the previous year's level.

However, an examination of the relative share of campus revenues by source reveals that UIS' dependence on state appropriated tax revenues has been steadily declining over the past decade. For example, GRF appropriated support in FY86 accounted for almost two-thirds of campus revenues (65.0%), but had declined to about half (51.7%) of all revenues by FY96. The other two sources (tuition and other revenue), however, have been increasing in importance. While tuition revenues accounted for 11.8% of revenues in FY86, by FY96 they accounted for 15.6% of revenues. Likewise, revenues generated from auxiliary enterprises and grants and contracts activity had increased in importance from 23.2% of revenue in FY86 to almost one-third (32.7%) in FY96.

This overall increase in funding from all sources has allowed the campus to grow and to respond to student demands with relative stability. Responding to the relative decrease in state tax revenue support, however, the campus has sought funding not just from students but from its own initiatives through increased grants and contracts activity and the operation of auxiliary enterprises. Efforts to increase revenues from the latter sources reduce the burden that might otherwise be required of students through further tuition increases.

These funding trends over the past decade suggest that the campus is capable of managing and enhancing its fiscal resource base in ways that demonstrate initiative and responsibility. Looking toward the future, the campus is concerned about maintaining the proper balance between the need to generate more revenue through tuition increases to maintain program quality and the need to ensure affordability to students from all socioeconomic strata.

It is important to note that despite tuition increases, financial aid programs help maintain the affordability of a UIS education. A large proportion of UIS full-time students come to campus with significant levels of federal, state, and/or institutional aid. In FY96 59.5% of full-time students paid less than \$1500 toward the full-time tuition and fees of \$2950 – and nearly 30% of the full-time students had their tuition and fees completely covered by financial aid programs.

Constituent Involvement in Planning Processes

UIS' ability to initiate planning and institutional self-analysis is marked by its success at meeting the challenges of the past decade and addressing them in ways that ensure institutional strengthening. For example, the campus was able to institute collective bargaining with the faculty and other constituent bodies at various times over the past 10 years.

UIS also demonstrated the ability to initiate strategic planning and to later fold that planning into the IBHE initiative that challenged the campus to examine its productivity, quality, and priorities (P•Q•P). As a result of its efforts, the campus was recognized by the IBHE for the seriousness with which it approached the P•Q•P responsibilities. To gain this recognition,

UIS consulted affected and potentially affected constituent groups and appropriate governance bodies in analyzing and formulating recommendations to enhance effectiveness and educational quality.

UIS' ability to adapt to the change brought about by the merger also reveals the campus' ability to respond to institutional change. The smoothness and effectiveness of the transition are documented in the campus report to the NCA on institutional change and further noted in the NCA visiting team report from Spring 1997.

All of these planning initiatives have been undertaken – and in some instances achieved – while maintaining a strong sense that the campus is in a position to continue to determine its future priorities and directions. The success of these endeavors stands as evidence that the campus can effectively plan for its continuance and that the institution has developed decision-making processes with tested capabilities for responding effectively to anticipated and unanticipated challenges to the institution.

The success in meeting these challenges is largely attributable to extensive consultation with constituencies in planning processes.

IX. Institutional Integrity in Practices and Relationships

This chapter contains the campus assessment of Criterion Five: The institution demonstrates integrity in its practices and relationships.

Published manuals describe all academic policies governing employee rights, student rights, grading, and the filing and handling of grievances.

Institutional Policies Fostering Open and Ethical Behavior

Faculty Grievance Processes. For much of the past 11 years, faculty employment policies and grievances have been covered in the faculty collective bargaining agreement. With expiration of that agreement on June 30, 1997, the chancellor consulted with the Campus Senate Steering

Committee and instituted an interim grievance process, to be effective July 1, 1997.

The interim procedures are those that existed at Sangamon State before the introduction of faculty collective bargaining in 1988. The campus will develop new policies and procedures for faculty grievances during AY97-98 through the appropriate faculty governance and campus policy development processes. UIS will also be involved in developing campus policies governing faculty workloads, personnel processes, and faculty salary and rewards that comply with the broad parameters set forth in the *University of Illinois Statutes*.

Student Grievance Processes. Student grievance processes are set forth in the *1997-1998 Student Handbook*. This document contains definitions of the different categories of student grievances, explains the process by which grievances are filed and resolved, sets forth the appeal process, and recaps the disciplinary code and proscribed conduct that will lead to disciplinary actions against students.

The current system of handling student grievances originates from University Assembly Bill 23-3. This bill codified an adjudicative process for both violation of a code of conduct and redress for student grievances. The bill was finalized in the spring of 1994 and was fully implemented after the training of hearing board representatives in the spring of 1996. Before then, student grievances were handled directly and informally by the dean of student services.

Staff Grievance Processes. Staff grievances are processed through provisions of collective bargaining agreements when they exist or through the policies of the campus and the civil service system. Like those referenced for faculty and students above, these procedures provide both informal and formal means of grievance resolution and allow orderly and effective resolutions to staff grievances.

Human Rights Policy and Sexual Harassment Policy. In addition to these grievance processes, the campus has policies that guide the filing of complaints of human rights violations and sexual harassment. These policies and their enforcement are part of the campus' dedication to

affirmative action through achievement of an educational and work environment that reflects the diversity of the state.

The campus prints and distributes copies of the "University of Illinois at Springfield Human Rights Policy" (rev. 8/95) and the "University of Illinois at Springfield Sexual Harassment Policy" (rev. 8/95). Both brochures include the procedures to be followed in filing, investigating, and resolving complaints. These policies are enforced by the campus affirmative action officer.

Family Education Rights and Privacy Act. UIS adheres to the principles and policies as promulgated in the Family Education Rights and Privacy Act. The campus has recently reviewed and revised its policy, expanded its notification to students, and provided training to employees concerning this law. In addition, nondisclosure of information warnings appear on the computer screen when an employee accesses student information that may not be released.

Representations to the Public

The campus and the University prepare various documents, reports, and promotional brochures that accurately describe the campus in general; its physical location, condition, and surroundings; programs; faculty; adherence to federal and state law along with the strictures of ethical practices; fiscal condition; and educational programs. These include:

- *1997-98 Undergraduate/Graduate Catalog*
- "UIS: A Capital Idea" (campus viewbook)
- "UIS: A Capital Idea" (prospectus)
- "University of Illinois at Springfield 1996-1997 At a Glance"
- *1996 Annual Report of the Institute for Public Affairs*
- "University of Illinois Pocket Facts, 1997"
- *University of Illinois 1997 Annual Report*

Also printed and made available to the public are brochures on UI policies such as the "Policy on Conflicts of Commitment and Interest," the "Policy on Patents and Copyrights," and the "Policy and Procedures on Academic Integrity in Research and Publication."

Oversight of Contractual Arrangements

The University's *Business and Financial Policies and Procedures Manual* specifies who is authorized to enter into legally binding agreements. It also indicates that the responsibility for actual management and direction of contractual projects is with the principal investigator under the general supervision of the head of the department and dean or director.

Units of the Office of Business Affairs provide services that aid the principal investigator or fiscal officer in overseeing a contract or grant. In addition, periodic audits of campus contract activities are conducted by the internal auditor, and the University has an external audit conducted annually of its financial transactions. Over the past several years, no matters of substance have been identified in these audits.

A large percentage of contracts with government, industry, and other organizations originate in the Institute for Public Affairs. The institute has found over the years that principal investigators and fiscal officers generally need staff administrative and fiscal support to properly carry out their contractual responsibilities. For this reason, institute units have hired grant and contract administration support staff.

Protection of Human Subjects and Animals. The Institutional Review Board for the Protection of Human Subjects (IRB) screens and reviews research projects involving human subjects. The policy under which the IRB functions notes that "this review protects not only the human subjects involved, but also the project director and the university." In addition to the IRB, campus policies provide for the Institutional Committee for the Care and Use of Animals to enforce ethical, humane guidelines for the use of live animals in research.

The campus has an Environmental Health and Safety Committee and an environmental safety officer. The purpose of the committee is to oversee matters related to the campus' use of biological and chemical materials.

Federal Compliance

Credits, Program Length, and Tuition. UIS uses semester hours as the basic measure of learning experiences. The catalog provides detailed

information about program length and tuition and fees. The institution does not charge differential tuition for any of its programs.

Federal Financial Aid Programs. UIS is in full compliance with Title IV funding requirements. Loan default rates of 3.6% in FY94 and 5.2% in FY95 are within acceptable limits. The campus' financial aid programs meet the standards established through internal and external audits.

Notice of Affiliation with the NCA Commission on Institution of Higher Education. The 1997-98 catalog indicates that the campus is accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges. The 1998-99 catalog will also contain the Commission's address and telephone number.

Professional Accreditation. As noted earlier in the report, UIS has several accredited programs. No adverse actions have been taken relating to these specialized accreditations.

X. Committee Membership

To ensure maximum participation in the preparation and completion of this report, the Self-Study Steering Committee created five subcommittees and assigned them various aspects of the self-study effort. Membership of Steering Committee and the five subcommittees is listed below.

Self-Study Steering Committee

Michael Ayers, Professor/ Convener of the Economics Program (committee co-chair)
Harry Berman, Associate Vice Chancellor for Academic Affairs (committee co-chair)
Dave Barrows, Director of Physical Planning and Operations
Carol Floyd, Special Assis't to the Provost and Vice Chancellor for Academic Affairs
Paula Garrott, Associate Professor of Clinical Laboratory Science
Hugh Harris, Assoc. Professor of Labor Relations/Director, Whitney M. Young Program
John Holtz, Associate Professor of Library Instructional Services
Karen Kirkendall, Associate Professor of Psychology and Director of Assessment
Ann Larson, Professor of Biological Science
Carl Long, Assistant Vice President for Business and Finance/Vice Chancellor for Administrative Affairs and Human Resources
Wayne Penn, Provost and Vice Chancellor for Academic Affairs (ex-officio member)
Brisbane Rouzan, Vice Chancellor for Student Affairs
Donald Stanhope, Professor of Accountancy

Academic Programs, Faculty, and Staff

James Stuart, Professor of Sociology/Anthropology (committee chair)
Karen Kirkendall, Associate Professor of Psychology and Director of Assessment
John Palmer, Assistant Professor of Business Administration/Director, Graduate Assistant
Program
James Veselenak, Associate Professor of Clinical Laboratory Science
Edward Wass, University Librarian and Dean of Library Instructional Services

Campus Support

Dave Barrows, Director of Physical Planning and Operations
Barbara Klintworth, Director of Library Technical Operations
Terry Powell, Data Processing Analyst III
Carmelita Hogan Washington, Human Resources Officer III
Jill Voyles, Administrative Aide (committee chair)

Planning and Fiscal Affairs

Aaron Shures, Budget Officer (committee chair)
William Bloemer, Dean of the School of Liberal Arts and Sciences
Michael Bohl, Director of Financial and Information Systems
Rassule Hadidi, Professor and Convener of the Management Information Systems Program
David Olson, Associate Professor of Accountancy
Rebecca Wilkin, Executive Assistant to the Provost /Vice Chancellor for Academic Affairs

Research and Scholarly Activities

Peter Wenz, Professor of Philosophy and Legal Studies (committee chair)
Nancy Ford, Executive Director of the Institute for Public Affairs
Deborah Russell, Coordinator of Grants and Contracts
Srinivas Vuppuluri, Assistant Professor of Management Information Systems
Pinky Wassenberg, Associate Professor of Political Studies
Lynn Pardie, Associate Professor of Psychology

Students and Student Services

Mary Patton, Instructor of Mathematical Sciences and Center for Teaching and Learning
(committee chair)
Joy Benson, Assistant Professor of Management
Terri Jackson, Coordinator of the Office of Minority Student Affairs
Gerlinde Coates, Director of International Student Services
Pam Hammond-McDavid, Director of Career Services and Placement
Rebecca Waltrip, Interim Director of the Office of Financial Assistance