University of Illinois Urbana-Champaign

Assurance Review (Year 4)

Assurance Argument

3/29/2024

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Introduction

The University of Illinois Urbana-Champaign (Illinois) continues to move forward, guided by its mission, values, and purpose, and drawing from the past to build a better future. In 1867, the university's first president laid out a vision to create an institution that puts knowledge in the hands of Illinoisians to create better lives for the people of the state and beyond. Today, Illinois continues to lean into its land-grant mission of teaching and learning, discovery, and public engagement. Illinois is driven to positively impact the citizens of the state, nation, and world, a responsibility the university takes seriously. The HLC accreditation review process offers an additional opportunity to reflect on and prepare for the rapidly changing educational demands of a 21st century global society. Illinois considers this review to reaffirm its accreditation to be a public and transparent acknowledgement of accountability to those the university serves.

With over 56,000 students enrolled, Illinois' student body spans the spectrum of national, racial, ideological, and socioeconomic diversity. Students choose Illinois because they trust the university to provide them with transformational educational experiences that will prepare them for their lives and careers. The campus Student Success @ Illinois effort strives to increase access, promote timely degree completion, and prepare students to make positive contributions, while addressing the institution's structural and systemic barriers that may impede this success. With collaboration from Academic Affairs; Student Affairs; Diversity, Equity and Inclusion; and Technology Services, Student Success @ Illinois takes a wide view of enhancing the Illinois experience for all students.

Approaching student success holistically, both the campus and the University of Illinois System have increased investments in mental health resources for students, faculty, and staff. While issues related to mental health and wellbeing were amplified by the pandemic, Illinois continues to make a concerted effort to increase access to and awareness of the available support resources for the campus community.

To ensure that the university delivers the world-class education that students expect, the five-year, $50 million Strategic Faculty Hiring Initiative launched in AY 2022-23 will increase capacity for teaching, research, and engagement. To grow the number of tenure system faculty in strategically important areas, a Strategic Hiring Initiative-Cluster Hire program was also introduced. The program created hiring opportunities for diverse scholars from across disciplines to collaborate on topics that have the potential to lead to creative solutions to vexing societal problems.

Illinois continues to carefully steward its resources and pursue increased operational efficiency. The university's financial position remains strong with the efficient use of resources and prudent planning. The Integrated and Value-Centered Budgeting (IVCB) model was introduced in 2019 to enhance efficiencies and support flexibility in times of shifting revenue streams. Since its inception, the model has improved transparency around budget decisions, provided incentives for units to invest resources in strategic priorities, and set aside a portion of money for investments in opportunities to grow. IVCB has allowed academic units to create new programs and adjust others in ways that respond to the demands of the students who invest their tuition dollars here.

This accreditation assurance argument covers the current state of the university as of December 2023. The university does not rest on its over 150 years of excellence and achievement. As evidenced by the creation of the vice chancellor for diversity, equity and inclusion position, by work underway to build out the General Education program, and by examining new ways to engage within the state and across the world, the University of Illinois Urbana-Champaign constantly seeks ways to improve and innovate. This spring the university will launch a strategic framework which will call for everyone at the university to be bold in thinking about ways to better collaborate, be more inclusive, and empower others. The campus will align around these three values and create opportunities to make the institution and the world even better, individually and collectively, as it strives to meet its vision of being the pre-eminent public research university with a land-grant mission.

Assurance Argument

University of Illinois Urbana-Champaign - IL

Review date: 4/8/2024

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

The University of Illinois Urbana-Champaign (Illinois) is one of three universities within the [University of Illinois System](#), which also includes the University of Illinois Chicago and the University of Illinois Springfield. Within the limits fixed by the constitution of the state of Illinois, the University of Illinois Board of Trustees exercises final authority over the System and its three universities. The board also approves the [General Rules](#) (p. 36) that govern the organization of the System and its universities and declare that the universities are expected to [develop missions](#) (p. 7) responsive to their orientation and setting.

Illinois' mission statement:

The University of Illinois Urbana-Champaign is charged by our state to enhance the lives of citizens in Illinois, across the nation, and around the world through our leadership in learning, discovery, engagement, and economic development.

The university aspires to its vision statement:

We will be the pre-eminent public research university with a land-grant mission and global impact.

The university defines pre-eminence as:

- We will be the best at what we do; this is a matter of excellence in achievement.
- We will have impact locally, nationally, and globally through transformational learning experiences and groundbreaking scholarship.
- We will be recognized by our peers as leaders. We will be visible to the nation and world – this is the leadership expected from a world-class university with a land-grant mission.
- We will be leaders in advancing diversity and equity that will contribute to creating an institution committed to excellence in discovery, teaching, and research, and a climate where all can achieve their highest aspirations in a safe and welcoming environment.

Illinois' actions are guided by the values and goals outlined in its strategic plan (see 5C1).

1.A.2

The Illinois mission and its related statements are current; it was last reviewed in 2017 by the Council of Deans and affirmed by the Board of Trustees in 2019.

The university's mission references the institution's emphasis on learning, discovery, engagement, and economic development.

Learning

More than 3,200 faculty members (see 3C) deliver more than 5,000 courses in more than 150 fields of study to more than 56,000 students annually. The quality of these educational programs is discussed in 4A.

Discovery

More than 150 centers, laboratories, and research efforts, including nine large-scale interdisciplinary research institutes, continue the Illinois tradition of discovery to address society's most pressing problems. The university's research enterprise received $406 million in federally funded grants in FY 2021 and $133.7 million in support from corporate contracts and philanthropic gifts in FY 2021.

Engagement

Illinois was recognized in both 2008 and 2015 as a Carnegie Foundation Community-Engaged University. Illinois provides multiple public engagement opportunities through its colleges, museums, performing arts center, and public media (see 1B1 and 1B3). Additionally, the university's flagship outreach effort, Illinois Extension, offers programs in every county in the state to maximize impact. Extension is described further in 1B1.

Economic Development

The university recognizes the need to be a good steward of resources and to grow resources to support a quality operation in all areas of its mission.

The university provided $8.7 billion in income to the state's economy in FY 2021, approximately equal to 1% of the total gross state product, and supported nearly 80,000 jobs according to a 2022 economic impact study.

The Research Park (p. 14-16) at Illinois has more than 120 companies employing 2,077 people in high-technology careers, including 625 student interns. Between 2018 and 2020, the Research Park through its direct, indirect, and induced operations contributed approximately $1.3 billion to the Illinois economy. Since the Research Park began its operations in 2000, start-up companies incubated here have raised $1.3 billion (p. 13) in venture capital funding. The Research Park has awarded $200 million (p. 13) in Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants and was installed into the Academy of Outstanding Research Parks as a Top 20 university innovation community.

The Illinois mission is directly addressed in The Next 150 strategic plan, which outlines steps to advance activities in scholarship, discovery, and innovation; transformative learning experiences; societal impact; and resources and strategic investment.

1.A.3

The broad scope of Illinois' activities is defined in the mission as leading in learning, discovery, engagement, and economic development. The vision characterizes the nature of these activities as one of pre-eminence, with global impact.

The mission clearly identifies the breadth of the institution's constituents as "citizens in Illinois, across the nation, and around the world," with the strategic plan introduction further specifying the following constituents: faculty, students, alumni, and the local, state, national, and global communities.

1.A.4

Illinois' academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic Programs

As a land-grant institution, Illinois' original mission, as set forth in the Morrill Act (1862), was "without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts … to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." In keeping with its land-grant mission, Illinois' academic programs and courses include agriculture, science, engineering, and military science, as well as social science, humanities, business, and health programs.

The university requires that all undergraduate students take General Education courses to gain and use broad knowledge beyond the specialized knowledge they acquire in their major. See 3B1 for more information.

The following ten undergraduate-serving colleges and schools offer over 150 programs of study leading to baccalaureate degrees:

- College of Agricultural, Consumer and Environmental Sciences
- College of Applied Health Sciences
- Gies College of Business
- College of Education
- Grainger College of Engineering
- College of Fine and Applied Arts
- College of Liberal Arts and Sciences
- College of Media
- School of Information Sciences
- School of Social Work

Post-baccalaureate students study in more than 100 fields through the Graduate College in concert with departments housed in the colleges listed above and in the School of Labor and Employment Relations. Professional programs, as defined by IPEDS, are offered through the College of Law, the Carle Illinois College of Medicine, and the College of Veterinary Medicine. Many programs at Illinois have specialized accreditation. The university and a number of undergraduate and graduate programs have earned national and international rankings, demonstrating programmatic quality.

Illinois is committed to continuous improvement of learning and programs. This is accomplished through program review (see 4A1) and learning outcomes assessment (see 4B1).

Student Support Services

Illinois offers a comprehensive range of programs, services, and resources to support its students in accordance with its mission. Some examples:

- Student academic affairs units within the colleges provide support for degree requirements and advising. Graduate students are additionally supported through the Graduate College.
- Illinois International facilitates study-abroad experiences and assists international students.
- Enrollment Management supports students in their academic endeavors through undergraduate admissions, enrollment, financial aid, student records, course scheduling, and degree certification.
- Student Affairs offers services that support students' mental, physical, and social well-being.
    - The Office of Civic Life connects students with opportunities to donate their time to causes at the university, in the local community, and beyond.

- o Nine Cultural and Resource Centers, including the [Bruce D. Nesbitt African American Cultural Center](#), [La Casa Cultural Latina](#), the [Women's Resources Center](#), and others deliver culturally responsive, supportive, and developmental services. Additional diversity-related offerings and efforts are described in 1C2 and 1C3.
  - o The [Career Center](#) provides career coaching, interest exploration, mock interviews, resume reviews, and job search tips along with individual college career services.
- The [Office of Undergraduate Research](#) encourages students to collaborate with faculty on research projects and garners financial support for these projects.

See 3D for a detailed discussion of student support services.

Enrollment

The university's fall 2023 [enrollment composition](#) reflects the university's mission to enhance the lives of citizens in the state of Illinois, across the nation, and around the world:

Undergraduates

- Total enrollment: 35,467
- In-state: 71.90% (97/102 counties represented)
- Domestic out-of-state: 10.91% (47 states represented, including Illinois)
- International: 15.48% (88 countries represented, excluding United States)

(Unknown: 1.72%)

Graduate and professional students

- Total enrollment: graduate 19,583 | professional 1,353
- In-state: 23.47% (84/102 counties represented)
- Domestic out-of-state: 27.91% (50 states represented, including Illinois)
- International: 39.95% (110 countries represented, excluding United States)

(Unknown: 8.66%)

The fall 2023 enrollment composition also demonstrates that an Illinois education is available to students from a broad set of demographic categories, according to the land-grant mission.

Gender (total student population)

- Male: 54%
- Female: 46%

Underrepresented minorities (URM): U.S. citizens or permanent residents who are African American, Latinx, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, or "multi-race," if one group is in the preceding list.

- [Freshman class](#) (p. 7): 21.5%
- [Undergraduates](#) (p. 12): 20.4%
- [Graduate and professional](#) (p. 12): 11.5%

First-generation students

- [Freshman class](#) (p. 17): 23.8%

By awarding [a large number of degrees each year](#) (p. 15), Illinois is enhancing the lives of its stated constituents. Illinois awarded 16,803 degrees in 2022-23, including 8,482 bachelor's degrees, 31 post-baccalaureate certificates, 7,150 master's degrees, 3 advanced certificates, and 1,137 doctoral and professional degrees.

1.A.5

The university's mission and vision are articulated publicly and linked from various webpages (e.g., [About Illinois](#)). The process of planning and sharing the strategic plan included opportunities for public discussion about the mission, vision, values, and [goals](#) ([town hall](#) (p. 9) | [launch](#)). In addition, the chancellor presents an annual State of the University [address](#) that discusses how the university is living out its mission.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

As a nonprofit state entity, the university has neither investors, nor parent organization, nor any relationship with a superordinate entity. State-appropriated funds flow from the state to the University of Illinois System to the University of Illinois Urbana-Champaign. For FY 2024, approximately 12% of the funding is retained by the System Offices to cover the costs of providing service and support, and the remainder is divided among the System's three universities and systemwide costs, such as health insurance and risk management. Strategic planning, along with a rigorous budget process, ensures resources are appropriately allocated to support the education mission. The budgeting process, as outlined in Provost's Communication #1, involves the chancellor, provost, vice provosts, and the deans/directors of college-level units. Faculty committees, the Campus Budget Oversight Committee, the Senate Executive Committee, and the Senate Budget Committee also play important roles. The chancellor and provost make budget recommendations to the president, who then makes recommendations to the Board of Trustees. These budget recommendations directly support the actions needed to support the mission.

The university's mission as a land-grant institution to "enhance the lives of citizens in Illinois, across the nation, and around the world" clearly establishes its sense of public service. To reflect this mission, Illinois' 2013-16 and 2018-23 strategic plans include societal impact as one of the university's four main goals.

Illinois was designated in both 2008 and 2015 as a Carnegie Foundation Community-Engaged University – a classification that recognizes Illinois' high level of effectiveness in community engagement. Illinois demonstrates its public obligation through its breadth of engagement, ranging from curricular and cocurricular activities to engaged scholarship, outreach, and extension.

For nearly a decade, Illinois tracked and documented engagement activities at the unit and campus level through the web-based Public Engagement Portal (PE Portal). In 2020, the PE

Portal was replaced by GivePulse, a state-of-the-art public engagement platform designed to enhance the university's capability for use by campus stakeholders and the broader community by mobilizing, tracking, and assessing public engagement activities. As of June 2023, 37,268 impacts/engagements and 108,135 hours have been tracked.

Students have curricular and cocurricular opportunities to engage with the community. Best practices for service-learning courses are offered by the Center for Innovation in Teaching and Learning. Many service-learning courses are offered at Illinois. Examples include:

- SPAN 232 Spanish in the Community allows students to build their language skills while contributing to areas of need in local Spanish-speaking communities.
- Grainger College of Engineering offers multiple opportunities for students to be engaged in service learning: ENG 177 Global Sustainable Community Development (in Jamaica), ENG 177 Global Service Learning (in Bolivia), and ENG 177 Sustainability Scholars (in Trinidad and Tobago).
- Social Work Community Learning Lab partners with the community to provide students with experiential learning that helps them connect coursework to real life. Eighty-four percent of community partners reported that having students available to assist their agency enabled them to better serve their clients.

The Office of Civic Life promotes service by encouraging students to volunteer for the university and local communities and maintaining lists of volunteer opportunities. Students are engaged in over 200 service-focused Registered Student Organizations. Nearly 41% of seniors responding to the 2023 Chancellor's Senior Survey participated in community service or volunteer work. Additionally, 70% of students (compared to 67% at peer institutions) who responded to the 2021 Multi-Institutional Study of Leadership engaged in some level of community service during their time at Illinois.

The university's research is often conducted in areas that directly serve the public. See 3B4 for more details about research activities.

Illinois Extension, established in 1914 under the Smith-Lever Act, continues to align with the university's academic, service, and research strengths. Once considered to be solely an agriculturally/rural focused public good, Extension has expanded its vision over time to serve all communities in Illinois to best fulfill its mission of "bringing research-based evidence to the people for informing decision-making, exchanging knowledge and information across multiple sectors of society, opening portals to educational pathways, and creating economic and civic opportunities for communities in socially responsible ways." Illinois Extension has over 720,000 annual program attendees from throughout the state who are served through over 25,000 educational sessions in the following areas:

- Community: supporting strong and resilient residents
- Economy: growing a prosperous economy
- Environment: sustaining natural resources at home and in public spaces
- Food: maintaining a safe and accessible food supply
- Health: maximizing physical, mental, and emotional health

The Research Park, mentioned in 1A2, is expanding both in scope and mission to become a center for the university's statewide economic development and engagement efforts. Notably, EnterpriseWorks, an award-winning incubator serving science- and research-based startups that commercialize technology, offers pipeline programming and resources for aspiring entrepreneurs.

To progress as a 21st century land-grant university, Illinois is dramatically redefining how it engages with society. As stated by the chancellor, Illinois is moving from being a university with engagement programs to being a "publicly engaged" university, with an active and visible presence throughout the state and the world. University leaders are accomplishing this via a coordinated approach that emphasizes partnership building.

1.B.2

Illinois is a public academic and research institution. As a nonprofit state entity, Illinois has no investors or parent organization; its educational responsibilities take primacy. State-appropriated funds flow from the state to the University of Illinois System, which provides vital services and support to all three of its universities: the University of Illinois Urbana-Champaign, the University of Illinois Chicago, and the University of Illinois Springfield. Approximately 12% of funding is retained by the System; the remainder is divided among its three universities.

The University of Illinois Urbana-Champaign demonstrated its commitment to delivering on its educational mission in the face of daunting budgetary adversities. During the two-year state of Illinois budget impasse from July 2015 to August 2017, there was no disruption in students' academic progress. Curriculum delivery continued despite the lack of state support.

The University of Illinois Foundation (UIF) is an independent not-for-profit membership corporation registered with the state of Illinois and is the official private gift-receiving agency for the University of Illinois. Given that it is a completely separate legal entity, there is no competition for resources between UIF and the university.

1.B.3

A foundational principle to the university's higher education-community partnership is to work *with* the community and not *on* the community. Thus, as an anchor of public engagement and development, Illinois continually seeks to understand the needs of the local community, state, country, and world; recognize the distinctive capabilities and personality of the institution; and develop systems, programs, and processes to effectively address that intersection.

Academic units at Illinois engage with external constituencies in numerous ways.

- The **College of Education** serves as a valuable resource to the Chicago Public School System and runs the Center for Education in Small Urban Communities, the Early Childhood and Parenting Collaborative, Illinois Early Learning Project, Illinois New Teacher Collaborative, the Education Justice Project, and the Office for Mathematics, Science, and Technology Education.

- The **School of Social Work** offers service opportunities through its [Community Learning Lab](#) and collaborates with organizations such as Avicenna, providing free social work services to the uninsured and underinsured; Immigrant Services of Champaign-Urbana, providing resources to local immigrant and refugee families; and CU Trauma and Resilience Initiative, providing support to families impacted by violence.
- The **Department of Speech and Hearing Science** houses the [Audiology Clinic](#) and the Speech-Language Pathology Clinic, which provide comprehensive services to community members from certified, licensed audiologists and speech-language pathologists.
- [Illinois Geometry Lab](#) (p.11) hosts K-12 classes for interactive learning activities, offers an annual weeklong Summer Illinois Math camp for high school students, and organizes Saturday workshops.
- The **Department of Kinesiology and Community Health** provides assessment and health strategy plans in the [Illini Fall Prevention Clinic](#).
- The **Grainger College of Engineering** offers two free lecture series for community members at its [Saturday Engineering for Everyone](#) and [Saturday Physics for Everyone](#) events.
- The **Humanities Research Institute** sponsors the [Odyssey Project](#) in Champaign-Urbana, a 32-week college credit-granting humanities program for income-eligible adults with limited or no access to higher education, allowing students to build their knowledge base and develop critical thinking skills essential to higher education, workforce opportunities, and lifelong-learning citizenship.
- The **College of Veterinary Medicine** supports [homeless animals and shelters](#) through services provided by students and faculty.

Illinois enriches the Champaign-Urbana community and serves the public good through arts and cultural centers, and public broadcasting.

- **[Krannert Center for the Performing Arts](#)** is dedicated to the advancement of education, research, and public engagement through the performing arts, serving as a classroom, a laboratory, and public-performance space for the departments of music, theatre, and dance. The center also hosts national and international touring artists.
- **[Krannert Art Museum and Kinkead Pavilion](#)** is the second largest general fine art museum in the state with a permanent collection of more than 10,000 pieces.
- **[Spurlock Museum of World Cultures](#)** offers programs and events for the community at-large, using both its permanent and temporary exhibits to encourage discussions of the diversity of cultures.
- **[Japan House](#)** sponsors events and classes to increase Japanese cultural and aesthetic awareness.
- **[Illinois Public Media](#)**, the university's not-for-profit public media service for over 100 years, has provided television, radio, and online programming that includes news, entertainment, education, and community outreach to most of the state of Illinois and a significant portion of western Indiana.

Local public engagement is a significant resource that contributes to quality of life, well-being, and work-life balance.

- The **Principal's Scholars Program** is a statewide, pre-collegiate science, technology, engineering, and mathematics (STEM) initiative that strives to prepare elementary, middle, and high school students with demonstrated potential for college preparatory pathways.
- **Cradle to Career in the Champaign-Urbana Community** (CUC2C) develops the pipeline to college.
- **Willard Airport** helps connect the surrounding community to the nation and the world and is a key driver of the central Illinois economy, generating approximately 1% of the total gross regional product of Champaign County – providing 750 local jobs with an annual labor income of $30 million and a total estimated annual regional economic output of $99.75 million.
- The **Osher Lifelong Learning Institute at Illinois** (OLLI) offers 20-25 courses per semester to nearly 700 adult learner members with funding from the Bernard Osher Foundation, the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), and donations from OLLI members and community partners.
- The **Champaign County Community Coalition** prioritizes police-community relations, community engagement, youth development, community violence, mutual advocacy, and evaluation/communication.
- The **YMCA New American Welcome Center** offers support to immigrant communities in Champaign County.

In addition, the chancellor has established an Economic Development Advisory Group. Overseen by the university's Office of Corporate Relations, this body comprises university officials and local business leaders working together to develop an agenda to promote economic vibrancy for the Champaign-Urbana community and the broader region. Other private-sector relationships through the Research Park (see 1A2) provide students internship and research opportunities while leveraging university research innovations.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Curricular and co-curricular programs at Illinois provide students a rich foundation for learning and engagement that help students be informed citizens and achieve workplace success. One of the university's campuswide learning outcomes states: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities. Both academic programs and student affairs units have outcomes that aggregate up to this campus learning outcome, and the university measures its progress on the outcome through the Chancellor's Senior Survey. For example, over the last six years, when asked "how well have you improved your ability to develop ways to give back to your community," 44% of graduating students indicated very and extremely well. In 2022-23, 31% of students stated that they are developing this ability while taking courses in their major, which is more than they had in 2016-17, when only 16% said that they developed this ability in their major. Being part of a student organization offers students the greatest opportunity to give back through community service. For example, in 2022, the fraternity and sorority community at Illinois raised $341,691 for philanthropies and contributed 31,674 hours of community service.

The student affairs community empowers students to become successful citizens of a global community through diversity education, civic engagement, and intercultural experiences. For example, in the 2022-23 academic year, the Office of Civic Life (OCL) hosted programs and events to support the community through direct volunteerism and voter registration, such as a Democracy Summit. The OCL efforts along with the university commitment to reduce apathy, increase engagement, and graduate civic-minded students have led to the university being one of 394 institutions to earn the inaugural ALL IN Most Engaged Campus for College Student Voting Recognition.

Both informed citizenship and workplace success preparation also take place when students participate in high-impact practices, and 85% of students who completed the 2023 Chancellor's

Senior Survey participated in one or more of these activities. Many students select these experiences as "most valuable" learning activities, with 36% identifying internships and practicum experiences, 27% identifying undergraduate research, 7% identifying international experiences, and 7% identifying volunteering or community service as particularly worthwhile.

Additional support from the 2021 Multi-Institutional Study of Leadership shows that 85% of Illinois students (compared with 81% at other Big Ten institutions) report engaging in one or more high-impact practices. Additionally, 74% of Illinois students (compared with 71% at peer institutions) report participating in co-curricular activities. Fifty percent indicate holding a leadership position in a college organization (compared with 44% at peer institutions).

Students have many options to prepare for the workforce beyond their coursework and participation in high-impact practices. Online assessment tools designed specifically to engage the Illinois community (e.g., Exploring Pathways in Career Success developed by The Career Center and the Illinois Leadership Inventory developed by the Illinois Leadership Center) help students understand their strengths and areas for growth.

Data from the 2023 Chancellor's Senior Survey demonstrate how the institution has contributed to knowledge, skills, and professional development that allow students to be successful:

- 81% of Illinois seniors report improving their ability to think logically and critically "very well or extremely well."
- 78% of Illinois seniors report improving their ability to solve problems using evidence "very well or extremely well."
- 77% of Illinois seniors report improving their ability to deeply understand their chosen field of study "very well or extremely well."
- 74% of Illinois seniors report improving their ability to collaborate effectively with others "very well or extremely well."
- 70% of Illinois seniors report improving their ability to consider a variety of perspectives when making decisions as a group "very well or extremely well."

At Illinois, students are encouraged to strategically connect the learning that occurs both inside and outside the classroom. They deepen knowledge within their fields of study, explore personal identities, and meaningfully connect to and impact the social, civic, cultural, and global communities in which they live.

1.C.2

As a land-grant university with a local, national, and global mission, Illinois reflects attention to the inclusive and equitable treatment of diverse populations in its processes and activities in the examples given below.

Campuswide

A critical conversation series was commissioned by the chancellor in 2017-18 and 2018-19 to promote a civil, safe environment and publicly address controversial issues with all affected

parties included. Four conversations were held on Native imagery, engaging in discussion over 600 students, staff, faculty, alumni, and community members. Policy changes instituted as a result of the feedback received during these conversations include instating the Land Acknowledgment Statement policy. More recently, the university hosted a day-long series of presentations, discussions, and performances for Indigenous People's Day on October 10, 2022.

The Office of the Vice Chancellor for Diversity, Equity and Inclusion (OVCDEI) has also sponsored a series of high-profile public events for the university community aimed at providing opportunities for constructive dialog on controversial or current issues facing this university and the broader world. Examples include:

- *"In Dialogue: Yossi Klein Halevi and Mohammad Darawshe on Israel and Palestine,"* a virtual dialogue with Chancellor Robert Jones on April 6, 2021, was followed by a live public event, *"Remaining In Dialogue: Yossi Klein Halevi and Mohammad Darawshe on Israel, Palestine, and Bridging Deeply-Held Divisions,"* on October 7, 2021.
- *"Call to Action to Address Racism and Social Injustice Research Symposium"* featured a keynote conversation with Dr. Ibram X. Kendi, Director of the Boston University Center for Antiracist Research on October 6–7, 2022.
- *"Understanding and Supporting Trans College Students"* included public lectures and a workshop with author and professor Dr. Z Nicolazzo on October 24-25, 2023.
- *"Building a House United"* featured a panel discussion and workshops for students, faculty, and staff with members of Braver Angels, a national organization dedicated to political de-polarization on February 15-16, 2023.

Additional examples of long-standing annual events include the Celebration of Diversity awards breakfast (p. 10) and the multiday Dr. Martin Luther King Jr. Celebrations (2016 | 2019 | 2023). To ensure that all members of the community can participate in events, university event invitations include the following statement: "If you will need disability-related accommodations to participate in this program/event, please contact [insert organizing office]."

Due to Dr. Tim Nugent, the university has a longstanding tradition of serving individuals with accessibility needs from workplace accommodations to student educational services. As the first post-secondary institution to create curb cuts, buses equipped with wheelchair lifts, research that developed architectural accessibility standards that were later adopted nationally, and a comprehensive program of adapted sports for students with disabilities, the campus strives to create equal access to information, programs, and activities in an inclusive environment for all individuals.

OVCDEI shares a calendar of religious observances and suggests that when planning around religious observances is not possible, employers and instructors must provide reasonable accommodations as per campus code, and state and federal law.

Students

Financial commitments and support exist to encourage a diverse undergraduate student body, aiming to boost the recruitment and retention of women (especially in STEM fields), first-

generation college students, in-state students from low-sending counties, people with disabilities, students from low-income families, and racial and ethnic minorities underrepresented in higher education. See 1A4 for the enrollment profile. Total spending includes financial aid, student support, recruitment, and retention; federally required training, accommodations, and investigations; Title IX and Americans with Disabilities Act (ADA) compliance activities; and other diversity education and advocacy. Centrally awarded financial aid is targeted to these undergraduate populations and totaled $128 million in FY 2024. Included in these funds are the President's Award Program (PAP), which provides $5,000 scholarships per year to highly capable students who are members of one of several historically underrepresented groups at Illinois. A companion PAP Honors Scholarship program was launched in 2012 to award $10,000 per year to the highest achieving PAP-eligible students. About one-in-four newly enrolled Illinois residents benefit from the Illinois Commitment Program (grant aid covering tuition and fees for residents with a family income of $67,100 or less). Other specific examples of student support initiatives are included in 3D2 and 4C3.

The university strives to increase the diversity of the graduate student population in a number of ways. The Graduate College called for diversity advocates to be added to all admissions committees. The Graduate College also received a $1 million award from the Alfred P. Sloan Foundation, disbursed 2015-24, providing $40,000 scholarships in support of academic and professional development activities, with the goal of increasing the numbers of URM graduate students in STEM fields. As a result of Sloan funding and the university's matching funds providing $10,000 scholarships, 152 new URM Ph.D. students were recruited to the Grainger College of Engineering, as well as to mathematical and physical sciences in the College of Liberal Arts and Sciences at Illinois by 2023. The Grainger College of Engineering directly recruits populations historically underrepresented in engineering, including women and individuals managing a disability through national conferences and hosts a two-day, all-expenses paid Multicultural Engineering Recruitment for Graduate Education (MERGE) recruiting event for highly qualified applicants among these populations.

The University Housing initiatives give community support for diverse populations. Examples include:

- Gender-inclusive housing options
- Beckwith Residential Community: support for students with severe physical disabilities
- WIMSE: living-learning community for Women in Math, Science, and Engineering

Services and accommodations for individuals with disabilities have been part of the university since shortly after World War II, culminating in what is now Disability Resources and Educational Services (DRES). The DRES mission is:

To ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services and activities of the University of Illinois through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, the establishment of innovative educational services, and the pursuit of interdisciplinary disability research.

There has been an increase in student utilization of DRES services, from a total of 1,698 in 2015 to 4,209 in 2023. Cognitive/psychological services were the most utilized services.

The university has established new support systems and services for undocumented and DACA students. The OVCDEI partners with Student Affairs to offer student support services for these student populations to ensure a welcoming and inclusive campus community. In the Undocumented/DACA Student Mentors Program, current upperclassmen assist in the development of training curriculum via research and provide one-on-one scholarship support to undocumented/DACA students. The program delivers trainings to campus leaders, faculty, and staff on issues related to DACA policy and state laws impacting undocumented students, challenges and barriers that DACA and undocumented students face, and best practices in higher education. The Open Illinois web page serves as a central point of reference for information, resources, and guidance for all students impacted by immigration reform and policy.

Faculty/staff

Illinois is committed to recruiting and retaining an excellent and diverse faculty and staff. See 3C1 for information about the hiring programs that have been established for this cause. The university is firmly committed to Equal Employment Opportunity (EEO) and to compliance with all federal, state, and local laws regarding it. The Office for Access and Equity (OAE) provides resources and services to ensure that the university's educational and employment opportunities are equitable, accessible, and inclusive for all. The Recruitment and Hiring Guidelines share information to help meet these laws and policies and provide expectations for reaching out to diverse groups in recruitment.

The university follows all federal policies allowing for family and medical leave (FMLA), and it allows employees to take sick leave for the employee, employee's spouse, civil union partner, same-sex domestic partner, children, parents, siblings, grandchildren, grandparents, and members of the employee's household. In 2006, this policy was updated to ensure that same-sex partners received these benefits. Parental leave is granted for the birth or adoption of a child and tenure system faculty may request tenure system rollbacks for childbirth or adoption, as listed in Provost's Communication #16.

Per U.S. Department of Labor laws that enforce equal employment opportunity and affirmative action, the university's Office for Access and Equity provides an in-depth analysis of the total employment processes, including compensation systems, to determine whether and where impediments to equal employment opportunity exist. The analysis of compensation includes an evaluation of the compensation systems to determine whether there are gender-, race-, or ethnicity-based disparities. By proactively conducting this analysis, the university can determine whether unequal pay exists and correct the problem.

1.C.3

The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

Illinois addresses its role in a multicultural society in many ways by supporting the diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, political views, religion, and their intersections.

From 2009 to 2017, Inclusive Illinois: One Campus, Many Voices was the university's initiative to cultivate a community at Illinois where everyone is welcomed, celebrated, and respected. Many college initiatives (p. 14), events (p. 4), and Campus Conversations (p. 7) were held to foster this goal.

In 2012, the University of Illinois Senate (Senate) adopted a diversity values statement to define the university's commitment to the principle that a diverse community adds to and enhances the educational environment (directly quoted in-part below):

- We demonstrate our values and appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community;
- We support curricular, interdisciplinary, and co-curricular learning environments that expose students to multiple perspectives including the histories and contributions of groups across social and economic identities; and
- We provide opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences and we actively encourage the campus community to participate in programming and events to create, develop and sustain those relationships.

Illinois ensures that it stays current and effective in its role in a multicultural society. In 2017, the chancellor initiated an external review of diversity, which resulted in a transitional year to begin implementing recommended changes. The review team recognized a proliferation of programs and initiatives regarding diverse students and employees, which resulted in a recommendation to centralize these efforts. Some of the major recommendations from this review included the appointment of a vice chancellor for diversity, equity and inclusion to develop and lead a central structure to provide organization and clarity to diversity, inclusion, and equity work at the campus and college/unit levels. The following entities were combined under the new Office of Diversity, Equity and Inclusion, instated July 1, 2018: the Office for Access and Equity, the Title IX Office, and the ADA Coordinator Office. Two new units were created to carry out part of the diversity framework aligning with the campus strategic plan and to connect with community businesses to promote diversity: the Office of Academic Inclusive Excellence and the Office for Business Community Economic Development. The new vice chancellor joined the university in August 2019.

From 2019 to 2023, the Office of the Vice Chancellor for Diversity, Equity and Inclusion (OVCDEI) has continued to build on the foundation established at its inception. Key new developments and initiatives led by OVCDEI include:

- **Call to Action Research Program:**
    - $2 million is committed annually to fund research on racism and social injustice.

- o A [focus](#) is placed on systemic racism and social justice, law enforcement and criminal justice reform, and/or disparities in health and health care.
- **Native American Resources:**
  - o The university's inaugural [associate vice chancellor for Native affairs](#) was appointed in August 2021.
  - o The [Indigenous Pathways Program](#) was created for Native high school sophomores and juniors to visit the campus for four days in the summer.
- **[Campus Belonging:](#)**
  - o Replacing the former Bias Assessment and Response Team, this effort serves as a mechanism for the campus community to share concerns about behaviors that negatively affect their experience on campus.
  - o Campus Belonging educates the campus on relevant issues related to diversity, equity, inclusion, access, free speech, and academic freedom and affirms the institutional commitment to a campus environment that values diverse perspectives and constructive dialogue.
- **[Senior Diversity Officers:](#)**
  - o Officers are appointed in virtually every academic college and major functional unit of the university to replace campuswide committees and issue-specific advisory groups and to allow for better information-sharing and collaboration across colleges and units.
  - o Each college also has an [equal employment opportunity officer and vice chair](#) with specific responsibilities pertaining to faculty and staff search processes.

OVCDEI continues to encompass a range of other units including the Office for Access and Equity, the Title IX Office, and the ADA coordinator. These offices have continued to evolve and refine their processes in accordance with federal regulations and maintain campuswide awareness of their services and resources.

The university enhances and promotes diversity as a fundamental value through the strategic plan process and principles. Every Strategic Task Force was asked to consider diversity, and several of the goals highlighted in the [strategic plan](#) involve diversity.

In 2019, the College of Liberal Arts and Sciences created the [Illinois Global Institute](#) to provide leadership and an administrative home for seven previously established Title VI grant-funded international area centers, which sponsor region-specific outreach and educational programs for students and scholars ([Center for African Studies](#) | [Center for East Asian and Pacific Studies](#)).

Also supporting the university's multicultural vision are the nine [cultural and resource centers](#), which offer programs, support, and cultural education to members of the university community:

- Bruce D. Nesbitt African American Cultural Center
- Asian American Cultural Center
- Diversity and Social Justice Education
- International Education
- La Casa Cultural Latina
- Gender and Sexuality Resource Center

- Salaam Middle East and North Africa Cultural Center (new in 2022)
- Native American House
- Women's Resources Center

Institutional support for and awareness of diversity issues is also demonstrated by the leadership of campuswide committees that assemble individuals with expertise to identify and respond to the needs of the campus community. The following committees remain active on a campuswide level:

- [Diversity Realized at Illinois by Visioning Excellence](#) (DRIVE)
- [Senate Committee on Diversity, Equity, and Inclusion](#)
- [Technology Accessibility Review Committee](#) (TARC)

Some professional education opportunities are geared toward supporting diversity and helping staff to increase their knowledge of diversity and social justice to foster lasting climate improvement. Examples are:

- The **Emerging Women Leaders program** relaunched in 2013 as a multiweek leadership development program for approximately 26 early- to mid-career academic professional or civil service women aspiring to become organizational leaders.
- **Five Days for Change** is a weeklong training program for faculty and staff to learn to identify and combat microaggressions and influence campus change.
- **Ally trainings** include disability, LGBT, undocumented student, and veteran ally workshops, among others.
- **DRIVE workshops** are delivered by faculty for faculty in each college to encourage buy-in for diversity best practices and women in STEM.
- **I-Journey workshops** explore topics of differing belief systems, immigration, disability, and gender, among others, and are available to students.

In fall 2023, the university administered the All Campus Climate Assessment to examine whether the university's values of diversity, equity, and inclusion are reflected in the daily experiences of students, faculty, and staff. Analyzing and understanding the responses to the survey will improve comprehension of what is going well and what needs to be improved to create a campus climate that is respectful and inclusive for all. Reporting of this data will occur in fall 2024.

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1.S - Criterion 1 - Summary

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

Summary

From its founding in 1867 to today, the University of Illinois Urbana-Champaign leans into its land-grant mission of serving the state, nation, and world through education, research, engagement, and economic development. The mission is reaffirmed during regularly occurring strategic planning processes, where it also serves as the basis for goal setting and new initiatives. All academic programs and support services align with the mission. The university takes seriously a commitment to diversity in its many forms from the enrollment and hiring of diverse students, faculty, and staff to programming, education, and training. In celebrating its sesquicentennial, the university community examined the question of what it means to be a land-grant university in the 21st century, and it is re-envisioning being a university with engagement programs to being a "publicly engaged" university, with an active and visible presence throughout the state and the world.

UPDATES since the 2020 Self-Study: Much of what was written previously in 2020 remains the same as of December 2023. The updated evidence as well as data in the self-study provides documentation of that continued attention to the university's mission. The investment in public engagement was further strengthened during the last four years, and the addition of the GivePulse platform allows the university to better track engagement. The university addressed the new criteria in this section that asked about informed citizenship by sharing the activities that foster students' citizenship as well as pointing out that it was an inaugural ALL IN Most Engaged Campus for College Student Voting Recognition. An important update in this section also includes information about the Office of the Vice Chancellor for Diversity, Equity, and Inclusion, which started in 2019, but has grown in the last four years to offer resources, training, and support. Whereas prior to 2019, much of the work of this unit was done across various campus units and by committee, the university heightened the value of this work through having dedicated staff and infrastructure in this unit.

Updated reference guides (glossary of terms | evidence index) have been created for this document.

Sources

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- glossary2024

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

The mission statement (see 1A) of the University of Illinois Urbana-Champaign (Illinois) was developed to reflect the collaborative culture of the institution and was last reviewed by the Council of Deans (p. 7) in January 2017. They recommended that the university "maintain the vision, mission, and broad goals of the last strategic plan." The Board of Trustees affirmed this mission at its January 2019 meeting.

2.A.2

The University of Illinois System maintains an Ethics and Compliance Office, which supports all three of the System's universities in maintaining an environment based on ethical conduct and compliance with applicable laws, rules, and guidance. This office is the designated liaison to receive and, as necessary, coordinate and/or refer the investigation of fraud, waste, abuse, mismanagement, misconduct, or other violations of applicable laws, rules, or guidelines. Additionally, the office conducts an annual online-based ethics training for all employees, with financial penalties to those who do not complete it.

Financial policies

The university ensures integrity of its financial operations by implementing stringent policies and procedures that govern the entire University of Illinois System through its Office of Business and Financial Services (OBFS). Employees are required to follow policies and procedures, as found in the Procurement Conflicts of Interest policy, to ensure that conflicts of interests in transactions are avoided. Specific policies such as those related to purchasing of goods and services provide additional guidance for employees at Illinois.

System-level programs and services including 2-Factor Authentication (2FA), the Office of University Audits (charter | annual report), and the Office of Treasury Operations ensure compliance and provide additional layers of protection. They do so through independent and objective services that evaluate, manage, and/or coordinate various processes including risk management, data security, internal control, banking and insurance, debt issuance, and governance processes.

Reports and financial disclosures are provided for university-affiliated entities such as the University of Illinois Foundation (UIF), the official private gift-receipting agency for the University of Illinois System:

- UIF 2022 financial audit
- UIF 2021 financial audit
- UIF tax exempt status form
- UIF IRS 990 form
- UIF IRS 990-T form
- UIF IRS W-9 form

Through the Division of Intercollegiate Athletics (DIA) Compliance Office (Institutional Control | Donation and Autograph policy | Donor and Fan Guide), Illinois demonstrates its strong commitment to maintaining institutional control of its athletics programs (including its finances) through sound policies and procedures that ensure compliance with NCAA regulations, Big Ten Conference legislation, and internal institutional rules. The university audits and evaluates DIA's compliance program to ensure that adequate internal controls are in place, reporting the audit findings to the Audit, Budget, Finance, and Facilities sub-committee of the Board of Trustees (notification | audit excerpt).

Academic policies

The university's policies and processes illustrate Illinois' commitment to academic integrity and to fair and ethical behavior. To the extent applicable, policies and procedures that govern the conduct of faculty, staff, and students are aligned to clearly delineate expectations, roles, and responsibilities of each entity. The policy on Workplace-Related Intimate Personal Relationships, a system-wide policy applicable to all faculty, staff, and students, outlines expectations and prohibits unfair institutional or educational decisions for individuals in such a relationship.

Academic integrity is discussed in 2E4, while research integrity and oversight are discussed in 2E2.

The university established a fair and equitable application-review process, including a firewall instated in 2009 that prohibits third-party impact on the admissions process. If someone other than an applicant or the applicant's parent/guardian, spouse, or high school counselor attempts to discuss or inquire about an application, that person's interaction is added to the admissions log and the incident is reviewed by the Ethics Office. To foster transparency, students denied

admission can be informed by admissions representatives of the areas of their application that lacked competitiveness.

Personnel policies

Personnel conduct and behavior are guided by policies from Illinois Human Resources and the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), which are based on policies developed at the University of Illinois System level.

In 2015, the Board of Trustees approved a new background check policy to help ensure a safe environment for all members of the university community. In 2016, the board approved a revised policy with campus implementation guidelines for individuals who have accepted an offer of an academic professional, tenure system faculty, specialized faculty, civil service, or temporary position and are new to the university. Additionally, a criminal background check is required for current employees in positions that are deemed security sensitive or subject to the Protection of Minors Policy.

Serious and thoughtful measures have been put in place to ensure that, in tandem with the background check policy, the campus environment and culture rests on a strong foundation of academic freedom. Several policies and procedures have been updated or developed:

- Provost's Communication #3, regarding academic staff appointments
- Provost's Communication #25, regarding employment of non-tenure system faculty (called "specialized faculty" at Illinois)
- Provost's Communication #27, regarding shared governance

Specific university roles including members of the Board of Trustees are required to annually complete the Statement of Economic Interests form based on the criteria identified in the state of Illinois Governmental Ethics Act, including a supplemental form for all required filers in compliance with the state's Illinois Executive Order 15-09, issued in January 2015.

Moreover, to guard against bias or impaired objectivity on the part of university leadership, the University of Illinois System adopted the Policy on Organizational Conflicts of Interest in July 2018. The vice chancellor for research and innovation oversees implementation of the System's Policy on Conflicts of Commitment and Interest, which was updated in July 2018 and is compliant with federal regulations and state law (p. 11). An online disclosure system supports the disclosure of external activities and financial interests by faculty and academic staff. Additional policies and procedures are in place to ensure that conflict management plans exist for:

- Employees' external activities that might present a conflict of interest during sponsored research or intellectual property activities
- Conflicts of interest in supervisory relationships or with employment of relatives

The Office for Access and Equity and the Title IX Office have developed policies and procedures that protect students, staff, and faculty in instances of discrimination, harassment, and

misconduct. Illinois has also established procedures to comply with and exceed the federally mandated Clery Act in providing students, faculty, and staff with information about public safety issues on campus.

Auxiliary functions policies

Services that include housing, dining, and health along with programs such as Fraternity and Sorority Affairs directly impacting students are coordinated through Student Affairs. With financial and operational oversight by the University of Illinois System as described on the OBFS site, various councils, committees, and boards (e.g., Student Affairs committees) provide another level of oversight to ensure integrity and appropriate conduct of various student-centered groups and services on campus.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

The university's main [website](#) is where the public can find links to information about programs, requirements, faculty and staff, costs and financial aid, accreditation, news, and more.

Additionally, the university actively complies with the state's [Freedom of Information Act](#) (FOIA) and Open Meetings Act. FOIA enables any member of the public to receive, upon request, any public record maintained by the university. The [Office of External Relations and Communications](#) responds to FOIA requests for all three universities in the University of Illinois System.

Programs

Program information such as scholarships, degree options, and research areas is available on individual college/department websites. Degree requirements are articulated in the [Academic Catalog](#) and are detailed below.

Prospective undergraduates can explore academic major summaries on the [myIllini Portal](#), available from the Admissions website. Many prospective and incoming students learn more about the university's programs at [Campus Visit Days](#) and [new student programs](#). A specialized [orientation program](#) prepares Chinese, Indian, and South Korean students for their arrival on campus while still in their home countries. Students from any country are invited to participate virtually. Arranging university-sponsored charter buses from O'Hare International Airport to campus has simplified arrival and provided these students with a safe welcome to the university.

Additional units assist with providing program information and support:

*   [New Student and Family Experiences](#)
*   [Office of Minority Student Affairs](#)
*   [Cultural and Resource Centers](#)
*   [Parent and Family Programs](#)

- [International Student and Scholar Services](#)

Requirements

Undergraduate [admissions requirements](#) are publicly available on the Office of Undergraduate Admissions' website. The Graduate College publishes minimum requirements for [graduate admissions](#) on its website ([domestic](#) | [international sample](#) – requirements vary by country of origin). Departments with additional admission requirements for their graduate programs publish those on their individual websites (samples: [Music: Composition](#) | [Chemistry](#)).

Degree requirements are publicly posted in the Academic Catalog (sample: [Journalism](#)). Once students matriculate, they have access to their [degree audit](#), which shows requirements and indicates progress toward degree completion based on coursework taken.

Course requirements, such as prerequisites, are publicly available on the [Course Explorer](#).

Faculty and staff

A complete list of all faculty (tenured, tenure system, and specialized) organized by college and specialty is found on the websites of their respective departments as well as on the [DMI Department Directory](#). Scholarly profiles for faculty are available by searching the [Illinois Experts database](#).

The Senate also provides the [Faculty Policy Guide](#) regarding tenure, probation, grievance, and conflicts of interest and commitments, among other topics. It was developed by the Senate Committee on General University Policy.

Staff can be found on the publicly searchable [campus directory](#).

Costs

As required by the federal government, the Financial Aid office provides a [Net Price Calculator and Financial Aid Estimator](#), where family financial information is collected to create a student-specific estimate. The Office of Undergraduate Admissions publicizes [tuition information](#), while the Financial Aid office also posts information on what is [included in the cost](#) and estimated costs across colleges ([undergraduate in-state sample](#) | [graduate non-resident domestic sample](#)). Constituents can also directly view [tuition and fee decisions](#) (p. 66-78) made by the Board of Trustees, whose meeting minutes are public.

Students can view their account [billing information](#) in the same portal where they register.

Control

Illinois is clearly identified as a public, land-grant institution on the university website's [About page](#).

Accreditation

[Institutional accreditation status](#) and [special accreditation status](#) (p. 2) are shared publicly on websites.

2.B.2

The university's [With Illinois](#) capital campaign concluded in 2022, having raised $2.7 billion through donor generosity. Much of this support was directed to scholarships or programs that directly impact the student experience, including providing expanded access to high-performing students who require additional financial support to attend Illinois and programming that offers unique and valuable experiences to students as they pursue their degree.

- **Illinois Storytellers Nariah Romero-Rudy**: The Illinois Commitment scholarship program made an Illinois education possible for Nariah Romero-Rudy (LAS '23).
- **Rooted in the Game, Coleman Hawkins**: For Coleman Hawkins, Fighting Illini power forward, family is at the heart of everything.
- **Q&A Edgar Mejia, GRAINGER '18, '26**: To help save the planet, recent Illinois graduate and first-year PhD student Edgar Mejia sees the potential in recycling the impossible.
- **The Filler Effect**: How one alumnus inspired a legacy of Illinois graduates who have embraced the commitment to paying it forward.
- **Q&A Nina Mitchell, GIES '24**: Universities all over the country clamored for first-year Stamps Scholar Nina Mitchell. Nina knew all along Illinois was where she belonged.
- **College of Media establishes the Richard and Leslie Frank Center for Leadership and Innovation in Media**: The Richard and Leslie Frank Center at Illinois will develop students who are leaders in their professions by offering access to a diverse group of experts and practitioners through residencies and a speaker series, and by supporting outside learning opportunities such as professional immersion experiences, conference participation, and internships.
- **Expressions of Gratitude from Your Illini Family**: Sharing appreciation for those who came together to make the With Illinois Campaign the most successful philanthropic achievement in university history.

Sources

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The Board of Trustees reviews and approves the overall Budget Summary of Operations. Standing board committees include those for financial and academic oversight. In order to ensure a knowledgeable board, the state of Illinois Compiled Statutes require that all trustees appointed to the board for a term after January 1, 2016, attend four hours of professional leadership training "within two years after beginning service and within every two years of service thereafter." Recent topics of this training have included governance, financial oversight, presidential evaluations, and student success. The university submits its hosted trustee training sessions to the Illinois Board of Higher Education (2022 | 2023).

While preparation and in-depth trainings occur on an as-needed basis, new trustees also must attend an orientation that covers:

- University organization
- Board history
- Use of university resources
- Regulatory training: Open Meetings Act, ethics, conflict of interest, and expectations for board members
- University counsel: relevant statutes, legal issues, and role of university counsel
- University-governmental relations: state of Illinois, federal, and community relations
- Chief financial officer: fiduciary role, budget and financial operations
- University relations: communications and public affairs, marketing

- Executive vice presidents: academic affairs, shared governance, enrollment, faculty, tuition, admissions

Additionally, the board belongs to the [Association of Governing Boards of Universities and Colleges](#) (AGB), an organization whose guidance helps members remain knowledgeable about the changing higher education environment.

2.C.2

As the governing body of the University of Illinois System, the Board of Trustees is charged by the [state of Illinois statutes](#) (section 7) to oversee all university matters, including financial stewardship and policy development, except those for which it has delegated authority to the System president, other officers, or agencies. The [board consists of 13 members](#) (the governor, three students, and nine governor-appointed members); 11 members have official votes. The board officers are: chair, secretary, comptroller, and university counsel. The board chair appoints one trustee to chair each of the standing committees, which in addition to the executive committee include:

- The **Academic and Student Affairs committee** considers academic program changes and monitors and stimulates improvement in the academic quality and student environment of the university.
- The **Audit, Budget, Finance, and Facilities committee** oversees the work of external and internal auditors, reviews proposed financing activities as recommended by the chief financial officer, and reviews major building and renovation projects.
- The **Governance, Personnel, and Ethics committee** oversees the structure and functioning of the board, attends to matters involving its members, and ensures proper leadership including definition of and compliance with proper standards of ethical conduct for the board and university personnel.
- The **University Healthcare System committee** serves the University of Illinois Chicago.

The board approves the university's [General Rules](#) describing its administrative organization and resource allocation, while the board's [bylaws](#) describe board meeting rules.

The board meets every other month to deliberate. Actions of the board are focused on preserving and enhancing the institution. Specific recent actions taken by the board include:

- [Expanding the university's research park](#) (p. 83) as part of the master plan
- [Creating the Carle Illinois College of Medicine](#) (p. 51)
- [Establishing the Siebel Center for Design](#) (p. 65)
- Establishing a permanent home for a [humanities institute](#) (p. 48)
- Updating a policy on conflicts of interest in the [procurement process](#) (p. 29)
- [Creating](#) (p. 5) and [expanding](#) a solar farm to supplement university energy production

2.C.3

The board is a key component of shared governance at the university, and it operates within a governance ecosystem that includes the voices of every constituent group, including faculty, staff, students, alumni, legislators, local governments, and citizens of the state of Illinois.

Items to be considered by the board originate through the shared governance process. Issues and ideas can be raised by the faculty, departments, colleges, administration, or board under the parameters of the university statutes. Items for consideration affecting only the University of Illinois are governed by the Senate Constitution and are first considered by one or more of the Senate Committees. The Senate serves in an advisory role to the chancellor, who determines whether to forward any proposed legislation from the Senate to the president for consideration by the board.

All board meetings are held in public, as required by state statutes, with at least 48 hours of advance notice to the public, except when the board is in executive session.

2.C.4

The board governs autonomously, but the Illinois Ethics Act describes the limitations for board membership and requires that the board be subject to checks on outside influence. The Ethics Office ensures that all board members:

- Submit conflict of interest reports
- Submit statements of economic interest and supplemental forms
- Comply with the University Code of Conduct
- Comply with the State of Illinois Code of Personal Conduct

Additionally, the board's Governance, Personnel, and Ethics Committee oversees its structure and functioning to ensure compliance with proper standards of ethical conduct for the board and university personnel.

Board members and the university are protected from donor input and control regarding private gifts, which are managed by the University of Illinois Foundation (described in 2A2). Donor agreements delineate the university's authority and independence from a donor's wishes. In accordance with policy, endowment fund allocation for the entire University of Illinois System reflects academic priorities.

2.C.5

The board's statutes (p. 8) require it to approve university policies but leave the execution of those policies to its administrative agents, acting under its general supervision. Administrative duties are delegated to the president of the University of Illinois System, who further delegates to the chancellor, who is responsible for the day-to-day management and leadership of the University of Illinois Urbana-Champaign.

At Illinois, faculty oversee academic matters. The Senate exercises legislative functions regarding educational policy and has approximately 20 standing committees that address and

propose legislation on issues including educational policy, admissions, academic freedom and tenure, and equal opportunity and inclusion. Shared governance is discussed in 5A1.

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2.D - Core Component 2.D

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

Argument

Illinois is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

The university's [policy of academic freedom](#) (p. 46) is contained in the board statutes.

Academic freedom is a matter of ongoing interest. In July 2017, the University of Illinois System convened more than 100 people – including trustees, students, faculty, staff, administration, and System officers – for a day of discussion on three issues, one of which was free speech on campus. The resulting document, the [University of Illinois System Guiding Principles](#), cites "an unyielding allegiance to freedom of speech."

The Senate bylaws provide for a standing Committee on Academic Freedom and Tenure (CAFT) ([2021-22 annual report](#) | [2022-23 annual report](#)), whose investigative duties include possible infringement of academic freedom and allegations of violations of the role of faculty in governance as specified in the university statutes and unit bylaws. As appropriate, CAFT conducts hearings, submits recommendations, and reports to the Senate and chancellor. CAFT also recommends adjustments to the academic freedom policy and makes advisory statements as needed.

In 2015, the American Association of University Professors (AAUP) [censured](#) Illinois for a violation of due process and academic freedom for a personnel decision. The Provost's Office established the Hiring Policies and Procedures Review Committee to [examine university practices](#). [Changes](#) based on the committee's recommendations were implemented. Following a visit from AAUP representatives in April 2017, the [censure was removed](#), noting that academic freedom at Illinois was "[robust](#)."

The preamble of the [Student Code](#) (p. 15) recognizes that students have a right to be "free from institutional censorship." Shared values at Illinois include "the freedom to learn, free and open expression within limits that do not interfere with the rights of others, free and disinterested inquiry, intellectual honesty, sustained and independent search for truth," among others.

Illinois provides opportunities and facilities for the expression of ideas and peaceful assembly, while retaining the right to ensure safety, as noted in the policies for the [reservation of university property](#) and for [expressive activity on campus](#).

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

The Office of the Vice Chancellor for Research and Innovation (OVCRI) leads the university's research strategy; manages regulatory, administrative, compliance, and research support activities; and develops policies that guide the conduct of research. The OVCRI invests in infrastructure and strategic, creative thinking to support a thriving research enterprise with global impact. Specific activities include:

- Oversight of research safety, human subjects research, animal research, export control, and conflicts of interest
- Proposal submission and award management
- Research integrity and research misconduct
- Managing repatriation of human remains and sacred objects
- Research and project development
- Research infrastructure
- Innovation, entrepreneurship, and economic development
- Research data, information, engagement, and outreach

Areas of emphasis within the organization focused on compliance and ethical behavior include but are not limited to:

- The **Office for the Protection of Research Subjects** (OPRS) is fully accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) and performs administrative functions of the Institutional Review Board (IRB).
- The **Animal Care Program** promotes the health and well-being of animals used in research and teaching and is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International.

- The **Institutional Animal Care and Use Committee** is responsible for reviewing and approving all research involving animals.
- The **Division of Research Safety** supports the safe conduct of research and compliance with applicable regulations, including those for radioactive materials, biosafety, and hazardous waste disposal.
- The **Native American Graves Protection and Repatriation Act Office** (NAGPRA) receives federal funds to return certain human remains, funerary and sacred objects, and objects of cultural patrimony to Native American tribes, Native Hawaiian organizations, and lineal descendants who demonstrate requisite relationships to the remains and other items.
- The **Managing Foreign Influence** team oversees the safeguarding of research from threatening foreign government influence, ensures that the university's research environment is welcoming to all individuals, and empowers them to work in a safe and inclusive manner with the highest ethical standards.

Financial Accountability

Sponsored Programs Administration (SPA) supports applications for externally funded grants and contracts. SPA coordinates SPaRC'Ed, a comprehensive certificate program for Illinois departmental business staff. The Office of Business and Financial Services (OBFS) provides additional training for using the university's financial and human resources systems to support Illinois' research and scholarship.

Principal investigators are responsible for financial management of sponsored projects and for certifying that funds have been spent appropriately. College and unit executive officers provide financial oversight of sponsored projects, and their administrative staff assist in the development of proposal budgets and management of business transactions.

2.E.2

Ethical and responsible conduct of research and support and training of faculty, staff, and students engaged in research are overseen by the OVCRI and emphasized by institutional and system-wide policies and procedures.

In May 2018, Illinois reaffirmed its commitment to research integrity in the General Principles on the Ethical Conduct of Research and Scholarship, which include the responsible acquisition, discovery, and application of knowledge within many different disciplines. These guidelines reaffirmed previously existing guidance and policies.

Illinois is also guided by the University of Illinois System's Policy on Integrity in Research and Publication, which is compliant with federal regulations. Colleges and units develop training in responsible research conduct that is specific to their disciplines. Illinois' Research Integrity Officer (RIO) fosters research integrity across the university by contributing to the educational efforts of departments, colleges, and schools related to the responsible conduct of research. The RIO is also responsible for supporting the fair adjudication of research misconduct allegations.

The OVCRI delivers customized and commercial training (e.g., the CITI program from the Collaborative Institutional Training Initiative) in the responsible conduct of research. OVCRI's training portal registers training requirements for faculty, staff, and students, and tracks completion and periodic renewal of training. Additionally, the portal provides a mechanism to identify students and postdoctorals who are funded by federal sponsors.

Established in 2014, the Research Data Service provides expertise and tools to assist investigators to manage their research data.

The university has also taken action to raise awareness about foreign influence on its research by providing ongoing communication (2019 | 2022 (p. 4)) to campus.

2.E.3

Ethical use of research and information resources at Illinois is critical for students who are learning how to conduct research within their disciplines. To support students, Illinois offers multiple forms of guidance in the ethical use of these resources.

- Colleges offer an undergraduate University 101 course whose topics include academic integrity.
- The Center for Writing Studies provides workshops and consultations that address ethical citation practices.
- Student researchers receive training in research compliance safety, human subjects, and conflicts of interest that addresses data acquisition, confidentiality, security, and use.

The University Library provides guidance in the effective use of research and information resources including resources about plagiarism and copyright through curriculum-integrated and co-curricular programs across the university. The Statement of Learning Goals for the University Library's extensive information literacy program provides the intellectual framework for the development of more than 1,500 information literacy sessions each year. Integrated information literacy instruction in rhetoric and communication ensures that undergraduate students have a foundation in research skills upon which to build in future courses.

The Savvy Researcher series provides training in advanced and specialized topics for any member of the campus community, and the LibGuides portal lists guidance through more than 2,500 research guides. These guides are heavily used. For example, in 2022-23, Queer Theory was viewed over 78,000 times. The guides for first-year coursework assignments in rhetoric and communication (CMN 101 and CMN 111/112) were accessed over 37,000 and 28,000 times, respectively. The University Library also offers Ask Us, providing one-on-one assistance with research either in-person or via chat, email, text, or phone.

Graduate students work closely with their advisors, conduct research under their supervision, and learn about the discipline-specific processes related to academic integrity as they submit journal articles or conference presentation proposals for peer review.

2.E.4

Students

Guidelines for students' academic integrity, including the prohibition of plagiarism, are outlined in the Student Code, which places primary responsibility for addressing violations on the course instructor. All instructors are expected to provide a syllabus to their students clearly stating academic integrity expectations.

Illinois has implemented processes to handle instances of academic dishonesty. These processes are detailed in the Student Code. The Faculty Academic Integrity Reporting system (FAIR) is used by most colleges for registering and reporting academic integrity violations and ensures consistency with the Code. Also, Illinois' Student Disciplinary Procedures state that students are subject to disciplinary action for academically dishonest behavior. The document describes the processes required to lodge a complaint, the hearing and review procedures, and the sanctions for violating specific policies, up to and including dismissal or withholding or revoking a degree if there is clear and convincing evidence that the student did not meet all of the degree requirements. The Office for Student Conflict Resolution administers cases of multiple academic integrity violations or those where suspension or dismissal are recommended.

Faculty

For faculty research, the University of Illinois System's Policy on Integrity in Research and Publication describes disciplinary and grievance procedures and possible sanctions for research misconduct.

Allegations of research misconduct are examined according to the policy. The chancellor is the final adjudicator of all allegations of research misconduct at Illinois, subject only to an appeal to the president of the System on procedural grounds.

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2.S - Criterion 2 - Summary

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

Summary

Illinois has well-established offices to ensure compliance with laws and policies regarding ethical conduct of its staff and board members in financial, academic, personnel, and auxiliary matters. There are also clear expectations for student behavior and academic integrity. The university's Board of Trustees is guided by state law, university rules, and its own bylaws to function transparently, with integrity, and in the best interests of the institution, while delegating day-to-day management to administrators and academic matters to faculty. Illinois presents its programs, costs, and activities transparently. It takes seriously its commitment to freedom of expression as shown in ongoing discussion, committee recommendations, and policy revisions. As a university with a Highest Research Activity Carnegie classification, Illinois carefully maintains its research integrity and safety through education, training, and ethical oversight.

UPDATES since the 2020 Self-Study: Much of what was written previously in 2020 remains the same as of December 2023. The updated evidence as well as data in the self-study provides documentation of the continued expectation of ethical and responsible conduct. A new system-wide policy on Workplace-Relate Intimate Personal Relationships upholds the professional and supportive relationships among faculty and students and is aimed at addressing conflicts and reducing risk. In line with revisions to the subcomponents, the work of the Office of the Vice Chancellor for Research and Innovation is further detailed as evidence of Illinois' commitment as a Research I institution to ensure compliance, ethical behavior, and fiscal accountability.

Updated reference guides (glossary of terms | evidence index) have been created for this document.

Sources

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3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

3.A.1

The University of Illinois Urbana-Champaign (Illinois) offers more than 150 undergraduate programs. Graduate and professional programs are offered in over 100 fields of study. A complete list of fully approved courses and program requirements is available in the online Academic Catalog. Catalog entries are designed to help students navigate the requirements for each degree on campus. As dictated by the University Statutes (p. 16), each college and its faculty "have jurisdiction in all educational matters falling within the scope of its programs, including the determination of its curricula…"

Courses

The Course Inventory Management (CIM) system facilitates the review of proposals for new courses and revisions to existing courses. Upon submission, the CIM routes the request through the necessary workflow for review and approvals by the department, college, Graduate College (as needed), and university. Policy and procedure documents are available for all campus users.

Examples of proposed new courses recently approved through the appropriate governance:

- Urban & Regional Planning 427
- Agricultural & Consumer Economics 474

The course numbering system is defined in the Student Code to differentiate the primary audience for courses as well as expectations for use in undergraduate, graduate, and professional degree programs. Courses numbered 000-099 do not carry academic credit, courses numbered 100-399 are available for undergraduate credit, and courses numbered 400-499 are available for both undergraduate and graduate credit. Courses numbered 500-599 are intended for graduate students and courses numbered 600-799 are available for certain professional school and select graduate courses.

Courses satisfying General Education requirements must be certified and subsequently recertified on a 10-year cycle by the General Education Board, see 3B2.

Programs

Similar to the course review process, the CIM Programs system facilitates the review and approval of all degree programs. Initiated by the faculty, proposals for new and revised programs are reviewed by the department and the college before the campus-level review. As necessary, the Council on Teacher Education reviews programs involving teacher certification, and the Graduate College approves all graduate-level programs. Policy and procedure documents are available for all campus users.

Following review by the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office), the Senate Committee on Educational Policy (p. 26) examines and recommends to the University of Illinois Senate (Senate) actions related to educational policy matters, as dictated by the Senate's bylaws.

Examples of proposed new or revised programs recently submitted to the Senate are:

- B.S. in Computer Science + Bioengineering
- M.A. in Speech & Hearing Science
- Joint M.B.A. in Business Administration and M.S. in Accountancy

The type of proposal informs the review process beyond the Senate with proposals for new degrees and substantial revisions to existing degrees requiring approval by the Board of Trustees. New degree programs at all levels are approved by the state of Illinois Board of Higher Education (IBHE) and are subject to criteria for approval as established by the state's Administrative Code 1050.

In compliance with the state's Administrative Code, the university has minimum expectations for each degree level offered on campus. Bachelor's degrees require at least 120 hours, with at least 40 at the upper-division level. The Graduate College Handbook (p. 34-37) lists the additional requirements and expectations for graduate degrees. Master's degrees require at least 32 hours and at least 12 hours of coursework at the 500 level, with at least eight of these in the major field. Research doctoral programs require at least 96 hours past the bachelor's degree (or 64 past the master's degree).

The state's Administrative Code mandates a regular review of existing units of instruction including a third-year progress report and an eight-year program review process (p. 20). This review is conducted in coordination with the university's Academic Program Review process as outlined in 4A1, and status reports are collected by the IBHE. Additionally, all programs engage in assessment where student learning outcomes are mapped to the curriculum, see 4B1. During this curriculum mapping, some programs identify areas where they need to adjust the curriculum to better meet the learning outcomes, such as Sustainable Design (p. 5-6). Other programs have made changes based on assessment results that keep the program current, see 4B2. Plus, the IBHE's Academic Program Efficiency and Effectiveness Report (APEER) requires the institution to review degree programs with low enrollments and low degree production on a biennial basis.

3.A.2

Every undergraduate and graduate program has stated learning outcomes appropriate for its field and degree level. The Provost's Council for Learning Outcomes Assessment promotes and guides assessment, including collecting learning outcomes and providing feedback on the submitted outcomes to assure that they follow good practice. The learning outcomes are included in the Academic Catalog. Besides the degree-level outcomes, campuswide Illinois Student Learning Outcomes describe what all undergraduate students should learn, see 4B1.

The Graduate College (p. 100) awards doctoral degrees, master's degrees, Certificates of Advanced Study, graduate certificates, and Artist's Diplomas. As determined by its statutory function, the policies and procedures established by the Graduate College Executive Committee safeguard the standards of graduate work. Graduate College committees review specific criteria (p. 78) required in the approval process for master's degrees, doctoral degrees, and certificates.

Graduate programs can be differentiated from undergraduate programs by having advanced expectations for skill acquisition and in-depth knowledge. Graduate-level work builds on what students learn in undergraduate programs. Doctoral programs include extensive research and a contribution of original research to the field of study. Examples of the articulation and differentiation of learning goals:

- Animal Sciences
- Landscape Architecture

3.A.3

The university holds a high standard for all academic programs. Regardless of the length of the academic term, the physical location of course delivery, or the method of delivery, all academic programs are held accountable to the same university policies, practices, and standards, including instructional time per credit hour, faculty responsibility for teaching and learning, and program expectations for learning outcomes assessment. The course and program approval processes and the policies outlined in 3A1 apply to all courses and programs across learning environments. In addition to quality standards, programs are consistent across modes of delivery as demonstrated

by the Center for Innovation in Teaching and Learning's (CITL) Online Course Quality Standards and Course Structure Planning Guide.

Degree programs offered in differing formats (traditional on-campus and fully online) maintain consistent learning goals, as illustrated below:

- B.S.L.A.S. in Earth, Society, and Environmental Sustainability
- M.S. in Library and Information Science
- M.S. in Recreation, Sport, and Tourism

The university has offered courses off-site since 1933 and off-site degree programs since 1973, with many of those programs transitioning to online delivery in recent years. Distance education started in 1995 with the launch of the NetMath courses in mathematics. The first campus online degree was introduced in 1996 by what is now the School of Information Sciences. Currently, the university enrolls students in over 80 online degree and certificate programs. In 2023, almost 2,000 online course sections were offered.

In 2016, the university launched two master's degrees – Master of Business Administration (iMBA) and Master of Computer Science in Data Science (MCS-DS) – using the Coursera platform as one of the learning management systems. The lecture content and basic assessments from many of these courses are also available to anyone via MOOCs (Massive Open Online Courses). For credit-bearing courses, students must be admitted, register, and complete additional course content. These students are also provided opportunities to leverage university resources and interact with Illinois instructors to the same level as residential students. These programs were reviewed and approved by HLC in 2017. Since 2016, the university has added programs such as the Master of Science in Accountancy (iMSA), the Master of Science in Management (iMSM), several graduate certificates, and the Instructional Design MasterTrack Certificate.

At this time, the university operates three additional locations (p. 4) within the state of Illinois: the Illini Center in Chicago, Illinois Center for Rehabilitation and Education – Roosevelt Foundation, and Oakton Community College. Both the Illinois Center for Rehabilitation and the Oakton Community College sites were successfully reviewed by HLC in spring and fall 2023, respectively.

The university does not participate in any dual credit offerings.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 and 3.B.2

The General Education program at Illinois reflects both the university's land-grant mission (to provide a liberal education including practical and classical studies) and the university's own mission as stated in 1A1.

In 1989, the Senate adopted a series of recommendations for the enhancement of undergraduate education that initiated the current framework for General Education. The recommendations outlined the categories of study and established the General Education Board (GEB) to oversee implementation. The following statement reflects the core philosophy of the recommendations:

Undergraduate education at the University of Illinois 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.

All students completing a bachelor's degree at Illinois must fulfill General Education requirements by completing a total of 40 credits in the specific categories listed below. An additional requirement pertaining to a language other than English adds to these total hours and

varies by college. The hours required are comparable to the General Education requirements of institutional peers of Illinois and are proportionate to the total hours required for undergraduate degree programs (120-130, depending upon the college). The 13 General Education content categories are:

- Composition I
- Advanced Composition
- Western/Comparative Cultures
- Non-Western Cultures
- U.S. Minority Cultures
- Historical and Philosophical Perspectives
- Literature and the Arts
- Life Sciences
- Physical Sciences
- Quantitative Reasoning I
- Quantitative Reasoning II
- Social Sciences
- Behavioral Sciences

As a basis for the implementation process, the GEB created the 1991 Guidelines for General Education Courses, which remains the central reference for General Education. Most recently, revisions to the General Education curriculum incorporated the 2016 Senate-approved proposal to require all students to take a course in U.S. Minority Cultures and a course in Non-Western Cultures. Previously, students chose between the two.

Courses approved to satisfy the requirements are reviewed by the GEB. Led by a faculty chair and composed primarily of faculty, the GEB's membership represents the undergraduate-serving colleges. Annual reports that include committee activities and processes are found on the Provost's Office website.

The Provost's Office began hosting General Education Assemblies to engage the faculty teaching General Education courses in the discussion of General Education requirements, learning outcomes, and pedagogy. In 2019, the General Education Assemblies focused on articulating the intended learning outcomes for each of the General Education categories, e.g., behavioral sciences and literature and the arts. For information about assessment of the General Education program, see 4B1.

3.B.3

Illinois endeavors to offer an education that makes comprehensible the human and cultural diversity of the U.S. and the world. Providing such an education is possible only within an environment in which the members of the community are free to pursue their passions and dreams, express their beliefs and opinions, and engage others of like and unlike minds. To promote and nurture such an environment, the University of Illinois System has defined basic guiding principles supporting:

- Freedom of speech on campus
- Globalization and immigrant rights
- Widespread civic engagement
- Excellence with integrity
- Healthy relationships
- Financial and environmental sustainability

The university recently conducted a comprehensive review of its efforts to promote and support the diversity of the students, staff, and faculty as noted in 1C2 and 1C3. The review pointed to the wide array of campuswide and college programs designed to support student diversity and education, including Cultural and Resource Centers, the Ronald E. McNair Scholars Program, Liberal Arts and Science's Access and Achievement Program, and Women in Engineering. As a direct result of the review, the university's inaugural vice chancellor for diversity, equity and inclusion joined the campus in August 2019 to lead a program to integrate diversity support initiatives and services across campus.

The university's commitment to diversity is evident in courses and curricula in a range of relevant interdisciplinary programs: African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, Global Studies, and Latino/Latina Studies. Each of these academic units provides courses that may satisfy General Education, major and/or elective requirements, and are available to all students on campus. Additional educational enhancements regarding diversity include:

- The U.S. minority cultures General Education requirement (see 3B2)
- A wide variety of language and culture courses and majors
- I-Connect Diversity and Inclusion Workshop, an in-person training required for first-year students
- Diversity module included as part of the freshman University 101 courses, providing first-year students with a common understanding of diversity terminology and introducing them to diversity concepts and resources (formerly DiversityEDU30)

Student Affairs sponsors a not-for-credit series of workshops and programs in Diversity and Social Justice Education. Student Affairs also sponsors a number of multicultural houses and programs as detailed in 1C3.

On average, about 1,000 undergraduate students a year participate in a study-abroad program. All study-abroad students take a Global Perspectives course designed to prepare them by examining the purpose and value of the study-abroad experience, addressing issues of culture shock, helping students articulate their experience for future personal and professional goals, enhancing intercultural communication and global understanding, and assisting with reentry planning. At the college level, units offer study-abroad programs for the summer, semester, or year. The colleges also offer short-term study-abroad programs linked to academic year courses.

The university hosted over 5,200 international undergraduate students and over 7,300 graduate and professional students in fall 2023, providing all students a chance to interact with others across cultural divides.

3.B.4

Central to Illinois' mission is an ongoing contribution to scholarship, creative work, and the discovery of knowledge. The university conferred 829 doctoral degrees in the 2022-23 academic year, and its faculty and students applied for 1,033 patents over the past five years (2019-23).

Illinois maintains a highly successful program of research and discovery. Faculty members are active researchers responsible for total research expenditures of $731 million in FY 2021, including $120 million in National Science Foundation awards. Facilitating this work, the "Institute Ecosystem," a network of ten campuswide interdisciplinary research institutes, transcends college, school, and department boundaries to identify and harness cross-campus strengths to tackle grand global and societal challenges.

The primary vehicle for the substantiation and dissemination of new knowledge is through research publication. Illinois faculty and students contribute substantially to global discovery in all areas of research, publishing books, technical reports, articles, book chapters, and conference proceedings. The university's Illinois Experts Database houses publication data identifying more than 100,000 publications by university faculty and students. This database also includes records of other forms of faculty research output such as creative work, performances, and exhibitions. Each year, the College of Fine and Applied Arts exhibits master's and undergraduate work.

Students, under the mentorship of faculty, engage in research in units across the campus. The annual Undergraduate Research Week, its signature event, the Undergraduate Research Symposium, and the Image of Research Competition showcase and further encourage engagement with research. Departments and colleges offer targeted programs and various approaches to capstone research projects including theses and independent studies. The 2022-23 survey of graduating seniors revealed that about 39% of respondents reported participating in research while at the university.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

Illinois is committed to building and maintaining an excellent and diverse faculty and staff. To recruit and support outstanding faculty who will enrich the diverse learning environment, the [Targets of Opportunity Program](#) (TOP) was created in 1993 to recruit women in STEM fields and other underrepresented faculty across campus.

Illinois Human Resources (IHR) strives to increase the applicant pool's diversity for staff and civil service positions. One such effort is the [Intern Program](#), which allows candidates lacking one or more of the minimum qualifications for civil service positions to begin as a paid intern and follow a professional development plan. These interns may be hired at the end of the program. IHR reports that the Intern Program has helped units meet their Affirmative Action goals.

[Hiring procedures](#) recommended by the [Diversity Realized at Illinois by Visioning Excellence](#) (DRIVE) faculty committee were instated in 2015 to accelerate efforts to recruit faculty members from traditionally underrepresented populations.

- A [Diversity Advocate](#) is required on all faculty and most staff search committees. Advocates help ensure that the search is free of bias and are responsible for monitoring search practices and promoting efforts to recruit additional underrepresented candidates, among other duties.
- All search committee members are required to take a research-based, online course that provides strategies for equitable and inclusive recruitment.

3.C.2

Illinois has sufficient, high-quality faculty to provide its students with a world-class education. In AY 2022-23, Illinois [employed](#) 1,911 tenure system faculty and 1,177 specialized faculty holding non-tenure positions. In 2022-23, Illinois had 34,942 enrolled undergraduate students and 21,702 enrolled graduate and professional [students](#). The student-faculty ratio of 21-to-1 is near that of [peer institutions](#) (p. 3), and [38.6% of classes](#) (p. 2) had fewer than 20 students. See 5B1 for additional information about sufficient staffing. As dictated by the [University Statutes](#) (p. 16), each college and its faculty "have jurisdiction in all educational matters falling within the scope of its programs, including the determination of its curricula…"

The University Statutes define the policies on appointments, ranks, and promotions of the academic staff. The Provost's Communications serve as guidance for policy implementation of faculty appointments for both tenure system and non-tenure system faculty. Members of the graduate faculty are defined by the [Graduate Faculty Membership policy](#) (p. 72) as faculty who have tenure system appointments at the university. Executive officers may also nominate term members to the graduate faculty who need not be tenure system faculty.

3.C.3

Hiring guidelines ([tenure system faculty](#) | [specialized faculty](#)) for all faculty and instructional staff are well-defined and ensure compliance with HLC and other accreditors' requirements. A policy regarding the [required credentials](#) for instructional staff has been developed at the campus level. A [general policy](#) (p. 55) about the credentials for teaching assistants is set by the Graduate College to ensure that all teaching assistants are well-qualified and trained. Further qualifications for teaching assistants, including English proficiency, are stipulated in the Graduate Employees' Organization's [contract](#) (article V) with the university. Additional [English proficiency requirements](#) are specified for nonnative English-speaking teaching assistants.

The university does not offer dual-credit or consortial programs as defined by HLC.

3.C.4

Policies and procedures are in place for evaluating instructional staff. Tenure system faculty review procedures are described in [Provost's Communication #21](#). Review procedures for specialized faculty, including annual evaluation, are discussed in [Provost's Communication #25](#). Instructional staff are reviewed at the department level, with additional reviews conducted in the [third year](#) of an assistant professor's time in the tenure system. Evaluation criteria are determined at the departmental level to be consistent with the needs of specific disciplines. In addition to

departmental reviews, college- and university-level evaluations are conducted when an instructional staff member is considered for promotion (tenure system | specialized) and/or tenure. Appropriate policies are developed and documented in departmental and college bylaws and statutes. These include specific procedures and expectations for the evaluation of research, teaching, and service. Promotion and tenure reviews include input from external evaluators. The above-mentioned evaluation and promotion policies for specialized faculty are negotiated with the Non-Tenure Faculty Coalition.

Teaching assessments (p. 30) are important components of university promotion and tenure decisions. Guidance is provided to all levels (candidate, department, college, and university) throughout the promotion and tenure process ensuring tenured/promoted instructors are adept in their teaching roles.

Similarly, universitywide policies and procedures are defined for the evaluation of all academic professional staff critical to the delivery of student services. Evaluation policies (article VI) for teaching assistants are stipulated in the Graduate Employees' Organization's contract.

Students provide feedback and evaluation of instructional staff through the Instructor and Course Evaluation System administered by the Center for Innovation in Teaching and Learning. This process is periodically evaluated to assess its effectiveness, and the most recent evaluation occurred in AY 2019-20.

3.C.5

Illinois hires and supports the development of faculty who excel in their disciplines. In some fields, a direct measure of being current is faculty success in securing extramural grants. For six of the past seven years, Illinois has been awarded more funding from the National Science Foundation than any other university in the nation. Illinois has a long history of supporting achievement in the social sciences and humanities. Some examples include: the Bureau of Education Research, which celebrated its centennial in 2019, the Center for Social and Behavioral Science, and Illinois receiving over $12.2 million in awards from the Mellon Foundation from 2019-23, including $8 million for Humanities Without Walls. This level of research translates into an excellent educational experience as Illinois students learn from the leaders in their respective fields. Many Illinois faculty members are eminent researchers who have been recognized nationally and internationally, including membership in prestigious national academies such as the National Academy of Sciences, the American Academy of Arts and Sciences, and the National Academy of Engineering. The faculty also includes Fulbright Scholars, Guggenheim Fellows, American Council of Learned Societies (ACLS) fellowship recipients, and MacArthur Fellows, among other distinguished award-winners.

The Illinois New Faculty Orientation provides all new faculty hires access to university resources, programs, guidance, and faculty support. Individual colleges offer their own programs for new faculty to integrate them into the specific culture of a college and help develop their teaching skills (e.g., Collins Scholars). Additional programs are offered through the Provost's Office to help faculty members learn about and navigate their entire academic career, from

assistant professors, to associate professors, to programs aimed at a select group of full professors.

The university maintains a hub of innovation and hands-on support to enhance faculty teaching and professional development. The Center for Innovation in Teaching and Learning (CITL) provides programming and activities sharing new developments in the scholarship of teaching and learning to strengthen faculty teaching skills and strategies, including monthly teaching and learning newsletters, teaching consultations for instructors to receive individualized evaluation, and an annual all-day faculty retreat.

Additional resources are available to instructors, including a two-day faculty summer institute and a one-day online educators summit. Faculty members are supported in taking sabbaticals, where they construct an individualized program, ensuring they are current in their disciplines. In 2021-22, 126 faculty members took sabbaticals. Colleges support faculty instructional improvement, such as the Academy for Excellence in Engineering Education, which provides funding to faculty through a Strategic Instructional Innovation Program, and the Teaching Enhancement Grants program.

Additional resources are available for graduate teaching assistants. The College Teaching Effectiveness Network (CTEN) is a graduate student-run organization open to graduate students from all departments and stages of their graduate career. Pre-semester training is also given to teaching assistants by the Graduate Academy, which includes microteaching sessions for TAs to practice their teaching skills and a grading and office hours symposium for those who have nonclassroom responsibilities.

3.C.6

Many opportunities exist for students to interact with faculty, staff, and other academic support personnel and services. The primary means of communicating accessibility of instructors for student inquiry is the syllabus. CITL provides advice for creating syllabi that includes articulating the preferred ways of contacting the instructor. Plus, all faculty and staff contact information is available via a searchable online directory.

Depending on instructor preference and course delivery mechanism, office hours can be held in campus offices as well as through virtual/online means including course management systems and telepresence software. Inquiries can also be made to instructional staff via campus-provided email, learning management system direct-messaging capabilities, other online discussion boards, and by phone.

3.C.7

Staff members providing student support services, including advising and co-curricular activities, are appropriately qualified and trained. Many student support positions fall under the classification of academic professional. These positions require at least a bachelor's degree in a field required by the position, but frequently require an advanced degree and experience uniquely

relevant to the job. Each position has a job description that outlines the duties, expectations, and qualifications for the position.

All staff complete training aligned with their job responsibilities such as Title IX, Clery Act, FERPA, and ethics training. Some units such as the Counseling Center and the Carle Illinois College of Medicine also provide specialized training on emerging higher education issues affecting students. Student Affairs staff are guided by the professional competency standards set forth by the American College Personnel Association and National Association of Student Personnel Administrators. Staff utilize quality standards from the Council for the Advancement of Standards in Higher Education to guide the development of programs and services.

The university sponsors a variety of professional development programs to help staff members develop their professional skills and serve students more effectively, such as: Diversity Ally training, Undocumented Student Ally training, the Dennis H. May Conference on Diversity Issues, assessment conferences, and workshops. These programs connect staff who offer similar services and foster use of best practices.

All academic support centers conduct staff training designed to meet the needs of the student population they serve and academic disciplines they support. For example, tutors in the Office of Minority Student Affairs (OMSA) undergo 10 training modules and attend regular tutor meetings, whereas other centers require tutors to complete an academic course. The Illinois Learning Support Professionals is a network of staff from various campus tutoring centers, including the Writers Workshop, Chemistry Learning Center, the Center for Academic Resources in Engineering, OMSA, and other support entities meeting regularly to share information and collaborate on initiatives. Some staff belong to various professional development associations such as The Association for the Coaching and Tutoring Profession and the National College Learning Center Association.

Financial Aid staff participate in 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). Staff participate in webinars hosted by each of these associations as well as their annual conferences.

Academic advisors receive training and onboarding through their academic colleges. For the Grainger College of Engineering, new undergraduate advisors must complete a mandatory New Student Registration Advisor training and are shadowed by experienced peers. New and returning advisors attend an annual retreat, participate in monthly information-sharing meetings, and have access to an internal advising handbook that outlines policies and standard operating practices. Similar practices exist in other units. Division of General Studies advisor training is guided by NACADA's Academic Advising Core Competencies Model. LAS advisors attend annual summer registration training (new advisors | continuing advisors), complete an internal online training program, and participate in regular professional development meetings and workshops.

Various integrating structures exist to connect academic advisors across colleges to provide a well-informed advising environment. The Provost's Office maintains a listserv to share course selection and academic policy information among the colleges. The Council of Undergraduate Deans reviews advising policies and the assistant and associate deans meet regularly to share best practices. The Illinois Academic Advising Committee (IlliAAC) promotes quality academic advising on campus and supports professional growth for academic advisors (IlliAAC Conference Program 2022 | Event notification December 2022 | Newsletter October 2018).

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

The university provides a wide variety of support services to meet the needs of its diverse student populations and foster holistic student learning and development outside the classroom. In addition to the academic success services outlined in 3D2, students have access to a variety of services to enhance wellness, promote student engagement and success, build cultural competency, and increase financial skills.

Wellness

Illinois provides resources to support the many dimensions of student wellness. The Student Assistance Center (SAC) serves as the first point of contact for students regarding a broad range of issues including those related to physical/mental health, course attendance issues, and questions about campus services. In FY 2022, SAC supported 7,785 students and collaborated with the provost to launch a campuswide Community of Care Liaison program to better support students in crisis. SAC also oversees the Emergency Dean Program to provide immediate crisis response and the Behavioral Intervention Team to proactively prevent violence.

The Counseling Center addresses the psychological needs of students through comprehensive services including clinical assessments, outreach/prevention efforts, psychoeducational programming, and training. In FY 2022, clinicians saw a total of approximately 13,100 individual appointments and 4,800 group appointments. Outcome data indicate that 99.1% of participants who received services agreed that their counseling session addressed their specific needs; 97.7% of participants agreed that their counselor was sensitive to their culture, values, and background. To address the rising demand for mental health services, in 2018-19 the center

embedded counselors in academic colleges, increased suicide prevention efforts, and added evening hours for clinical services.

All students are able to access Campus Recreation services to achieve and sustain their health and wellness through open recreation, intramurals, aquatics, adventure recreation, group fitness, club sports, and personal training. During 2021-22, a total of 34,121 individuals utilized campus recreation facilities (p. 6), 7,308 participated in intramurals, and 3,170 hours of club sports practices were hosted. Wellness education initiatives include cooking classes, stress reduction workshops, and a regularly offered sexual health fair.

McKinley Health Center provides ambulatory healthcare and health education to students through primary care services, acute care, mental health services, health education, pharmacy, laboratory/radiology, and immunizations. In FY 2022, McKinley saw 78,183 visits (p. 6). In FY 2019, McKinley achieved an overall satisfaction score of 88% and was re-accredited by the Accreditation Association for Ambulatory Healthcare in FY 2018.

Student engagement and success

Student Affairs provides students opportunities to engage in the campus community and develop social and interpersonal skills. Illinois requires all freshmen students to live on campus in University Housing or Private Certified Housing. With 73.3% of freshmen students living in University Housing, the university has the opportunity to reach students through the Illinois Residential Experience (IRE). IRE is an intentionally designed residential learning experience that teaches skills in five learning domains: engaged citizenship; interpersonal competence; social justice exploration; academic success; and campus, community, and cultural connections. As part of IRE, residents participate in intentional conversations led by residential life staff. Each conversation has a lesson plan and learning is assessed using a rubric. Initial evaluation data indicate the program has been successful in supporting student learning and development. Seventy-six percent of respondents indicated they learned more about social identities that were different from their own by living in the residence halls.

The Illini Union is the center for student activities and programming. Each year, the student-run Illini Union Board hosts approximately 180 social and educational events for the campus community. Registered Student Organizations, which are housed in Student Engagement, numbered around 1,000 in AY 2021-22 and hosted over 22,000 meetings and events. Approximately 23% of undergraduates are members of one of 90 fraternity/sorority chapters on campus. Fraternity and Sorority Affairs provides advising, support, and skill development to their community.

The Career Center actively collaborates with a network of career services offices embedded across campus to deliver innovative career-development programs, services, and resources. Together, these efforts help students identify professional goals, make well-informed career decisions, pursue meaningful experiential learning, transition to post-graduation success, and develop lifelong career-management skills. The Career Center connects students to graduate school, professional school, and the workforce through campuswide, coordinated efforts including:

- **Handshake** is an online, campuswide recruiting platform used by more than 23,000 students and 8,500 employers annually.
- **Hire Illini** is a resource for helping employers recruit top talent at Illinois.
- The **Career Readiness Initiative** offers educational programming and resources to help students understand the skills employers want and communicate their experience to employers (sample flyer 1 | sample flyer 2).

The Illinois Leadership Center (ILC) supports student leadership development through learning and experiential opportunities. Guided by the Illinois Model of Leadership, the ILC provides various formats of leadership education such as i-programs (six-hour weekend seminars), a multi-semester leadership certificate, an academic minor, workshops, consulting, online resources, and a leadership library. In FY 2022, there were 7,281 students who participated in formal leadership education, including 210 students active in the leadership certificate program. To complete the certificate, students must demonstrate their learning through a capstone e-portfolio.

Cultural competency

The university supports students from underrepresented populations through nine cultural and resource centers under the Office of Student Success, Inclusion and Belonging. Collectively, the units support the academic success and identity development of historically underrepresented and marginalized students, as well as provide campus and community outreach and social justice education. All incoming students are required to participate in the I-Connect Diversity and Inclusion Workshop and First Year Campus Acquaintance Rape Education (FYCARE). Cultural and resource centers offer regular educational workshops for all students to enhance their cultural competency.

Financial skills

The Student Money Management Center (SMMC) empowers students to make positive behavioral changes associated with their finances by providing financial education through workshops, webinars, a digital badge program, and individualized appointments. Additionally, Illinois Extension oversees the Financial Wellness for College Students program that leverages peer educators interested in financial planning to provide financial education through individual consultations, workshops, events, and other outreach methods.

Examples of support services for special populations

Graduate and pre-professional students

Graduate students have access to additional support services through the Graduate College including a welcome guide (in person | online | re-entry) to assist with students' transition to campus. The Graduate College also houses staff that specialize in student success, supporting and advising students navigating life as a graduate student as well as helping to identify options for students and departments managing difficult situations. The Graduate College is actively engaged in identifying and addressing any gaps in support services for graduate students in the

fully online degree programs. Started in FY 2017, the [Sloan University Center of Exemplary Mentoring](#) (UCEM) supports underrepresented minority doctoral students in engineering and in physical and mathematical sciences. The program provides activities designed to support students toward doctorate completion, such as professional development opportunities, mentoring, research opportunities, workshops, and seminars.

International students

The university is home to a large and growing population of international students. In fall 2023, Illinois had [12,541 international students from 127 countries](#). The Office of International Student and Scholar Services (ISSS) supports international students through advising, regulatory compliance, status processing, and educational programming. A variety of programming is available to help international students adjust to the academic, cultural, and social life of Illinois:

- **[International Student Orientation](#)** is coordinated by ISSS and New Student and Family Experiences for undergraduate and graduate students. It welcomes international students, assists acclimation to campus life and culture, and provides opportunities for students to meet other international and domestic students. It offers daily educational sessions on visa processing, campus safety, Dean of Students services, financial education, and academic expectations.
- **[ISSS Programming](#)** engages the university's international students, faculty, staff, and scholars in cross-cultural and social programming that focuses on unique experiences that can only be found at Illinois or in the United States, fulfilling a Department of State mandate for exchange visitor programming and contributing to a well-rounded international educational experience.
- **[The Intercultural Dialogue Series](#)** provides an opportunity for international and domestic students to engage in meaningful dialogue.
- The **[GLOBE program](#)** provides opportunities for domestic and international students to network, develop leadership skills, and assist all students in developing global awareness and cultural competency.
- The **[Career Certificate for International Students](#)** (CC-I) is a nine-week program offered by The Career Center aimed at enhancing international students' career readiness skills and preparing them to be competitive job/internship candidates.

Students with disabilities

Disability Resources and Educational Services (DRES) leads the university's efforts to ensure that individuals with disabilities are afforded an equal opportunity to participate in and benefit from the university's programs, services, and activities. DRES offers programs and services to support student learning including free academic coaching, access to assistive technology, note-taking services, testing accommodations, and text conversion services. In 2010, DRES and University Housing opened [Beckwith Residential Support Services at Nugent Hall](#) for students with physical disabilities who require assistance in the performance of daily activities. Residents participate in educational opportunities to enhance their skills in independent living and work collaboratively with staff to oversee personal assistants. DRES also offers a [Transitional](#)

Disability Management Program (TDMP), in which students receive an individualized program designed to assist their transition to college and achieve the highest level of independence.

Student athletes

The Irwin Academic Services Center provides academic support for over 600 student athletes a year through academic counseling services, tutoring, computer labs, and workshops. To meet the comprehensive needs of student athletes, Illinois Athletics has adopted the NCAA Life Skills Program which focuses on five areas of student development: academic excellence, athletic excellence, personal development, service to campus and surrounding communities, and career development.

Veterans

The university's over 650 benefits-receiving or self-identified veterans and military-connected students are supported by Chez Veterans Center (CVC). Opened in fall 2015, the CVC provides residential and nonresidential support to student veterans, currently serving, and military connected students through a myriad of services such as VA benefit advising, behavioral and mental health counseling, academic and career workshops, peer and professional mentoring, and family services. It is a primary driver behind the university's place among U.S. News' top 25 U.S. universities for veterans.

Student satisfaction with support services

In general, undergraduates express high levels of satisfaction with support services. The 2016 NSSE survey revealed that 76% of first-year students agreed that Illinois provided support to help them succeed academically, 70% agreed that Illinois provided learning-support services, and 72% agreed that Illinois provided support for their overall well-being. Seniors responded with 67%, 57%, and 67%, respectively.

Updated data from the NSSE are unavailable until the Institutional Survey Committee makes a recommendation for third-party surveys. Data from the Chancellor's Senior Survey provide insight into students' satisfaction with support services. Fifty-eight percent of students who registered for disability support services at Illinois were "satisfied or very satisfied" with the disability-support services they received. Sixty-six percent of graduating students indicated that faculty are "very supportive or extremely supportive" to students. Sixty-three percent of graduating students indicated that students are "very supportive or extremely supportive" to other students. Overall, 77% of graduating students were "satisfied or very satisfied" with the academic experience at Illinois.

3.D.2

Illinois provides learning support and preparatory instruction to address students' needs from admittance to graduation. All entering students are required to complete the online ALEKS PPL mathematics placement exam to assess their prerequisite knowledge for math course placement. Placement in rhetoric courses is determined by the student's highest ACT English or SAT

Evidence-Based Reading and Writing score. Prior to attending summer registration, students are directed to complete placement exams as required by their intended area of study. Advisors guide entering students during summer orientation to courses and programs for which they are prepared. See 3D3 for details about the summer registration program.

The Center for Innovation in Teaching and Learning offers additional placement testing in a variety of disciplines such as chemistry, physics, biology, ESL for nonnative English-speakers, and foreign languages to satisfy requirements for various courses of study. In accordance with the state's compiled statutes, the university awards Advanced Placement credit for students with scores of 3-5 and International Baccalaureate credit for students with IB exam scores of 4-7.

Students are encouraged to participate in summer orientation, bridge, and first-year student programs to assist with their transition to college life and to promote academic success. Transfer students are also served through a range of required and optional orientation services and introductory courses.

- **Inbound** is a three-day experience for incoming students to learn about their college and become acquainted with campus resources. Participants complete summer registration, have college meetings, receive peer mentoring, and participate in a mock lecture.
- **Transfer Orientation** is a one-day program for incoming transfer students to assist in their transition to Illinois. Illini Transfer Ambassadors provide personalized support for incoming transfer students such as networking and educational activities.
- **Illinois Scholars Program** (ISP) is a four-week intensive summer bridge experience that offers a special introduction to the campus for a small group of incoming first-year students, then continues to provide support and community during their undergraduate years.
- **Academic Mentoring, Programs, and Services** (AMPS) (p. 4) offers proactive mentoring services to first-year students from underrepresented backgrounds including racial minorities and first-generation students. The Grainger College of Engineering offers an interdisciplinary first-year experience program for all engineering students.

Besides the programs for new students, several services are available to support student learning and success throughout the college experience.

- The Office of Minority Student Affairs (OMSA) oversees the Academic Services Center (ASC), which offers students free tutoring services, review sessions, structured study groups, and study skills workshops.
- The Writers Workshop is a free campus service that provides writing assistance to students from all disciplines and at all stages of the writing process.
- The Center for Academic Resources in Engineering (CARE) provides tutoring for mathematics, chemistry, and physics courses.
- The Morrill Engineering Program (MEP) empowers African American, Hispanic, and Native American engineering students by providing academic assistance, mentoring first-year students, and supporting undergraduate research and study abroad.

- Illinois Promise is a scholarship and support program for new students with financial need. Participants receive academic monitoring, mentoring, community building, and leadership development.
- The College of LAS Access and Achievement Program provides retention services to LAS majors who are identified as at-risk upon entry. The program is designed to provide a supportive learning environment, promote self-advocacy, and promote students' academic success.
- The Gies College of Business provides peer tutoring for select classes in economics, finance, mathematics, accountancy, and computer science.
- A variety of campus departments and student organizations provide subject-specific tutoring.

3.D.3

Illinois students are provided academic advising through their respective colleges and departments. All new freshmen and transfer students have their first advising appointment during a mandatory one-day new student summer registration program, where students meet with their academic advisor and register for classes. International students participate in registration activities using online technologies to meet with advisors while in their home country.

The Division of General Studies (DGS) is the admitting unit for students who are exploring majors (approximately 15% of the incoming class). DGS provides holistic advising to support the major exploration process of first-year and sophomore students. DGS students meet with their advisor each semester to explore their personal and academic interests that align with their career and life goals. Additional support is provided for students on academic probation including more frequent advising appointments and enrollment in DGS' Program for Academic Support and Success (PASS).

Advisors across campus utilize the Undergraduate Records System and Graduate Records System, which are internally developed portals that interface with the Banner Enterprise Resource Planning system to manage appointments and retain notes on student progress. The record follows students who transfer to a different college on campus. All undergraduate students and some graduate students have access to the Degree Audit Report System (DARS), where they can view their program and degree requirements (sample degree audits: Interdisciplinary Health Science | Media and Cinema Studies). To identify academic concerns early, instructors are asked to provide midsemester grades (p. 80) for all freshman students.

The advising process varies by college and department and may include college-level advisors, faculty advisors, and peer advisors. For example, the College of LAS and Gies College of Business both have departmental advisors and college-level advisors to assess student academic progress toward degree completion. All colleges with undergraduate students offer a University 101 Orientation class to supplement the advising process. Additionally, some departments such as Psychology encourage students to enroll in an hourlong eight-week course with their academic advisor to gain a better understanding of program requirements and prepare students for coursework. LAS offers peer and staff advising for study abroad, undergraduate research, and career planning at the Paul M. Lisnek LAS Hub.

An academic advising module was added to the 2023 Chancellor's Senior Survey to learn more about students' perception of advising universitywide. Most students indicated they met with their advisor twice a year. While students were most satisfied with their advisor's ability to respect their identity and culture, they also expressed high satisfaction with their advisor's ability to explain the requirements for the degree program, be available when needed, and actively listen to their concerns.

3.D.4

Illinois provides the infrastructure and resources necessary to support effective teaching and learning, as guided by The Impact of Space (master plan) and The Next 150 (strategic plan). Both plans reflect systematic processes involving a broad range of campus stakeholders and call for ongoing monitoring and assessment. The provost's Illinois Space Advisory Committee advises on instructional space utilization and develops capital priorities; leads planning efforts to ensure that units have the facilities to support their mission-critical activities; and ensures that spaces are maintained and evaluated. Facilities and Services provides operational support for instructional spaces along with Technology Services and the Center for Innovation in Teaching and Learning.

Instructional infrastructure and resources at Illinois include those available to all campus members as well as customized facilities and resources appropriate to the needs of particular departments and programs of study. The university provides more than a million square feet of space directly supporting teaching, learning, and research. Instructional spaces include traditional classrooms, laboratories, practice and performance studios and venues, tutorial and assistance centers, museums, and libraries. To support courses and teaching methods emphasizing collaborative learning activities and a heavy reliance on digital media and audio-visual technologies, iFLEX (Illinois Flexible Learning Experience) classrooms feature reconfigurable furniture, multiple writing surfaces, and enhanced technologies. Laboratories are regularly refreshed and updated to keep pace with current curricular needs.

The Campus Master Plan prioritizes facilities for renovation and reinvestment that will enhance the quality of the undergraduate experience, improve classroom utilization, and supply new technology to support active learning. The development of Interdisciplinary Classroom Facilities is intended to provide replacement space during renovation and to address projected shortfalls in class laboratory space. Additional infill sites for academic, research, and support uses are identified in the long-term plan for when future programs and funding are identified. The Campus Master Plan also reflects the desire to create a new model of the research library that actively fosters engagement, interdisciplinarity, and access to historical collections. The processes underway for remodeling two of the library's 13 facilities are aligned with the Library's updated 2019-23 Strategic Framework and informed by feedback from undergraduate students, graduate students, and faculty.

The University Library offers robust and varied teaching and learning spaces. The Undergraduate Library is an anchor for students in all areas of study and offers the Media Commons as well as extensive loanable technology and traditional library resources and services. The Grainger Engineering Library and Information Center, located on the north side of

campus, contains the [CARE program](#) and [IDEA Lab](#), which includes collaborative space and a large-scale visualization wall. The Scholarly Commons and the Rare Book and Manuscript Library in the Main Library serve as focal points for digital scholarship and exemplify the exceptional research materials in the library's collections, respectively.

A recently completed [Undergraduate Student Survey](#) documents student use of library resources and facilities. It found that 96% of respondents said the library is useful in supporting learning and studying activities; 90% believed the library was helpful in developing research skills; 62% of students were visiting the library weekly; and 67% of students are going to the library for longer than an hour per visit. The study also looked at students' satisfaction with the library on a variety of factors. These survey data are one way that the library ensures that students have the library resources they need; others are listed in the [library's student learning outcomes assessment plan](#).

Krannert Art Museum and Spurlock Museum both have collections that form the basis for exhibits, [curricular integration](#), and community-engaged programming. Krannert Center for the Performing Arts provides opportunities for further engagement with the arts. Additional examples of more targeted instructional spaces include the [Margolis Market Information Lab](#), agricultural field offices, music practice rooms, [Engineering Workstation Laboratories](#), architectural design studios, and the [Fab Lab makerspace](#), which is run by the university but also accessible to the general public. There are discipline-specific learning spaces such as the expansive instructional laboratories in the Grainger College of Engineering and the 3D fabrication lab in the Department of Art and Design.

The university offers an extensive virtual infrastructure for teaching and learning, including resources available to all campus members as well as resources that are specific to the needs of particular departments and programs. Canvas is the main campus learning management system, which is complemented by Moodle, Digication, and other online tools as needed in specific settings. The university's Webstore provides convenient access for distributing software applications to all members of the campus community. See 5B1 for additional information about the campus technological infrastructure.

The new [Campus Instructional Facility](#), which opened in fall 2021, houses 20-plus innovative classrooms, some with unique designs including a [classroom-in-the-round](#). It is the first to fully utilize geothermal power. Also, the Siebel Center for Design ([about](#) | [annual planning report](#)) fosters understanding of human-centered design and design thinking.

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3.S - Criterion 3 - Summary

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

Summary

Illinois' academic breadth allows students to pursue high-quality academic programs at the undergraduate, graduate, and professional level. The commitment to maintain a highly qualified professoriate and professional staff is evidenced by campus-wide policies. Procedures and practices have been designed to ensure students have access to quality instruction, regardless of modality; support services; and learning experiences, both inside and outside the classroom. For undergraduate students, General Education 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 form and communicate ideas effectively and responsibly.

UPDATES since the 2020 Self-Study: Much of what was written previously in 2020 remains the same as of December 2023. The updated evidence as well as data in the self-study provides documentation of the continued attention to supporting teaching and learning. In 2021, the university expanded resources to support student mental health with investment in staffing and outreach programs to embed counselors in academic colleges. In 2022, the chancellor announced a $50 million multi-year strategic faculty hiring initiative further demonstrating the commitment to ensuring sufficient faculty are delivering high quality teaching and learning.

Updated reference guides (glossary of terms | evidence index) have been created for this document.

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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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

The University of Illinois Urbana-Champaign (Illinois) takes academic quality seriously and strives to provide high-quality educational programs, learning environments, and support systems. The university evaluates the effectiveness of learning and uses assessment information to improve its programs and services. The Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office) oversees this work by maintaining the schedule for reviews, the report templates, the policies relating to the review, and the funding (p. 2) for the process.

Every academic unit engages in rigorous program review on an eight-year cycle. A data-driven self-study covers all aspects of the department, including its strategy (vision, mission, strengths, and challenges); academic/student experience (undergraduate and graduate program enrollment, learning outcomes, and student success); research (productivity and impact); human, physical,

and financial resources; and guiding principles (diversity, equity, inclusion, and shared governance). A group of external reviewers from peer and aspirational peer institutions read the self-assessments, visit campus, and provide reports with at least five recommendations for improvement. Departments must respond to the recommendations with reports that outline an action plan. Departments annually must provide updates on their progress toward completing the recommended actions and improvements, culminating in end-of-cycle reports. The annual progress reports and the end-of-cycle reports are reviewed by the deans, the Provost's Office, and the Program Review Council (PRC), a group of senior faculty who provide governance and oversight for the process. The PRC submits a report covering the overarching themes from across the updates to the Provost's Office as a suggestion for topics for the Academic Leadership Series, a training program for executive officers.

In addition, every degree program must submit a program review to the state's Illinois Board of Higher Education (IBHE) on an eight-year cycle that follows the university's program review schedule, and new programs must complete a review three years after the program begins enrolling students. All reports use the IBHE's review template (p. 4). The program reports are reviewed by the college offices, the Provost's Office, and the University of Illinois System Office before being sent to the state board. IBHE also asks for a biennial Academic Program Efficiency and Effectiveness Report (APEER) on programs that meet criteria as low enrollment and low-degree producing that includes justification for why these programs continue to be offered.

4.A.2

Illinois has established policies for evaluating all the credit it transcripts. Various governing groups within the department, college, and university review the quality of all courses offered by the university (see 3A1). Illinois does not award credit for experiential learning and other forms of prior learning. Students may receive test-based credit through Advanced Placement and International Baccalaureate exams and on-campus proficiency exams. In accordance with state law, beginning in fall 2016, Illinois accepts qualifying exam scores of 3-5 on Advanced Placement exams and 4-7 from International Baccalaureate for course credit, depending upon the specific exam. These qualifying scores (AP | IB), by each subject area or area exam, are overseen by the Center for Innovation in Teaching and Learning and published by the Office of Undergraduate Admissions. Credit for military coursework is evaluated using the American Council on Education recommendations found on Joint Services Transcripts. Faculty articulate military coursework and approve transferability and equivalency. Students who served in the United States Armed Forces for six months or more of continuous active duty receive a total of four semester hours of lower-division military credit upon receipt of a DD214 form indicating honorable discharge from active military duty or transfer to a reserve component.

4.A.3

The university follows the Policy on Acceptance of Transfer Credit for Undergraduate Admissions outlined on the vice president for academic affairs website, Illinois Student Code, section 1-303, and the Transfer of Credit (p. 26) policy found in the Graduate College Handbook for graduate-level credit. The colleges, departments, and faculty determine how credits

transferred are applied to a program's requirements. Colleges maintain summary statements regarding the acceptance of transfer credit.

Illinois has a detailed transfer credit-review process that requires faculty or faculty-designee review. Transfer specialists at the campus level (Office of Undergraduate Admissions) partner with trained departmental representatives (usually heads of undergraduate studies, lead academic advisors, or associate heads of departments) to work within an internal workflow system to articulate transfer credit. This system allows student-submitted syllabi and course descriptions to be evaluated for transfer credit and equivalency. Once a transfer course has been articulated, the articulation is published in the Transferology system and is publicly visible. Students are encouraged to contact their college's office to verify how the transfer coursework will be accepted and used toward graduation requirements in that college. Once granted, academic credit earned at another accredited university or college and accepted by the University of Illinois is recorded in semester hours. Coursework will be listed on the transcript with the institution's name, total credit hours, GPA hours, quality points, and total GPA. Individual classes and grades are not listed.

4.A.4

Illinois maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.

Prerequisites, rigor, and expectations for courses

As explained in 3A1, the university has a rigorous review process for all courses and programs that involves multiple levels of governance. These review processes consider the prerequisites for courses, rigor of courses, and access to learning resources. In particular, proposals for new programs include required questions that ensure all proposals address resource implications, including: the impact on faculty resources such as changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.; the impact on course enrollment in other units; the impact on the University Library; and the impact on technology and space. The Academic Catalog clearly documents prerequisites for each course, such as those in Aerospace Engineering, Dance, and Geology. All units review their Courses of Instruction annually, and they are asked to look at prerequisites to ensure they remain accurate and appropriate. As listed in 3A1, the level of expectations for courses aligns to the course numbering system as listed in the General Information section of the Academic Catalog and as defined by the Senate Committee on Educational Policy (2001 | 2005 | 2023) and the Student Code. All instructors are expected to provide a syllabus to students clearly stating expectations for student learning outcomes.

Access to learning resources

Students have access to extensive library and technology resources. The University Library, a campuswide network of libraries serving programs of learning and research in many disciplines, is the largest public university research library in the United States. The University Library holds

more than 14 million volumes and 24 million other items and materials in all formats, languages, and subjects, including nine million microforms, 120,000 serials, 148,000 audio recordings, over 930,000 audiovisual materials, over 280,000 electronic books, 12,000 films, millions of pages of manuscript materials, and 650,000 maps. These collections form the bulk of I-Share, the statewide library online catalog. Technology Services provides 13,100 wireless access points across 412 campus locations, making it one of the largest Wi-Fi networks in higher education. Students also have access to computer labs, printers, and unlimited cloud-based storage, as well as learning management systems such as Canvas and Moodle. More information is shared on technology in 5B1.

Given the growth of the online student population, the university ensures that learning resources through the Center for Innovation in Teaching and Learning, the University Library, and Technology Services are available to students, with some specific resources available for online learners. The Online Learning Advisory Committee (OLAC) engages colleges with one another and the university around issues and needs related to the operation of online courses and programs.

Faculty qualifications

As covered in 3C2, department Executive Officers review faculty qualifications for all instructors hired to teach courses offered by the department, following the Provost's Office's and Illinois Human Resources' requirements. The Faculty Credential Policy creates a universitywide standard and sets common expectations for the appointment of all instructors of record teaching courses for academic credit. The university does not participate in any dual-credit programs with high schools.

4.A.5

More than 50 units and programs within the institution maintain specialized accreditation from government and private entities, including professional organizations and licensing boards. A complete list of those units and programs is updated annually by the Provost's Office and the Division of Management Information (DMI). This information is publicly available on the DMI website. Each unit is in charge of its own processes in applying for and maintaining specialized accreditation. The university assists, however, in collecting universitywide surveys and providing training in best practices of assessment to support the individual units.

4.A.6

Based on guidelines from the National Association of Colleges and Employers (NACE), Illini Success gathers data primarily through a survey on the postgraduation pursuits of bachelor's degree recipients.

Some key findings from the 2021-22 graduating class:

- 57% of graduates have secured employment or a volunteer position.
- 38% of graduates plan to continue their education.

- 67% of graduates secured a first destination within the state of Illinois.
- 47 U.S. states and 31 foreign countries were represented as first-destination locations.

The secured first-destination rates consistently outpace national averages, as reported by the NACE, both for total national sample and within Carnegie classification. Data from this survey are shared in annual reports and three-year trend reports on a dedicated Illini Success website. Faculty and staff have access to an "admin portal" through this website where they can run aggregated data queries to inform program review and improvement initiatives. Prospective and current students can access tailored outcomes information via the myIllini Majors Portal offered through Admissions, which illustrates how majors are connected to courses, student organizations, and graduate outcomes.

Colleges and departments also gather these data on students, and these units are primarily responsible for collecting data on graduate programs. In December 2017, the initiative was expanded to include all on-campus master's degree graduates. The Graduate College also participates in the national Survey of Earned Doctorates, which conducts exit surveys for doctoral recipients and provides information about students' educational history and postgraduation plans.

The Career Center annually analyzes data provided by the American Medical College Application Service (AMCAS) and the American Association of Colleges of Osteopathic Medicine (AACOMAS) regarding graduates' applications, acceptances, and matriculations to MD and DO programs, respectively. Illinois is consistently within the top 20 feeder institutions to medical programs in the U.S. The information analyzed in these reports helps strengthen Illinois' pre-health advising to students and recent alumni and provides feedback to academic programs.

The university has a strong service orientation. With a dedicated Peace Corps Strategic Campus Recruiter, Illinois offers individual appointments and workshops for students interested in the Peace Corps. Since the agency was created in 1961, a total of 2,124 Illinois graduates have served.

Illinois has offices to support students' application process for nationally and internationally competitive awards. In the past 10 years, 25 Illinois students have been named Boren Scholars, 116 Fulbright Scholars, 23 Goldwater Scholars, three Marshall Scholars, two Truman Scholars, two Rhodes Scholars, and 266 NSF Graduate Research Fellows.

Academic departments and units track pass rates of licensure or other qualifying examinations that demonstrate student success. The administration prepares information annually to send to the Illinois Board of Higher Education on pass rates for teachers as well as bar exam pass rates. Example data on licensure pass rates are provided from the following programs: 2020-22 Fundamentals of Engineering (FE) pass rates; 2020-21 National Teacher Preparation assessment pass rates; and 2008-22 North American Veterinary Licensing Examination (NAVLE) pass rates.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

The university is committed to assessment of curricular and co-curricular student programs to ensure continuous improvement of learning and development, and it employs effective processes. The regular and thoughtful practice of articulating and assessing student learning outcomes allows for the university to ensure that its graduates receive the world-class education that it promotes. Illinois continuously reviews, affirms, and improves its curricula and student services offerings based on feedback obtained through assessment.

Clearly stated goals for student learning

In 2014, the Provost's Office charged a Committee on Student Learning Outcomes to create a set of Illinois Student Learning Outcomes that would be achievable by every student earning a baccalaureate degree. The committee reviewed learning outcomes from internal and external resources, such as those being used by the degree programs and by benchmarked peers. It also reviewed the Association of American Colleges and Universities (AAC&U) LEAP Program – Liberal Education, America's Promise – and resources from the National Institute for Learning Outcomes Assessment. The committee created learning outcomes that are "an expression of the education that a world-class university with a land-grant mission should provide." The Illinois Learning Outcomes were vetted widely across campus for nearly three years and were endorsed by the University of Illinois Senate (Senate) and its Committee on Educational Policy in 2017.

The campuswide student outcomes are publicly posted on the provost's webpage. This passage provides the framework for campuswide undergraduate learning outcomes:

As a pre-eminent public land-grant university, the University of Illinois Urbana-Champaign serves society and transforms lives, producing leaders who value excellence, innovation, inclusivity, stewardship, and accountability. Through a uniquely Illinois experience that takes place both inside and outside the classroom, our graduates are broadly educated yet have expertise in specific fields of study. They are intellectually curious, having the ability to think

critically and imaginatively. They exhibit a consciousness of global connectedness and interdependencies, possess a critical appreciation of social and cultural communities, and participate knowledgeably and responsibly in civic life. Ultimately, our graduates understand how to employ knowledge in order to generate new ideas, discoveries, and solutions, and are adept in building and sustaining productive relationships in order to create positive change.

Students will gain the following during their Illinois education:

- **Intellectual Reasoning and Knowledge**: Illinois students will acquire broad and deep knowledge across academic disciplines and fields.
- **Creative Inquiry and Discovery**: Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.
- **Effective Leadership and Community Engagement**: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.
- **Social Awareness and Cultural Understanding**: Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability.
- **Global Consciousness**: Illinois students will discover how complex, interdependent global systems – natural, environmental, social, cultural, economic, and political – affect and are affected by the local identities and ethical choices of individuals and institutions.

As part of the rollout of the campuswide learning outcomes, all departments mapped their undergraduate program-level learning outcomes to the campus outcomes via the Undergraduate Assessment Update, a process that collects learning outcomes assessment information annually from all academic programs. The following percentages of undergraduate programs have aligned one or more of their programmatic learning outcomes with the following campuswide learning outcomes:

- Intellectual Reasoning and Knowledge: 100%
- Creative Inquiry and Discovery: 88%
- Effective Leadership and Community Engagement: 70%
- Social Awareness and Cultural Understanding: 82%
- Global Consciousness: 79%

Learning outcomes are listed in the Academic Catalog. The university held multiple Assemblies on General Education in 2018-19 to develop learning outcomes for every General Education category, see 3B1. Graduate programs, like undergraduate programs, have indicated learning outcomes for every degree program. Student Affairs units have mapped the learning outcomes of its units to the campuswide outcomes, see 4B2.

Effective processes

The university first created a comprehensive assessment plan in 1995-96, which was updated in 2008-09. The university built on the 2008-09 work and developed a sustainable and meaningful process for assessment including campus resources. The Assessment Working Group comprising

both academic affairs and student affairs professionals began in fall 2014 and met monthly through spring 2017. Products of this working group included the Illinois principles for assessment, the assessment resources website hosted by the Provost's Office, and a series of regular assessment workshops held throughout the academic year. The university continues to provide assessment workshops, and in the 2018-19 academic year, the Provost's Office started a Community of Practice on Assessment, where faculty and staff could meet regularly to discuss assessment work in the units, articles and research studies on assessment, and current challenges with assessment.

The Assessment Working Group transitioned into a standing committee. In spring 2016, the provost created the Council for Learning Outcomes Assessment (C-LOA) to promote and guide assessment activities on campus. This group is chaired by a dean and includes faculty representatives from every college, undergraduate and graduate student representatives, and representatives from the University Library, Student Affairs, the Center for Innovation in Teaching and Learning, the Senate, and Graduate College. This group oversees the policy and the reporting expectations for university assessment practices. C-LOA reviews all assessment reports annually and provides feedback to the units and to the Provost's Office. As a result of the reviews, C-LOA suggests workshops and necessary resources, and it acknowledges select programs for their exemplary assessment work.

Started in 2012, the Student Affairs Assessment conference occurs biennially. This conference provides participants strategies for implementing and reporting on assessment and evaluation activities to improve practice. In 2022, 51 participants from approximately 25 student affairs and academic affairs units on campus participated in the conference, and 96% of participant respondents stated that they accessed new tools, resources, or ideas that can be implemented in their work. Student Affairs holds workshops regularly to help programs with assessment planning and generation of actionable items.

Newly formed in 2021, the General Education Assessment Committee (GEAC) establishes assessment expectations in General Education and reports findings and recommendations to C-LOA, the General Education Board, and the Provost's Office. The committee includes a representative sample of faculty from across the university. The GEAC hosts a Gen Ed Assembly each year to provide assessment resources to faculty.

Assessment of learning outcomes within academic programs and co-curricular units occurs annually as described on the provost's Assessment website. As mentioned above, C-LOA oversees assessment activities and reviews the assessment work from over 350 undergraduate, graduate, and professional programs. The Council created templates that every degree program uses as the basis for their learning outcomes assessment plan. The Council also reviews and revises the learning outcomes assessment update form that every degree program is required to complete annually to reflect on their learning outcomes assessment processes. In fall 2021, college-level assessment coordinators were charged to assist C-LOA with the collection of learning outcomes assessment updates. The college-level assessment coordinators now coordinate the initial review of the learning outcomes assessment updates, allowing C-LOA to focus on policy, resources, and structural support.

Based on the AY 2021-22 learning outcomes assessment update submissions, which are submitted and reviewed in AY 2022-23, C-LOA learned that:

- Thirty-four percent of the programs are involved in preparation activities for assessment work, such as creating rubrics, surveys, and exams.
- Fifty-five percent of the programs assessed specific program-level learning outcomes.
- Of those that assessed specific program-level learning outcomes:
    - Eighty-three percent of the programs use direct evidence to assess student learning.
    - Ninety percent of programs use indirect evidence to assess student learning.
    - Eighty-five percent of programs' assessment activities focus on skill development, 78% focus on knowledge acquisition, and 69% focus on professional attributes.
    - Increased mentoring and support, improved advising and monitoring of student progress, along with revising/redesigning the curriculum were the most frequent improvements made because of assessment (see 4B3).

Each assessment report was reviewed by two C-LOA members, who provided feedback to the unit. The Council's review of the AY 2021-22 Learning Outcomes Assessment Updates revealed:

- Fifty-six percent of programs were identified as meeting expectations by at least one reviewer (i.e., they were engaged in satisfactory learning outcomes assessment work).
- Seventeen percent of programs were identified as exceeding expectations by at least one reviewer (i.e., they were engaged in "beyond satisfactory" learning outcomes assessment work).
- Fifteen percent of programs were identified as exemplary by at least one reviewer (i.e., one or more aspects of the program's learning outcomes assessment process can serve as a model or best practice).

From 2015 to 2020, the university conducted ad hoc assessment projects to understand and improve student learning in General Education courses, such as assessing the Grand Challenge Learning Initiative that focused on innovative, interdisciplinary General Education curricula, and the new general education category, U.S. Minority Cultures. The assessment of the U.S. Minority Cultures courses described students' perceptions toward diversity and fostered pedagogical discussion among the faculty. The commitment and focus for General Education program assessment steadily increased from the ad hoc assessment projects to building the infrastructure to systematically gauge student learning in General Education, including the creation of the General Education Assessment Committee (GEAC, charged fall 2021) and the new associate director for General Education assessment position (hired fall 2022).

GEAC, with support of the associate director, has tested assessing course artifacts using a rubric, refined the rubrics for general education assessment, and proposed course-embedded assessment that is being piloted by GEAC in 2023-24. Early data from this pilot show that a majority of students are acquiring the knowledge and skills expected. GEAC recommended extending the pilot to 15 faculty per semester for the next two academic years, allowing for the assessment

work to be refined and improved before all instructors must engage. The assessment process will involve faculty assessing program-level learning outcomes in their courses primarily using a learning management system (LMS). Data from the course-embedded assessment will be aggregated and reviewed in four areas: 1) foundational knowledge, 2) contextual intelligence, 3) inquiry skills, and 4) application skills. Annual General Education Assemblies were held where General Education faculty discussed the feasibility of and concerns about proposed assessment plans. The GEAC submits updates and reports to C-LOA and to the General Education Board.

In partnership with C-LOA, and under guidance of the Student Affairs Assessment Committee, all Student Affairs departments and units have developed learning outcomes and assessment plans that parallel those established by undergraduate and graduate degree programs. Learning outcomes assessment plans are peer-reviewed by members of the Student Affairs Assessment Committee, with opportunities for both individual feedback and group professional development.

The Chancellor's Senior Survey (CSS) underwent a redesign in 2015 to better assess the Illinois learning outcomes. The new survey is administered annually to graduating seniors. A dashboard was created in summer 2017 to share survey data with faculty and staff and to make the data easy to use. The dashboard is updated annually with new data from the CSS administration. A summary report of findings is available on the DMI website. Furthermore, reports are available about each learning outcome. The university's administration of the National Survey for Student Engagement (NSSE) is on hold as the Institutional Survey Committee examines institutional survey options. Data from past administrations of the NSSE are shared in a dashboard for faculty and staff use. The Graduate College administered the Graduate Student Experience in the Research Universities (gradSERU) in 2019 but has since paused administration to reflect on the best way to receive student feedback. Prior to the gradSERU, the Graduate College administered homegrown surveys as part of the Assessment of the Illinois Doctoral Experience.

4.B.2

The university uses assessment information to improve student learning at a variety of levels. As noted in 4B1, individual university programs at the undergraduate and graduate levels provide reports including relevant data on student learning outcomes assessment to C-LOA. The council's feedback includes recommendations designed to help improve student learning within each program individually. C-LOA asks programs to identify whether students are learning what programs want them to learn, to explain how programs know students are achieving the program outcomes, and to describe what information the program will collect to better understand student learning.

In accordance with learning outcomes assessment plans (see 4B1), use of assessment information to improve student learning occurs annually across degree programs and co-curricular units. Reflection reports and learning outcomes assessment plan updates are submitted to the Provost's Office (for degree programs) and the Office of the Vice Chancellor for Student Affairs (for student affairs departments and units) annually to share progress.

Academic programs

Both undergraduate and graduate programs use assessment data to improve the student learning experience through increased mentoring and support, improved advising, improved monitoring of student progress, and curricular changes. Some specific examples are shared below.

Increased mentoring and support

Assessment data contributed to increased mentoring and support. At the undergraduate level, the Department of Communication implemented a number of strategies such as creating advising pathways through the curriculum that help students shape their coursework to their career aspirations; piloting a career exploration course; and working with the College of LAS Corporate Affiliates program to build bridges between companies and communication students for post-college opportunities. The Elementary Education program reviewed grades and student performance in two of their courses and found that too many students were failing the courses. Faculty from Curriculum & Instruction and Mathematics partnered on a grant to provide student support sessions for both courses during fall 2021.

At the graduate level, the doctoral program in Veterinary Medical Science Comparative Biosciences used their spring check-in form to monitor student progress in the program over the past academic year. Faculty were able to identify students who were weak in their research progress and provided additional support and advising to those students. The advisory committee for the master's in Bioengineering reviewed all syllabi, met with course instructors to discuss content and skills overlap, and reviewed student work in key areas of programming and mathematics. They found that students needed more support in learning MATLAB and mathematics skills. A repository of materials was created and made available to students to introduce and foster MATLAB, linear algebra, and differential equations skills.

Improved advising

Some programs used assessment data to improve advising. To facilitate student involvement in faculty research, the Business Administration doctoral program made it a formal requirement for all six programs to assign either an academic advisor or a mentor to each incoming and current student. In assessing their program learning outcomes, the English department discovered that their doctoral Literary Studies specialization students could benefit from improved advising and mentoring, so the program decided to assign each student a faculty mentor their first year in the program. The History and Information Science master's program discovered inconsistencies in the ways curricular requirements were described and clarified them while placing additional emphasis on the student-advisor relationship to ensure student representation on department committees and in the History Graduate Student Association. Additional challenges are identified through annual meetings with the director of graduate studies, advisor, and student.

Improved monitoring of student progress

A number of programs used assessment data to improve monitoring of student progress. At the undergraduate level, the Geology department mapped all courses to the specific learning outcomes outlined by the program. The curriculum mapping required faculty and instructors to review their coursework and syllabi to determine which learning outcomes are being addressed

and to what level. By looking at the program as a whole, faculty gained a greater understanding for how their specific course offerings fit into the larger learning goals of the program. The curriculum mapping exercise also provided important insight for undergraduate advisors to better understand which courses are critical for student learning outcomes.

At the graduate level, the Speech and Hearing Science master's program instituted a plan to identify students at risk of not meeting specific competencies or academic probation, by monitoring mid-term performance. Each student is now paired with an academic advisor when they begin the program. The instructor will notify the director of graduate studies and the student's academic advisor if a student's performance fails to meet the threshold. The academic advisor will work with the student and the course instructor to provide additional resources and support. To better evaluate the progress of students in the program and help students understand where they are in the program, the Computer Science doctoral program introduced a new section to the annual evaluation to inform students of their most recently passed milestones and their next target milestone in the program. The Cell and Developmental Biology doctoral program observed common deficiencies among students taking the preliminary exam and felt that students' understanding could be improved. The program redesigned the rubric for the preliminary exam and discussed the document with the students and faculty advisors to improve advising and assessment of learning outcomes at a crucial stage in the program.

Curricular changes

Assessment data led to a number of curricular revisions. At the undergraduate level, the Elementary Education program revised a course based on results of alumni surveys and the subsequent analysis of the course syllabus. The revised course provides information about special education, including practical strategies for building universally designed classrooms, and for differentiating instruction for students with disabilities. The Department of Chemistry implemented a new first-year seminar course for all incoming chemistry majors, based on the results and recommendations from the survey conducted by the General Chemistry Climate, Diversity and Wellness Committee. This course uses undergraduate chemistry majors as mentors and aims to 1) help the students develop a sense of community with other chemistry students, 2) guide the students' exploration of campus resources and opportunities, 3) help the students reflect on how to best adapt their learning and study strategies to college, and 4) provide a general introduction to careers related to chemistry.

At the graduate level, the Actuarial Science master's program created two graduate-level courses to help engage students in industry-funded research through their IRisk Lab. The Actuarial Science and Risk Management (ASRM) 490 course recruits students from multidisciplinary fields such as statistics, mathematics, computer science, predictive analytics, and actuarial science. A team is formed for each project with different functions assigned to each student. The European Union Studies master's program incorporated e-portfolios to allow students to build collections representative of their holistic skills both in the program and in their extra-curricular activities. The Nutritional Sciences master's program revised a course based on feedback from student exit surveys/instructor evaluation (ICES) results. The course directly addresses learning outcomes for student communication skills and provides the program with an opportunity to

bring concerted attention to student learning outcomes focused on oral and written communication skills.

Student Affairs

Illini Union

The Illini Union regularly engages in [learning outcomes assessment](#) of student programming board leaders. In 2019, the Illini Union team reviewed the previously used assessment tools, campus undergraduate learning outcomes, and existing industry tools of assessing learning in programming boards. Working alongside student leaders, a new self-reflective [assessment tool](#) was created that evaluates ten categories of learning outcomes: communication, teamwork, influencing others, research and data collection, critical thinking and presentation, social awareness and cultural understanding, global perspective, integrity, work ethic/time management, and career development and readiness. Beginning in 2020 the assessment tool was implemented with the Illini Union Board (IUB). Student members of IUB complete a pretest at the beginning of the fall semester. IUB advisors utilize this information to conduct individual advising sessions to further student learning on various outcome areas. Through this process, students gain stronger understanding of their leadership skills, can perform their roles more effectively, and are able to articulate learning across contexts. In addition, the pre-post data and individual advising sessions are used to inform future student leadership opportunities and training (e.g., orientation and professional development).

University Housing

University Housing, as part of its residential curriculum model, utilizes individual conversations between paraprofessional student staff members and residential students. Each conversation is scripted using a lesson plan developed by professional staff, with predetermined departmental [learning outcomes](#). After the conversations take place, residents are surveyed and asked open-ended questions directly related to learning outcomes. Responses are used to determine when individual follow-up with residents is needed, what knowledge is lacking, and overall themes of needs in each community. Themes are used to determine both short- and long-term programming needs in each community and departmentwide changes to required programming. Paraprofessional staff also report topics that are discussed during each conversation. These are combined with resident responses to determine themes.

Based on [themes](#) determined in 2020 and 2021, and results from other assessments, additional programming related to building a sense of belonging and mattering were implemented as part of the required curriculum in all residence halls beginning in fall 2022. Topics addressed on the lesson plans for the individual conversations were changed to incorporate knowledge that residents were lacking.

Illinois Leadership Center

One-hour workshops are one of many leadership development initiatives managed by the Illinois Leadership Center. When these workshops were originally designed, they included [learning](#)

outcomes that were grounded in the Illinois Leadership Model. Over time, the outcomes remained stagnant while the content shifted to meet the varying needs of Illinois students. Therefore, during the 2022-23 academic year, the Illinois Leadership Center designed an assessment plan that would inform the rewriting of learning outcomes for each of these leadership workshops.

This assessment plan's goal was to gather insights on student learning takeaways for each of the workshops. The survey asked students to identify which of the 21 competencies of the Illinois Leadership Model best described their learning in the respective workshop. As a result of this plan, the Illinois Leadership Center staff were able to use insights from the survey to rewrite learning outcomes for each workshop in summer 2023. Additionally, this plan informed the creation of a new workshop, "Telling My Leadership Story," that addresses the self-management and communication competencies, filling a gap identified in the analysis. Updates were also made to seven pre-existing workshops to update the curriculum to meet revised learning outcomes.

4.B.3

The processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members. The university has articulated eight Principles for Assessment, which were adapted from the Principles of Good Practice for Assessing Student Learning provided by the American Association for Higher Education. These principles have been shared on the Assessment website, during workshops, and when assessment information is requested. Here are a few examples of the ways Illinois implements the principles in practice:

- **The assessment of student learning begins with educational values:** Campuswide student learning outcomes (see 4B1) have been developed to mirror the institutional values as a research, land-grant university.
- **Assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential:** The curriculum map templates in the assessment update forms included space for experiences other than courses. The units were asked to use both indirect and direct methods of assessment to better understand student learning.
- **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes:** Each degree program and student affairs department/unit has identified program learning outcomes that are the focus of assessment activities enabling continuous program assessment and improvement.
- **Assessment works best when it is ongoing, not episodic:** Programs have plans for ongoing assessment, reporting results of assessment activities on an annual basis.

In accordance with the responsibility and the authority of the faculty for the development of academic programs and curriculum, the development of student learning outcomes, the processes for assessing those outcomes, and the decisions made on how to use the assessment results to improve student learning rest with the faculty in each academic program.

Support and professional development for assessment activities are provided through a variety of institutional and college resources. The Provost's Office maintains a website for Learning Outcomes Assessment, including resources and workshops. The Center for Innovation in Teaching and Learning (CITL) supports and consults on a range of Teaching Evaluation services, including student outcomes assessment. Some colleges have teaching academies that provide faculty development opportunities, including conveying good practices in assessing student learning.

Besides C-LOA reviewing the learning outcomes assessment work, external reviewers analyze all activities of the department as part of the Academic Program Review (see 4A1), including the processes and methodologies used to assess student learning. Departments are required to answer the following questions in the self-study:

- What are the learning objectives of the undergraduate, master's, and doctorate degree programs housed in your unit?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Reviewers meet with faculty, staff, and students on campus and submit a report as part of the review.

As explained in 4B1 and 4B2, C-LOA – composed primarily of faculty – reviews and provides feedback to units. This review process also informs identification and design of needed professional development for assessment activities, including workshops.

Similar to academic departments, Student Affairs units take responsibility to use assessment results for improvement. A Student Affairs Assessment Committee includes members from each unit and meets monthly. The committee provides assessment coaching, support for creating and maintaining learning outcomes assessment plans, a monthly assessment workshop series, a biennial Assessment Conference, and an annual Outstanding Assessment Award program to cultivate a culture of assessment.

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4.C - Core Component 4.C

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

Argument

4.C.1

Information on retention and graduation rates is tracked and publicly displayed on both the Division of Management Information's Campus Profile and the System's Office of Planning and Budgeting website. Goal setting is done as part of the strategic planning process.

The 2018-23 strategic plan, The Next 150, set transformational learning experiences as a central goal; the plan specifically addresses student success through teaching excellence, academic support, advising and mentoring, and student services. The university tracks graduation rates for overall population, underrepresented students, men, and women over a four-, five-, and six-year time frame. Strategic markers in The Next 150 mirror the previous plan and will continue in the next plan, and the targets will remain roughly the same (85% six-year graduation rate). The major difference in the new targets is that the campus will strive to increase the graduation rates for underrepresented minority (URM) students to be the same as the all-campus rate. As of 2022-23 data, the URM six-year graduation rate was 72.9%; the overall six-year rate was 84.9%. The Student Success Initiative (see 4C3) began in 2019 to discover actions to close gaps in graduation rates seen by different demographics of students.

Graduate and professional student information on time-to-degree is shared both on the Division of Management Information's Campus Profile and the Graduate College Graduate Education Dashboard. The campus goal set in 2013 was for 13.7 terms to a doctoral degree; as of 2022-23 the rate was 13.8. The Graduate College has been working to support student progress and completion including the use of degree audits in UAchieve and revising the policy on time limits.

The [revised policy](#) (p. 37), effective fall 2019 and clarified in 2020, sets deadlines to take preliminary examinations to support students moving through degree programs in a timely fashion, clarifies the stages of doctoral education, and simplifies the overall time limit policy, making the process more transparent for students.

4.C.2

The [Division of Management Information](#) (DMI) conducts institutional research to assist administrators, faculty, and staff in obtaining timely, accurate, and appropriate information from the university's administrative databases. Information regarding student retention, persistence, and completion rates is publicly available through the [Campus Profile](#), which enables deans and department heads to identify trends for student populations. The institution's [Program Review Process](#) provides [common data](#) from DMI and the campus budget office to facilitate a robust review process at the department level that considers these indicators. See 4C4 for details on analyzing this information.

4.C.3

The university attempts to identify achievement gaps across all student groups and improve student success. The university's freshman to sophomore retention rate of 94.3% (2022 cohort) and overall six-year graduation rate for new beginning freshmen of 84.9% (2017 cohort) exceeds the [national averages](#) for four-year institutions.

Institution-level activity includes membership in the American Talent Initiative and the Association of Public and Land-grant Universities (APLU) Transformation Cluster Initiative. Both programs bring together institutions that share a commitment to providing students from all backgrounds an affordable, high-quality education that aligns with workforce needs. APLU is working with the institutions in the transformation clusters to facilitate a collaborative community of learning so the entire public higher education community can identify and adopt evidence-based practices that drive progress toward equity and college completion. In this effort, the university is part of the Big Ten cluster focused on retention and persistence.

In 2019, the university launched the Student Success Initiative, now known as [Student Success @ Illinois](#) (SSI), to organize, empower, and galvanize the university's efforts to increase access, promote timely degree completion, and prepare the university's students to make positive contributions to the state, nation, and world. SSI brings together Academic Affairs, Student Affairs, Diversity, Equity and Inclusion, and Technology Services to focus on undergraduate student success. Efforts include:

- **Inclusive Course Redesign Initiative**: The Provost's Office identified courses with significant DFW (D, F, or Withdrawal) grade rates and created a course redesign process to improve learning across all students in those courses.
    - The vice provost for undergraduate education communicated with the colleges and instructors involved to gauge interest in participating in a course redesign. Instructors were then paired with course designers from the Center for Innovation in Teaching and Learning to redesign their courses with the goal of reducing or

- closing achievement gaps and promoting equity in the university's educational landscape.
  - o The Provost's Office provides a $3,000 grant, renewable for up to three semesters total, and negotiates a teaching buyout or hiring of a graduate assistant for the instructor's home department.
  - o This course redesign only started in fall 2023, but already shows that the participating PSYC 100 sections' midterm exam fail rates dropped from 12% to 6% in one section and from 15% to 5% in the other section.
- **Transfer Student Experience Task Force**: Based on feedback from student focus groups in AY 2021-22, the Task Force is working to support transfer students' sense of belonging. The campus has entered into an agreement with Mentor Collective, which will pair transfer students with student mentors. This partnership is in the procurement process.

These two examples show how the university uses both concrete data about students for improvement and data coming from student focus groups.

The Office of Minority Student Affairs (OMSA), a unit within Student Affairs, convenes the Student Success Council, providing an opportunity for administrators from every academic college and the Division of General Studies to meet monthly to discuss emergent trends and review policies and practices related to student persistence, institutional retention, and graduation. Each college receives a report summarizing the support OMSA has provided students enrolled in the college. While this group has an emphasis on first-generation, low income, and historically underrepresented students, campuswide initiatives are discussed such as expanding early reporting systems, defining best practices for academic monitoring, communicating with students experiencing academic probation, and exploring patterns of intercollege transfer within the university. The aforementioned topics highlight the data-driven collaborations that define OMSA's Student Success Council and model the ways Academic and Student Affairs units work together to improve student success.

Interventions like the Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) provide academic support to students enrolled in the College of Applied Health Sciences (AHS) who are from underrepresented minority groups, first generation, student athletes, and those recognized by the President's Award Program (PAP) and Educational Opportunities Program (EOP). Students voluntarily participate from their freshman year through graduation. While in the program, students receive various academic support services such as a first-year orientation course, biweekly one-on-one counseling, mentorship, career development and personal development workshops, academic skills development, referrals to resources, leadership training, and community service opportunities. A study tracked the retention rate of students who participated in I-LEAP compared with students who qualified for the program but chose not to participate; there was a retention gap of 84% versus 72%. The greatest improvement was for African American I-LEAP students, where there was a gap of 84% versus 58% for the comparison group.

Similarly, the Grainger College of Engineering is a part of a six-university consortium awarded a five-year, $5 million grant by the National Science Foundation to implement a bridge year for

incoming freshmen. The [Academic Redshirt in Science and Engineering program](#) (ARISE) provides a select group of students the opportunity to prepare for the engineering program at Illinois. ARISE is designed to build learning skills and strengthen academic preparation for engineering coursework. This ensures that ARISE scholars have the foundation needed for placement into an engineering major. ARISE students are primarily identified by their academic potential and high financial need. Their demographics vary. ARISE has 26% female students compared with the 24% for the college; 22% African American students compared with the 2% in the college; and 43% Hispanic students compared with 7% for the college.

4.C.4

In following best practice, Illinois collects, reports, and analyzes retention rates, graduation rates, and degree completion data using the Integrated Postsecondary Education Data System (IPEDS) definitions. Through IPEDS, the university reports retention and graduation rates by gender, ethnicity/race, and Pell/non-Pell Grant recipient. These data are reported to the public through the National Center for Education Statistics (NCES) [College Navigator](#).

Illinois also participates in the [Consortium for Student Retention Data Exchange](#) (CSRDE), [Student Achievement Measure](#) (SAM), and [Association of American Universities Data Exchange](#) (AAUDE).

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4.S - Criterion 4 - Summary

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

Summary

Illinois offers quality educational programs, learning environments, and support services, and it regularly assesses those activities for both quality assurance and improvement. The institution does so by engaging in a rigorous program review and specialized accreditation processes, by having policies and practices for evaluating courses and transfer credits, and by engaging in student learning outcomes assessment for both curricular and co-curricular aspects of the students' education. The university tracks the success of its students in seeking employment and graduate education, through the Illini Success survey. The university clearly posts its learning outcomes for all degree programs in the course catalog, allowing students to know what to expect. These learning outcomes are assessed on a regular basis to confirm the learning goals are being met or to identify areas where the curriculum can be strengthened.

A goal of the strategic plan is to provide transformative learning experiences, and a part of that goal is improving students' retention, persistence, and overall success rates. While the university has had a long-standing, decentralized commitment to student success and has an 85% six-year graduation rate, the activities of Student Success @ Illinois have led to more planning on ways to scale up and create additional programs that focus on assuring that every admitted student is successful.

UPDATES since the 2020 Self-Study: Much of what was written previously in 2020 remains the same as of December 2023. The updated evidence as well as data in the self-study provides documentation of that continued attention to the quality of education students receive. Updates in this section include the Student Success Initiative, which is now called Student Success @ Illinois, because it has transitioned from an initiative to a more permanent activity at the university improving the experience of transfer students, improving courses where there are high levels of DFW grades, and engaging the campus in the Student Success Symposium to highlight these improvements. An infrastructure has been built around the General Education program that emphasizes its role as a key component in the undergraduate student experience. A provost fellow was hired to evaluate General Education, a director of General Education was hired, an associate director for General Education assessment was hired, and a new committee, the General Education Assessment Committee (GEAC), was formed. Starting in 2021, the GEAC working with the associate director began to develop and pilot a systematic General Education assessment process. Whereas prior to 2020, General Education assessment focused on specific projects, the process now engages all faculty teaching in General Education to assess the General Education learning outcomes. Program-level learning outcomes assessment continues to be an important process at the university, and the most recent change in the last year has been to more fully engage the colleges and college-level committees in reviewing the work being done, rather than having a campus-level committee do that review. In one year, the Council for Learning

Outcomes Assessment has seen the depth of understanding about learning outcomes assessment already begin to grow and become embedded in other course and program decision making and improvement.

Updated reference guides (glossary of terms | evidence index) have been created for this document.

Sources

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5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

The University of Illinois Urbana-Champaign (Illinois) has a long tradition of shared governance. Faculty members and faculty leaders in administrative roles are committed to ensuring that shared governance is practiced throughout academic programs, departments, schools, colleges, and the university. The university's Statutes (p. 12) articulate the significance of the decision-making power of the faculty to the functioning of the university: "As the responsible body in the teaching, research, and scholarly activities of the University of Illinois System, the faculty has inherent interests and rights in academic policy and governance. … Governance of each academic unit shall be based on unit bylaws established and amended by the faculty of that unit."

The unit executive officer (EO) is required to engage in faculty consultation for some key decisions, such as setting the unit budget or making recommendations regarding promotion or tenure. In most cases, the input of the faculty is advisory; it is the EO who ultimately is accountable for the consequences of decisions made by the unit. Faculty serve on unit-level review committees as a way to engage all affected stakeholders.

Tenure system and specialized faculty, academic professionals, and students are represented by the Senate, which comprises about 200 faculty members, 50 students, and 10 other academic staff members. The Senate exercises legislative functions in matters of educational policy such as

the academic calendar, admission requirements, degree and certificate requirements, and unit reorganizations. It also proposes amendments to the university's Statutes. Senate recommendations are reviewed by the University Senates Conference, a system-level elected body representing the three university senates in the University of Illinois System, before review or approval by the president, the Board of Trustees, and/or the Illinois Board of Higher Education (IBHE) when appropriate.

Students are involved in reviewing and setting allocations for fee-funded units. The student-led Student Fee Advisory Committee (SFAC) reviews annual reports, budget projections, University Housing room and board rates, and proposed service enhancements for units who receive Service and Health Service Fees. SFAC also allocates funds to any student-initiated fees approved by the student body through student referendum. SFAC recommendations are made to the vice chancellor for student affairs, who directs them through other administrative approvals culminating with the Board of Trustees. The involvement of this student committee ensures that the student body is actively represented in budgetary decisions.

5.A.2

The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents. The Division of Management Information (DMI) at Illinois oversees the documentation, data collection, and evidence of university performance. DMI is a service unit reporting to the provost and serves as the institutional research office of the university. DMI collects and provides data to campus leaders that allow them to monitor and review university operations. The data are provided in the form of the Campus Profile, student enrollment, department information, institutional survey information, and budget resource information. Within each category, there is a range of measures and metrics provided to university personnel that enables users to deploy the information in reports and planning. Standard and custom reports can be generated to track budget information by college, demographic data, student enrollment, and staff and faculty FTE.

The DMI data also help the university track strategic research data. For example, data on sponsored research, research and development expenses, and the amount of royalty revenues from research allow the university to monitor its strategic direction and to make decisions about future opportunities.

Performance metrics are regularly shared with the university's Board of Trustees at board meetings, such as the discussion of the tuition and fees dashboard indicators each January which allows the board to use data in their determination of setting tuition and fees. These metrics identify accomplishments and challenges and show direct comparison to the university's peer group. Examples of performance metrics provided to the board include: research performance, faculty and their scholarship, student qualifications, admissions, and financial indicators. DMI publishes strategic planning metrics, which are used to monitor progress on the strategic plan.

5.A.3

The university's administrative structure is well defined, promotes effective leadership, and involves faculty (and, when appropriate, staff and students) in setting academic requirements, policy, and processes through effective collaborative structures. The chancellor, under the direction of the System president, serves as the university's chief executive officer. There are six vice chancellors to whom the chancellor has assigned various responsibilities. The vice chancellor for academic affairs and provost, who is a tenured faculty member, delegates academic responsibilities to the deans and directors of academic and administrative units. The dean, who is also a tenured faculty member, is the college's chief executive officer and is the agent of the college faculty for the execution of college educational policy. The college executive committee acts in an advisory capacity to the dean and transacts business delegated to it by the faculty.

Standing committees of the Senate provide faculty, professional staff, and students direct involvement in educational policy including recommendations on degree programs; initiation, changes, or discontinuance of curricula; degree requirements; grading regulations; review and evaluation of experimental educational programs; and budgetary implications of the abovementioned. Additionally, they provide input in policy concerning admission standards and procedures, while making reports and recommendations to the Senate.

The Illinois Student Council (ISC) advocates for the betterment of the campus community with integrity, transparency, and Illini Pride. ISC is composed of graduate and undergraduate students elected to represent students at the university. ISC also identifies and in some cases appoints student members to standing committees of the Senate to ensure student views are central in university decisions about policies and processes.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Human resources

The institution has qualified and trained operational staff to support its operations. Tenure system faculty numbers have remained steady, averaging 1,940 for the past five years. Annually, the Board of Trustees reviews data indicating the number of faculty, not including tenure system library faculty, benchmarked with peer institutions. The university sits near the median range compared with its peers. While the university is on par with its peers in number of faculty, it enrolls students at one of the highest levels in the comparison group. The median student-to-faculty ratio in this group is 18-to-1, whereas Illinois is 21-to-1. For this reason, the university announced its $50 million strategic faculty hiring initiative in fall 2022 to drive continued excellence in teaching, innovation, and discovery by increasing the number of faculty members.

In AY 2023-24, the university's operations were supported by the following employees:

- FTE academic staff (including faculty, academic professionals, and postdoctorals): 7,078
- FTE civil service staff: 5,680
- FTE teaching, research, and graduate assistants: 2,862

This staffing level allows the university to adequately meet its teaching, research, and service missions.

Recruiting and retaining qualified faculty and staff is central to Illinois' excellence as an institution. See 3C3 for information about qualifications for tenure system faculty, specialized faculty, and graduate assistant qualifications at initial hire, which are delineated in the job posting. Qualifications and training for academic professionals involved in student support are described in 3C7. Similar criteria, i.e., a minimum of a bachelor's degree and often an advanced degree as well as other qualifications defined in the job posting, are required for academic

professionals in other roles. Civil service qualifications are defined in the classification specification established by the State Universities Civil Service System.

Orientations are available for civil service staff, graduate students (teaching assistants | graduate assistants), faculty, and newly appointed executive officers.

Mandatory compliance training helps to ensure a safe and accountable campus environment. Ethics training is discussed in 2A2. Additionally, all faculty, staff, and students must complete annual training on responding to, preventing, and reporting acts of sexual misconduct against students and employees.

The Employee Learning and Organizational Effectiveness office advances and supports human resources efforts to provide employee development, fostering continuous learning that is relevant and easily transferred into the workplace. The university maintains a training calendar where staff can view upcoming training opportunities. Topics include technology/software, financial training, and research tips. See 2E1 for additional information about research safety and finance training. Additional training for instructors is discussed in 3C5.

Several programs foster leadership on campus:

- The **Human Resources Series for Supervisors and Managers** and an optional certificate deliver training on university human resources policies and guidelines to maintain a positive workforce and productive work environment.
- The **Academic Leadership Series** offers opportunities for new and experienced executive officers to share best practices and discuss issues such as leadership, faculty development, and financial and strategic planning.
- The **Provost Fellows Program** provides intense and focused experience that embeds high-talent, high-potential faculty members in leadership and administrative contexts at the campus level.
- The **Professional Staff Leadership Program** identifies emerging leaders in a yearlong course to augment their institutional knowledge, improve their leadership capacity and strategic thinking ability, and enhance opportunities for succession planning.

Physical infrastructure

The institution has the physical infrastructure to support its operations. The Campus Master Plan guides the current and future development and improvement of the campus environment and facilities in support of the university's mission. Ten-year capital plans align with the Campus Master Plan. Facility priorities are recommended by the Facilities Planning Committee, submitted to the Chancellor's Capital Review Committee (CCRC) (charge letter | report | sample minutes), and approved by the provost and chancellor. The CCRC also reviews and approves the annual Capital Budget Request that is submitted to the state of Illinois. The Illinois Space Advisory Committee (ISAC) provides guidance about instructional and noninstructional space utilization on campus.

The university spans 6,370 acres of land between the cities of Urbana and Champaign and the village of Savoy, with approximately 23 million gross square feet (GSF) or 14.9 million net assignable square feet (NASF) among 750 owned and leased buildings. The core academic functions are located on the northern part of campus between Urbana and Champaign, with over 640 instructional spaces and over 630 instructional laboratories.

Over 200 classrooms were upgraded through the multi-year Instructional Space Improvement Initiative (ISI) with a budget exceeding $108 million. These original ISI projects are nearing completion. A separate fund of $1 million annually has been established for ongoing classroom maintenance. Recent projects funded the renovation of five large lecture halls, which encompassed seating replacement, new flooring, upgraded lighting, installation of new acoustical panels, and updated technology.

The new Electrical and Computer Engineering Building and a major renovation of Everitt Laboratory have increased the breadth of innovative instructional spaces. Currently, there are about two dozen Illinois Flexible Learning Experience (iFLEX) active learning environments, with additional iFLEX rooms planned.

The university has made substantial progress conserving energy and other utilities as part of its commitment to the sustainability goals of its 2020 Illinois Climate Action Plan (iCAP). Since 2007, Illinois reduced its energy use by 38.1% - from 314,548 BTUs per GSF to 194,638 BTUs per GSF. Much of this can be attributed to investments in energy conservation within existing buildings and higher energy efficiencies in newer buildings. The 2015 Utilities Production and Distribution Master Plan indicated that Illinois has safe, reliable, efficient, and compliant utility infrastructure and energy processes.

The university recently committed $50 million ($10 million per year for fiscal years 2019-23) to address deferred maintenance across campus. The funds are directed to a prioritized project list, focusing on infrastructure impacting student education. In addition, approximately $20 million in student fee revenue is directed to deferred maintenance projects annually.

Technological infrastructure

The institution has the technological infrastructure to support its operations. Technology Services at Illinois is the university's primary provider of technological infrastructure support.

Technology Services provides a comprehensive cybersecurity and privacy program designed to protect faculty, students, and staff as well as personal, institutional, and research data. This program includes cybersecurity and privacy controls and policies, vulnerability scanning and management, threat monitoring and protection, access control, training and awareness, and risk and privacy reviews and assessments. For intrusion detection, Technology Services has implemented CrowdStrike on 26,971 devices. The 2017 Information Security policy is intended to safeguard university information technology resources and to comply with legal and contractual requirements to protect data. In addition, the policy on Appropriate Use of Computers and Network Systems mandates the appropriate use of university computing and network communication systems.

The university employs Banner, an enterprise resource software, to consistently manage human resource, budget, and student records. Technology Services provides a Microsoft Unified Communications service to faculty, staff, and students, who also have free cloud-based access to Office 365 and unlimited cloud-based data storage through U of I Box. Cloud-based storage with limits is available through Microsoft OneDrive and Google Apps @ Illinois.

To continue to ensure reliable wireless service, there are now 13,100 wireless access points installed across 412 campus locations. During spring 2023, the university's campus wireless network's daily usage increased to average around 82,380, peaking at 115,980 unique devices. The number of daily concurrently connected devices to WIFI averaged around 41,000, peaking at 58,950 concurrent devices.

Technology Services maintains over 313 technology-enhanced classrooms that provide media-rich instruction to students. Computer labs maintained by Technology Services include 273 workstations, a training center with 39 workstations, along with printers, scanners, and projection equipment. Software in the instructional computer sites is available remotely.

Individual colleges provide additional computing resources to their students. For example, over 1,400 Engineering WorkStation labs (EWS) in the Grainger College of Engineering provide high-performance instructional computing resources. Software in the EWS labs is also available remotely. Since its launch in 2013, the Campus Cluster has served 6,465 users. From January 2022 to September 7, 2023, it accommodated 1,550 users, underscoring its vital role in supporting academic and research endeavors.

The main learning management system used by Illinois instructors is Canvas, with 91% of students having at least one course on it. The Kaltura media-hosting platform allows faculty, staff, and students to share multimedia within a secure campus environment and also provides support for integrated screen and webcam recording. Distance learning instruction is supported through these platforms, among others.

5.B.2

The university's mission is to enhance the lives of citizens in the state of Illinois, across the nation, and around the world through its leadership in learning, discovery, engagement, and economic development. The university's vision is to be a pre-eminent public research university with a land-grant mission and global impact. Both are described in more detail in 1A.

As the land-grant, flagship university in the state, Illinois is realistic in assuming that it can enhance the lives of citizens in the aforementioned ways. The university's organizational structure ensures that appropriate attention and resources are allocated to each of its core objectives in education and training, research and scholarship, and outreach and broader impact.

While the resource base from the state has declined, the university has been able to maintain quality and excel by carefully stewarding available resources. The university's With Illinois capital fundraising campaign concluded in 2022, having raised $2.7 billion. The university has also set aside funds to be awarded as Investments for Growth, to enhance its scholarly excellence

and to improve its financial viability. The goal of the [Investment for Growth Program](#) is to be responsive to high- and emerging-demand programs that lead to financial sustainability and additional sources of revenue. Research funding has also grown. The university's total [research and development expenditures](#) have reached $731 million. In FY 2021, the university was second in the nation in [National Science Foundation expenditures](#), second in [Department of Energy funding](#), and in the top 25 in both [Department of Defense](#) and [USDA](#) expenditures. The entire University of Illinois System was in the top 30 of worldwide universities granted [U.S. patents](#).

In 2023-24 rankings by U.S. News & World Report, the university was 12th among public universities and 35th among all U.S. national universities, reflecting its comprehensive excellence. The university has been among the top 15 public universities for more than two decades. The ranking of individual colleges and programs also consistently speak to the depth and breadth of excellence across disciplines. In the April 2023 national rankings of [undergraduate](#) and [graduate](#) programs, 31 programs were among the top five, 59 were among the top 10, and 86 were among the top 25. The university seizes upon opportunities to fulfill its mission, such as the creation of MOOC-based online degree programs in [Business Administration](#), [Computer Science](#), and [Accounting](#). This enables the university to broaden the reach of top-ranked programs to the nation and the world at costs that are sustainable to the university and at tuition rates that are affordable to a greater number of students than most on-campus programs.

The four main goals of "The Next 150" strategic plan are driven by the university's mission and vision, drawing on the opportunities available while simultaneously attending to resources. These goals covering research, teaching, public engagement, and resources are detailed in the [strategic plan](#).

5.B.3

The university has a structured process in place for budgeting and monitoring its finances, details of which can be found in [Provost's Communication #1](#), "Budgeting Principles and Practices." The university implemented a new budget allocation model for FY 2020; the framework of the model is detailed and iterative as necessary. The guiding principle for the new budget model was to develop and implement a system that allows for both universitywide strategic investments and individualized college financial plans. The budget system must be integrated with strategic priorities. It must work across disciplines and support all mission areas while having the flexibility to allow for investments at the college and university levels that support Illinois' values and excellence. Based on these fundamental principles, the budgeting framework was titled [Integrated and Value-Centered Budgeting](#) (IVCB). FY 2019 served as the baseline year for the model, with calculations based on the previously existing model. FY 2020 allocations were made via the new model, with input from the chancellor, provost, vice provosts, deans/directors of college-level units, the Campus Budget Oversight Committee, and the Senate Budget Committee. The impacts of the new model are being monitored for unintended consequences, with adjustments made accordingly.

As of AY 2023-24, this model is under revision and will be reposted when completed. Minor revisions are being made in light of what was learned over the last five years, but it is expected that the budget review process described in Communication #1 will remain largely the same.

The vice president/chief financial officer and comptroller of the University of Illinois System delegates certain budgetary-related authority to the senior associate vice president for business and finance (SAVP)/deputy comptroller. The chancellor delegates authority for making budget allocations to the provost. The Office of Business and Financial Services, under the direction of the SAVP and the provost, oversees the day-to-day budget operations and systems. Deans and vice chancellors allocate state and institutional funds to units each fiscal year. Unit business managers monitor current-year expenditures and ensure compliance.

The annual evaluation of a unit's performance and the appropriateness of its budget are critical features in the effective deployment of resources. The budget review process has two major components:

- The provost and his leadership team lead the process for tuition-generating colleges and larger administrative/support units.
- The Administrative Budget Committee leads the process for remaining administrative units.

The information gathered in these processes is used to develop a draft financial plan for the upcoming fiscal year. The plan is presented to the Council of Deans, the Campus Budget Oversight Committee, the Senate Executive Committee, and the Senate Budget Committee for review and feedback.

In close collaboration with executive leadership, the Office of the Associate Chancellor and Vice Provost for Budget and Resource Planning coordinates the annual budget and allocation process by managing central budgets and cash reserves and monitoring expenditures to ensure that funds are appropriately used. On an annual basis, the associate chancellor projects anticipated revenue from various sources – including state appropriations, tuition, fees, and indirect cost recoveries – to estimate budget changes for the upcoming fiscal year. To develop the university's financial priorities, budget meetings are held with the campus leadership and unit heads to review every college's and unit's budget plan (meeting schedule | meeting plan sample); communicate strategic priorities, opportunities, and threats; evaluate changes in demand for programs and services, revenue growth and cost containment activities, and potential restructuring opportunities; assess strategic plans for cash and staffing; and to develop priorities that align with the university's strategic priorities.

The flow of Indirect Cost Recovery (ICR) funds is dictated by the University's ICR policy, which was adopted in July 2014. The policy was developed and recommended by a faculty-led committee charged in February 2012 by the provost. This policy undergoes regular review and updates were last made for FY 2022.

Fiduciary responsibility rests with vice chancellors, vice provosts, deans, and other unit heads for the sound fiscal management of their units. An important component of fiscal oversight is

monitoring expenses on a regular basis to prevent deficit spending. To inform this and other fiscal processes, a wide variety of data and reports are available through the university's financial system (Banner), among other resources. Centralized oversight is also in place, both through the annual budget meetings described above and through regular monitoring. Additionally, a financial controls certification review requires a Fiscal Control and Internal Auditing Act Certification questionnaire to be completed and a deficit reporting and monitoring process to be conducted on an annual basis by the associate chancellor and vice provost for budget and resource planning (plan | sample email). These actions balance the autonomy of colleges and units by providing an appropriate level of centralized oversight so that financial decisions made in the colleges and other units align with the university's mission and strategic priorities.

5.B.4

The institution's fiscal allocations ensure that its educational purposes are achieved. The university is in a strong financial position, demonstrated in the University of Illinois System's FY 2022 Annual Financial Report. The university's FY 2022 Composite Financial Indicator (CFI) (p. 8) score was 4.80, or 5.64 without the impact of GASB 68 and 75, which are both within HLC's "above the zone" range for public institutions. The Moody's Bond Rating for the System is Aa2, as of April 2023. The FY 2024 Operating Budget totaled $2.8 billion, which includes:

- Direct state appropriation: $277 million
- Tuition and other revenue: $968 million
- Sponsored research and federal appropriations: $602 million
- Auxiliary enterprises and departmental/other activities: $535 million
- Gift and endowment income: $214 million
- Institutional funds: $216 million

In FY 2024, of the university's Operating Budget total of $2.8 billion, $1.9 billion (68%) of budgeted expenditures was allocated to academic units and those that support the academic and research mission, such as the library system, enrollment management services, and information technology.

Adding the fringe benefits directly funded by the State of Illinois of $518 million plus the university's Academic Facilities Maintenance Fund Assessment of $28 million, the total FY 2024 budget is $3.3 billion.

The FY 2024 direct state appropriation to the university is $277.485 million. Looking back to FY 2015, the $241 million appropriated is now $310 million, when adjusted to FY 2024 dollars. This represents a decrease of 10.5%. The university has increased in-state undergraduate tuition in four of the last 10 years. The increases were less than 2% each year tuition was raised. The total increase of 5.6% is outpaced by inflationary increases of 28.7% in that same timeframe. The university's financial position remains strong as a result of effective and efficient utilization of resources, prudent and strategic decision-making, and a commitment to continued excellence in order to advance the university's mission, as shown by the System's 2022 Annual Financial

Report, CFI, and bond rating referenced above. See 5B3 for information about budgetary planning changes undertaken in the past few years.

In November 2017, the University of Illinois System officially launched its largest and most ambitious comprehensive fundraising initiative: With Illinois. The Urbana-Champaign campus exceeded its $2.25 billion goal, raising a total of $2.7 billion. Among the campaign's top priorities was student support.

The Integrated and Value-Centered Budgeting (IVCB) model creates a balance between the university's flexibility and capacity to invest in strategic priorities and a college's flexibility and capacity to define its trajectory and to meet individual strategic goals. Providing this flexibility to the deans in the colleges will help to further ensure that appropriate resource levels will be available to support the university's academic mission. The Budget Reform Steering Committee is charged by the provost each year to make recommendations to address issues and concerns that arise from feedback from campus units to ensure that the budget model is consistent with the university's values and is designed to support its fundamental goal of excellence in all it does.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The university engages in strategic planning that builds on the mission and establishes priorities for resources based on four main goals from the strategic plan:

- **Foster Scholarship, Discovery, and Innovation**: The university will invest in long-term planning for hiring faculty members as well as maintaining and improving the research infrastructure, including funding ten multi-disciplinary research centers.
- **Provide Transformative Learning Experiences**: The university will direct resources to student success initiatives, financial aid, and classroom renovations.
- **Make a Significant and Visible Societal Impact**: The university will contribute to public engagement and build long-term partnerships with external stakeholders.
- **Steward Current Resources and Generate Additional Resources for Strategic Initiatives**: The university will implement and promote Operational Excellence @ Illinois to streamline, innovate, reduce costs, improve services, and coordinate processes at all levels.

A new budget model (Integrated and Value-Centered Budgeting or IVCB) was implemented in FY 2020 to better allow for colleges and academic units to act strategically in meeting the university's mission while fostering sound fiscal management and cost efficiency. Additional information regarding the IVCB model is included in 5B3.

Budget alignment with the mission is discussed in 5B2.

5.C.2

The university engages in various assessment and evaluation activities that are embedded in the planning and budgeting processes. For detailed information on student learning outcomes assessment, see 4B.

The primary way that academic departments are reviewed is through the provost's Academic Program Review process, in which every department participates once every eight years (see 4A1). Program review covers all aspects of the department, including learning outcomes, research operations, strategic planning, and budgeting. Progress on program review recommendations for improvement is collected during the annual budget report cycle where all colleges submit reports to the Office of the Vice Chancellor for Academic Affairs and Provost (Provost's Office). As part of the budget process described in 5B3 and 5B4, the Provost's Office staff review the department reports along with the college-level annual reports (guidance | sample report | sample feedback) and meet with college leadership to address questions.

Nonacademic units, such as the Graduate College, University Library, Technology Services, and Facilities and Services (report | feedback) are reviewed through the budget process; they are required to submit a report, present to the Provost's Office staff, and answer questions. For nonacademic units within colleges, such as Illinois Extension, Krannert Center for the Performing Arts, and Siebel Center for Design, the review process is similar, but the units submit their report with the college reports. Administrative units (e.g., the Office of Admissions, Chancellor's Office, and Provost's Office) are reviewed by the Administrative Budget Committee (ABC), which comprises four executive officers and six college-level budget officers. Like the other reviews, a report is submitted, then reviewed by the ABC. The ABC report is available to the deans and the Campus Budget Oversight Committee (CBOC), a committee charged by the Provost's Office with 12 tenured senior faculty members, including one member of the Senate Budget Committee.

The university also reports results from these activities to the Board of Trustees. Thus, the university demonstrates accountability to the board, which provides fiduciary oversight.

5.C.3

Planning occurs in multiple ways at Illinois, including when developing the strategic plan, budget plan, and Campus Master Plan.

In AY 2017-18, the university celebrated its sesquicentennial, a timely opportunity to reflect on the past and plan for the future. The Next 150 strategic plan was developed in a transparent and collaborative manner, with continued opportunities for campus community members to provide input and feedback. Specifically, the chancellor and the provost charged Strategic Task Forces to develop strategies, comprehensive goals, and ideas focused on specific areas (e.g., health, social sciences). The Task Forces were also asked to contact stakeholders for feedback. After drafting the reports, the Task Force chairs presented at a strategic planning retreat, where administrators and a universitywide group of faculty members and staff had the opportunity to provide feedback. Following the consideration and integration of this feedback by the Task Forces, final

versions of the reports were posted on the planning website. To allow for broader ideas outside of the focus areas, the Provost's Office organized multiple goal-development sessions on each of the four goals for several hundred members of the campus community. Summaries from these sessions were shared on the planning website.

Having posted the Strategic Task Force reports and the goal-development session summaries online, the Strategic Planning Leadership Team publicized the work that had been accomplished and encouraged feedback from the campus community via a town hall event, email messages, and announcements in newsletters. To gather deeper feedback, the Provost's Office organized faculty and staff panels to read and respond to submitted material.

The university has several Budget and Resource Planning committees. The Campus Budget Oversight Committee (CBOC) acts as an advisory committee to the chancellor and provost, working with the Council of Deans and through shared governance with the Senate. The Administrative Budget Committee (ABC) reviews administrative units as mentioned in 5C2.

The university community worked in a highly collaborative process to create the 2017 Campus Master Plan that respects the historic legacy of the university's facilities while balancing its needs for infrastructure enhancement and the changing demands of higher education. With the help of a hired consultant, the project team repeatedly engaged with students, faculty, staff, administrators, alumni, and civic neighbors to ensure transparency of the plan and to build consensus around key design principles and themes. The team solicited feedback (p. 4) on the plan at every major decision point in the planning process through open public forums, workshops, committee meetings, focus groups, and design charrettes to ensure the opportunity for all stakeholders to voice their perspectives on university growth for the next 150 years.

The university actively involves the local community in planning its strategic direction. As an expression of the deep mutual interests the university shares with the local community, the chancellor held the first of many planned conversations with community and business leaders in May 2018 and May 2019. The chancellor highlighted the excellent graduates, innovative academic and research programs, and capital investments that serve as economic drivers for the state – in particular east central Illinois – while community leaders had the opportunity to share their thoughts.

5.C.4

The university anticipates and adapts to fluctuations in revenue sources. In 2017, the System president announced a plan to increase the university's enrollment by 6,300 students over five years, mostly through expanding its graduate and online programs – enrollment surpassed this goal by fall 2021. The university has made tangible efforts to increase enrollment through continual review of its financial aid programs, which are critical to its recruitment and retention efforts. In 2019, the university launched the Illinois Commitment initiative, which provides free tuition and fees for up to four years to any qualified in-state student. The program is aimed at talented low- to moderate-income students and first-generation college students.

The Grainger College of Engineering has created a new professionally-oriented Master of Engineering degree framework that supports flexibility (some are discipline-specific, some are interdisciplinary), allowing demand and potential success to be explored prior to creating a standalone degree in an academic department. The college has invested in new recruitment staff, academic advisors, and career counselors to better serve this growing population and create a student cohort experience through training and programming. By adding the Master of Computer Science to the Coursera environment, this program is now available to any student without regard to distance or time zone, leading to rapid expansion from 586 in fall 2018 to over 1,500 in fall 2022. Since 2015, the Grainger College of Engineering's total graduate and professional programs have grown by 75%.

The Gies College of Business has expanded its suite of residential graduate programs to include online programs. The iMBA was launched in 2016 and the iMSA in 2017 (capitalizing on the reputation of the college's top ranked Accountancy Department), both on the Coursera platform. The iMBA has rapidly grown to nearly 4,000 students in spring 2023; the iMSA has over 400 enrolled students. With the addition of online programs, combined total graduate student enrollment in the college (residential and online) is up 85% since 2017. The college is committed to further investment in content, recording facilities, and staff to accommodate continued online growth.

5.C.5.

The university has made substantial adjustments based upon changes in financial support from the state of Illinois. The System's University Office for Planning and Budgeting (UOPB) uses monthly reports of the Commission on Government Forecasting and Accountability from the state of Illinois, which include updates such as state revenues, unemployment rates, bill backlogs, pension liabilities, and benefit costs. These reports help the university predict possible changes in state appropriations, pension shifts, or benefit increases. UOPB meets regularly with the governor's office, Office of Management and Budget, legislators, and appropriation staff on state fiscal priorities and the relative funding implications for the university. This information is shared regularly at monthly president and chancellor meetings, Academic Affairs Planning Council meetings, and meetings of other university budget offices to appropriately forecast and plan for the next budget cycle.

As of December 2018, the Provost's Office requires a three-year budget projection (p. 2) from colleges and nonacademic administrative units (template | sample). The projections address planning parameters such as tuition revenue increases, salary program percentages, and recurring budget reduction amounts, if any.

Recognizing the university's need to maintain a risk management fund to cover budget shortfalls resulting from internal and external shocks, the IVCB budget model includes a central reserve contribution. The risk management reserve can be used to buffer abrupt revenue shortfalls or cost increases, allowing more time to transition the impact to the colleges. Although most of the colleges have capacity to manage some shortfall, it is more efficient to have a central reserve fund that can address significant net revenue shortfalls.

Annual recruitment and admissions [plans](#) (p. 9-15) and [presentations](#) (p. 41-48) prepared by the Office of Undergraduate Admissions (OUA) predict increasing competition for the declining population of Illinois high school graduates, and the reduction of students from certain countries. OUA will address this demographic shift through a variety of strategies to increase out-of-state and international enrollment, such as:

- Sending campus-based recruitment staff to out-of-state fairs and key high schools
- Alumni attendance at out-of-state recruitment fairs
- Admitted student receptions in out-of-state markets
- Recruitment of international students graduating from U.S. high schools
- Adding regional staff in key domestic markets
- Increasing international in-person visits

Illinois has partnered with Coursera to capitalize on the university's proven strength in online teaching and learning in higher education to offer more massive online open courses to every corner of the globe. The Provost's Office works with Coursera to conduct [proprietary market research](#) to determine where and how Illinois can strategically enhance online learning options. These joint efforts have contributed to Illinois offering nearly [2,000 online courses](#).

5.C.6

Illinois has an established history of improving its administrative and student-oriented operations:

- **Budget reform** was implemented via the Integrated and Value-Centered Budget model, which was developed to improve the previous budget model (see 5A2).
- The **[graduate degree certification process](#)** was improved to reduce the time spent by Graduate College and departmental staff certifying graduate degrees and increase transparency and access of degree records for students via implementation of [degree audit software](#), which was already successfully implemented for undergraduate students.
- **Student records accessibility** was improved by developing the Undergraduate Records System internally (see 3D3) to facilitate access to academic and advising records. The system was deployed in multiple colleges starting in 2011 and adopted by all undergraduate-serving colleges in 2016. A similar Graduate Records System is used by over 100 graduate departments.
- **[Employee performance record](#)** tracking and maintenance were improved to increase the consistency of Staff Human Resources' disciplinary actions.
- The **automated space inventory system** was changed to improve efficiency and accuracy of space inventory reports, while being user-friendly for academic units.
- The **diversity effort realignment** reorganized diversity-related units and committees under the newly created Office of the Vice Chancellor for Diversity, Equity and Inclusion to increase coordination and accountability (see 1C3).

A more detailed description of these efforts for systematic improvement based on planning is the [Operational Excellence @ Illinois](#) initiative, which emerged from Goal 4A of the [strategic plan](#) (p.17). It is intended to streamline and improve services while coordinating administrative

processes at all levels to support the university's core missions more efficiently. A series of over 30 conversations, over 200 survey responses, and over 30 team meetings highlighted the need to replace the current administrative infrastructure with a more effective model. Specific improvements will be methodically implemented through December 2024. Several efforts related to administrative services in human resources, IT, and marketing/communications functional areas have already been completed as part of this work, with further improvements planned. Improvements are also planned in the areas of data, space, procurement, and budget.

The university process for learning outcomes assessment asks programs to identify how they are making improvements based on their assessments. Programs have shared curricular changes, improved advising, and enhanced monitoring of student progress. See 4B for the process and examples.

For student outcomes more broadly, the Student Success Initiative, now known as Student Success @ Illinois, outlined several ways to improve and the university is working its way through the outlined plans, see 4C. Two examples from this work are:

- The **Early Outreach/Intervention Advisory Group** worked with Technology Services and Engineering IT to integrate alert information into the Undergraduate Records electronic student records system. This group is also developing a communication plan for students aimed at increasing students' knowledge and understanding of how to assess their own progress in courses and where/how to reach out for help.
- **Policy and Issues Working Groups** reviewed campus and college policies with an equity lens, leading to several improvements including changes in the student code and a centralized student engagement/Student of Concern form.

These two examples emerged from the original planning for the Student Success @ Illinois planning exercises, the Student Success Symposium. Launched in spring 2022 and held annually, the symposium serves as an avenue to continue discussions and dialogue around student success and to identify new ideas for improvement.

The System also employs an internal Office of University Audits that works with university leadership to identify units to review annually. This office provides independent, objective assurance and consulting services that evaluate the effectiveness of governance, risk management, and internal controls. The office reviews and reports on business practices and business delivery operations to provide better operational efficiencies, service delivery, and effectively and efficiently achieve goals and objectives while continuing mitigation of risks. The university belongs to the Institute of Internal Auditors-North America (IIA). Illinois' most recent IIA peer review conclusion was conducted in 2019. As members of IIA, the university auditors adhere to the organization's core principles, code of ethics, and international standards. Ultimately, the university auditors are accountable to the state of Illinois Internal Audit Board.

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5.S - Criterion 5 - Summary

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

Summary

Illinois maintains sufficient fiscal, human, physical, and technological resources to be a successful flagship university ranked 12th among public schools by U.S. News & World Report. While the university experienced state appropriation decreases in recent years, its financial and educational position remains strong due to efficient use of resources and prudent planning. Qualified faculty and staff combined with effective governance allow Illinois to provide quality education and contribute to scholarship at the highest level.

To ensure continued success, the university uses internal and external data sources to systematically develop attainable improvement plans. A new budget model was developed to enhance efficiency and better support flexibility in times of shifting revenue streams. Illinois seeks to be a pre-eminent public research university. It will continue to progress toward this vision through policies and processes that foster careful stewardship of resources, improved education, and an ongoing pursuit of increased operational efficiency, with a steady adherence to its mission.

UPDATES since the 2020 Self-Study: Much of what was written previously in 2020 remains the same as of December 2023. The updated evidence as well as data in the self-study provides documentation of that continued attention to the resources that the university provides. The Integrated and Value-Centered Budgeting (IVCB) model that started in FY 2019 has improved transparency around budget decisions, provided incentives for units to invest resources in strategic priorities, and set aside a portion of money for Investments for Growth. Keeping in line with continuous improvement, during FY 2024, the IVCB steering committee is making recommendations for further refinement and improvement of this budget model to ensure that incentives are well aligned with the university's values.

Updated reference guides (glossary of terms | evidence index) have been created for this document.

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