

Illinois Institute of Technology - IL

HLC ID 1098

OPEN PATHWAY: Reaffirmation Review

Visit Date: 9/26/2016

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Context and Nature of Review

Visit Date

9/26/2016

Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

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

There are no forms assigned.

Institutional Context

The institution has battled changing enrollment patterns and financial difficulties over the past 10 years. While changes in fiscal practices and successful fundraising have contributed to a strong recovery, recent declines in enrollments in key sectors of the university (business and law) and associated adjustments in discount rates have impacted the availability of resources. In contrast, the institution recently completed a successful capital campaign and is set to break ground on a new Innovation Center (Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship).

The institution has a broadly diverse student body, including an international population that comprises over 45% of the student body and represents nearly 100 countries. Its location in urban Chicago and associated access to industries and research related to technology provides an advantage for fundraising, placement and learning opportunities for its students.

Interactions with Constituencies

- President
- Provost
- Coordinator of Assurance Argument

- Dean, Stuart School of Business
- Dean, School of Applied Technology
- Dean, College of Human Sciences
- Dean, College of Science
- Dean of Libraries
- Dean of Architecture
- Dean of Engineering
- Chair, Board of Trustees
- University Regents (1)
- Life Trustees (1)
- VP External Affairs
- VP and General Counsel
- VP for Enrollment
- VP for Institutional Advancement
- VP for Finance and Administration
- VP Facilities and Safety
- Director of Assessment
- Non-redundant faculty in criterion and focus area meetings (26)
- Non-redundant staff in criterion and focus area meetings (25)
- Open forum for Students (12)
- Open forum for Faculty (6)
- Open forum for Staff (20)

Additional Documents

- Additional documents in Addendum
- Hard copy brochures from admissions (undergraduate/transfer and graduate)
- Copy of student newspaper (Student Speak results article)
- Sample Syllabi - hard copy - Stuart School of Business (3 grad, 3 undergrad)
- Text file - emailed - generic letters to faculty re: assessment processes in College of Science
- Assessment template pdf - College of Science (overlap with previous)
- IPRO information binder - hard copy - including syllabus templates, workshop descriptions, schedules, course proposal guidelines, sample syllabi, IPRO day brochure and exhibit evaluation rubric
- Stuart Assessment of Co-Curricular Initiatives
- Student provided document of criticism -a single student's review of administrative policy on student protest.

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

The current strategic plan for IIT, *Many Voices, One Vision: A Strategic Plan for IIT 2014-2019* (originally developed in 2009), was reviewed and reaffirmed by the faculty, staff, and students and adopted by the Board of Trustees in 2013.

The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission to *provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation*. The university and each college embrace the current mission through a variety of academic programs and services. The Interprofessional Projects Program (IPRO) is a great example of educating and preparing students to be successful in a scientific, technical, and professional work environment after graduation. Each undergraduate student is required to complete two IPRO courses with a goal for every student to have a deep understanding of solving complex real world problems in a team-based model collaborating with different disciplines and/or industry. This project-based approach takes students through problem definition and framing, user research, contextual research, analytic methods for qualitative research, structured concept generation, and prototyping methods in the process of developing solutions for identified unmet needs.

The institution has eight academic units in the scientific, technological, and professional disciplines (engineering, architecture, applied technology, science, human science, design, business, and law). The institution also has three interdisciplinary research institutes (food safety and health, biomedical science and engineering, and sustainable energy research). In addition, the institution has an innovation and tech entrepreneurship institute which seeks to (1) attract students who wish to innovate in STEM fields, (2) nurture the advancement of creative ideas, (3) foster interdisciplinary and external

collaborations and (4) create a culture that enables innovation and tech entrepreneurship to flourish. The academic profile is appropriate for a technology based, research university.

Student support services include a career services office that assists students with career counseling, internships, cooperative education and employment with commerce, industry, government and nonprofit organizations. In addition, the institution has a leadership academy that promotes experiences for students in leadership, research, community service, and service to students and the university. The institution provides adequate student support services.

The institution's planning and budgeting priorities align with and support the mission of the university. (This is addressed in core components 5A and 5C).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

The institution clearly articulates its mission through a variety of public documents on their website. In addition to posted public documents, faculty and staff were able to express the mission, vision, and strategic priorities. In one instance, a staff member described how her professional goals in her annual review process were directly linked to multiple strategic priorities.

The Specific, Measurable, Attainable, Realistic, and Timely (Smart) Goals are current and tied very closely to the university strategic plan Many Voices, One Vision: A Strategic Plan for IIT 2014-2019. In addition, there are numerous other documents explaining the institutions emphasis on various aspects of its mission.

The university strategic plan Many Voices, One Vision: A Strategic Plan for IIT 2014-2019 clearly identifies the nature, scope, and intended constituents of the programs and services provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

The institution has developed a comprehensive strategy to recruit students of modest means, including students from Chicago Public Schools, by improving financial aid programs, adding scholarship programs to make Illinois Tech affordable, and building an infrastructure that promotes recruitment and support for such students. The institution has had success in creating a multicultural environment with its international student enrollment. However, efforts by the university to increase diversity of female and under-represented students remains a challenge due to a variety of reasons that are difficult to address for a private technical university. Overall, the campus is working to improve its role in a multicultural society.

The university has implemented a variety of initiatives to increase its engagement with under-represented constituencies since the last accreditation visit. For example, the institution developed a full range of summer enrichment programs, aimed at pre-college students interested in STEM careers, to provide them with an introduction to the university and its various academic programs. Most prominent among them is the Global Leaders Program formerly the Boeing Scholars Academy, which provides a two-year enrichment program for 100 high-performing students from a cross section of Chicago-region high schools—providing a strong experience in diversity for the students, and exposure to the university and its diverse, multicultural student body.

The institution is committed to increasing the number of diverse faculty and students as is outlined in their current Specific, Measurable, Attainable, Realistic, and Timely (Smart) Goals. More specifically, IIT has stated its goal is to increase the diversity of the Category 1 faculty (female members to 100 [+40] and underrepresented minority members to 50 [+35] by FY25 or sooner) and to increase student diversity to achieve at least 40 percent female and 25 percent underrepresented minorities.

IIT's Community, Inclusion, and Diversity Committee has adopted a document entitled *Building Community and Fostering Diversity*, which establishes a set of 10 principles aimed at developing and maintaining a civil, respectful, and inclusive IIT community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

Illinois Institute of Technology serves the public through its educational activities related to the Interprofessional Projects Program (IPRO) projects and research activities such as the Institute for Food Safety and Health (IFSH). In addition, the institution has developed a full range of summer enrichment programs, aimed at pre-college students interested in STEM careers, to provide them with an introduction to the university and its various academic programs. Many of the students participating in these programs will not attend IIT, but these programs have a very positive impact on the individuals and the community.

Illinois Institute of Technology is a nonprofit private university committed to educational activities as outlined in their strategic plan *Many Voices, One Vision: A Strategic Plan for IIT 2014-2019*.

The university engages with external constituencies and communities in a variety of ways which includes research institutes, technology park for incubate and startup companies, partnerships with the City of Chicago, K-12 activities with public schools, and community projects through the Interprofessional Projects Program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

IIT is using its strategic plan (Many Voices, One Vision 2014-2019, Moving Forward: A Strategic Plan for Illinois Institute of Technology) as a guide to determine where the institution will concentrate its focus and its resources. The strategic plan is supported by SMART Goals, which contain specific, numerical targets. The goals focus on areas of critical importance to the educational mission of the institution, including facilities and infrastructure, support for educational excellence, and growth in resources. The strategic plan and specific goals are publicly published in numerous locations on their website.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

IIT operates with integrity in its financial, academic, personnel and auxiliary functions and has policies and practices that provide guidance for behaviors and practices by the governing board, administration, faculty, staff, and students. The institution is guided by bylaws that were updated in October 2015 and approved by the Board of Trustees, and has a *Policies and Procedures Manual* that guides major and daily actions expected of employees and students at IIT. The policies include issues related to conflict of interest and conflict of commitment that require annual recertification of compliance by employees on an annual basis. Furthermore, the institution has adopted and the Board has approved the *Standards of Ethics and Business Conduct* that was updated in 2010 and that guides the operations of the university. In addition, IIT makes use a web-based portal, *EthicsPoint*, to provide a mechanism for reporting misconduct or violations of IIT policy.

Research ethics and compliance policies and review practices are in place for the review and approval of the use of human subjects, animals, and recombinant DNA in research and scholarship at IIT. Several online courses are offered through the Office of Research Compliance and Proposal Development that include care and use of animals in research, biosafety and biosecurity, clinical research coordinator, clinical trial billing compliance, conflicts of interest, disaster planning for research enterprise, essentials of research administration, export compliance, good clinical practice, good laboratory practice, health care ethics, human subjects research, information privacy and security, Institutional Review Board Administration, and responsible conduct of research.

IIT also has policies and practices in place that cover sexual harassment; sexual misconduct; relationships between employees and students; equal opportunity and affirmative action; employee conduct and responsibilities; investigations, cooperation and non-retaliation; and employee discipline. Sections of the *Human Resources Policies and Procedures Manual* cover these policies.

Students also are expected to follow the *Code of Academic Honesty* and *Code of Conduct*; when a violation is identified, the policy covers appropriate action by the University with regard to student sanctions and a procedure for appealing the decision and sanctions by the student. There are also

policy handbooks that cover *Residence and Greek Life* and *Student-Athletes*, and polices that cover student billing and provide oversight of HEA Compliance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

The general undergraduate admission processes and requirements are clearly outlined in the *IIT Undergraduate Bulletin* (2014-2016 provided in the evidence for this review). Financial aid and student billing policies are also clearly outlined in this bulletin. Student billing for tuition, course, and other fees is clearly outlined on IIT webpages.

Information about the required core curriculum and individual academic programs is outlined and is to follow in the *IIT Undergraduate Bulletin 2014-2016*; each academic program listing includes a description along with a four-year, sequenced plan of study. The core curriculum/general education program consists of distributed courses with specific codes to indicate the role that course can play in the core curriculum.

The Graduate Admission website outlines clearly all the materials that need to be submitted and how they should be submitted for admission consideration by IIT. The *IIT Graduate Bulletin 2014-2016* provides most of the information a graduate student might need including information on financial aid and housing. The information on the academic programs is presented to allow students to see the program requirements, program courses, faculty in the program, and a sequenced program of study in the program. Tuition and fees are also clearly presented on the same website that lists undergraduate tuition and fees.

The institution indicates all of its accreditation relationships on its website, easily accessed by a search for the term "accreditation". Accreditation relationships are also listed in a variety of other areas of the website, including under specific departments and programs. Note that in some cases the website refers to the older NCA accreditation instead of just the Higher Learning Commission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

The Board of Trustees of IIT consists of 68-73 elected trustees that include trustees who serve a three-year terms or who are elected as Life Trustees. The larger body of the board provides a vehicle for developing student opportunities, connections to the community, and philanthropic support. The smaller, Executive Committee of the Board (approximately 20 trustees) is more directly engaged with the institution in providing close oversight and guidance. The Board of Trustees provides oversight of the policies that govern IIT, including approving the annual budget, setting tuition, and reviewing the performance and compensation of the senior officers of the IIT administration. In addition, the Board has a Finance and an Audit and Compliance subcommittee that review the overall operation of the university.

The Board of Trustees provides significant philanthropy to IIT, including approximately \$118 million or nearly 50% of the donations during the capital campaign that just ended.

The 2014-2019 Strategic Plan was approved by the Board of Trustees as referenced in the evidence file. The strategic plan was developed by the campus and presented to the Board for approval.

The Board of Trustees reviews and considers the institutions internal and external constituencies during decision making. For example, in 2013, the Economic Development Task Force of the Board of Trustees and IIT engaged with the City of Chicago to produce a *Memorandum of Understanding* designed to promote development of the Mies Campus and surrounding neighborhoods. From the materials given to the HLC review committee, this agreement was developed by a 12 member task force that included IIT administrators, community and board members, students, and a large project advisory board (34 members). The agreement was signed in 2013 by the IIT President and the City of Chicago, and was revised in 2015. This agreement demonstrates the positive benefits that exist with IIT and the City in their public-private collaboration. The agreement is designed to "improve traffic flow, aid redevelopment of commercial areas, improve educational opportunities in Chicago schools,

improve public areas and make the area around the campus more pedestrian and bicycle friendly”.

The Board of Trustees maintains independence from the undue influence that would not be in the best interest of the institution. For example, the IIT evidence file indicates that the Board of Trustees must follow the *Bylaws* under Article X concerning Conflict of Interest to “avoid any conflict or appearance of conflict between the university’s interest and any personal interest of a Trustee”. In addition, the *Bylaws* indicate "Each Trustee shall annually complete a disclosure statement which shall be returned to the Secretary and maintained in a confidential file which shall be available only to the Chair of the Board, the President and to such other persons as either of them may direct."

The evidence file indicates that the Executive Committee of the Board of Trustees delegates day-to-day operation of the university to the executive officers of IIT, including the President and Provost.

The Board has an Executive Committee of 20 Trustees that is “responsible for the management of the property, business, and affairs of the university to the extent allowed by law and subject to the board’s right to review and alter its decisions”. The Board of Trustees demonstrates their engagement with and interest in IIT by serving on the following standing committees to provide oversight of IIT: Academic Affairs, Advancement, Finance, Audit and Compliance, Facilities and Public Safety, Government and Community Affairs, Investment, and Trusteeship, in addition to the Executive Committee. There is evidence in conversation with the Board Chair and the President of IIT that the Chair appreciate the separation of roles of the IIT administration and the Board of Trustees.

A unique aspect of board engagement at IIT is the presence of trustees on program review committees for individual departments. This role is intended to be informative for board members, and there is an unwritten understanding that the role of the board member is not to attempt to exert influence over academic programs. The external reviewers provide the primary input to the review process.

Following the end of a lengthy term of service from the previous Chair, the Board of Trustees modified the *Bylaws* of the Board of Trustees to indicate a term limit for the Chair of the Board. This event, as relayed by Board members, suggests that the Board is able to adjust their policies to make improvements. The Board should continue to evaluate their practices and policies to assure that they provide appropriate oversight without undue control.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

The assurance report cites two references with regard to IIT's commitment to academic freedom. These include IIT's strategic plan *Many Voices, One Vision* and *the Faculty Handbook*. While the strategic plan does not make explicit reference to academic freedom, there is a strong implication for such freedom to assure successful accomplishment of their strategic plan.

The *Faculty Handbook* does explicitly address academic freedom in section V. The following statements extracted from the handbook, clearly addresses IIT's commitment to freedom of expression and pursuit of truth in academic endeavours.

- Teachers are entitled to full freedom in research and in the publications of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of other aims of the institution shall be clearly stated in writing at the time of appointment.
- College or university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.
- As scholars and educational officers they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that they are not speaking for the institution.

The Academic Freedom and Tenure Committee of the Faculty Council serves as the preliminary review committee for faculty grievances. The grievance process follows written procedures described in *Faculty Handbook Appendix I* to ensure a fair and unbiased review of specific grievances.

It is noted that at the faculty forum, faculty members freely spoke of their hopes, concerns and complaints with regard to the future of IIT and the many issues that need to be addressed. This is another indication of IIT's commitment to freedom of expression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

IIT has several documents that describe its policies and procedures to address integrity of research and scholarly practice conducted by its faculty, staff and students. These include Faculty Handbook (Appendix L), Policies and Procedures Handbook covering such issues as investigator conflict of interest, companies established by faculty. The university's expectation that its faculty, staff and students will maintain the high standards of academic integrity in all their academic endeavours is clearly and explicitly described in many of the documents cited in the assurance argument. Students at IIT are made aware of the Code of Academic Honesty and appropriate penalties are explicitly described for code violations. The enforcement practices are reviewed regularly by the University Faculty Council to enhance their statements with regard to academic integrity and ethical behavior.

IIT has several committees including (i) the Institutional Review Board for handling research involving human subjects, (ii) Institutional Animal Care and Use Committee, for research involving animals; and (iii) the Institutional Biosafety Committee, which oversees experimentation involving recombinant DNA, biological materials and other potentially hazardous agents.

Illinois Tech Chicago-Kent College of Law maintains a separate but complementary policies concerning the use of information technology resources. These policies establish the university's expectation that use of the university's information technology must be consistent with institutional policies governing conduct, including those regarding plagiarism, discrimination, cheating, harassment, and theft.

Students engaged in research and scholarly activities are required to undergo training on Responsible Conduct of Research (RCR). The Office of Research Compliance and Proposal Development provides resources for ensuring that faculty, staff and students are properly informed and trained in these areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

IIT operates with integrity in its financial, academic, personnel and auxiliary functions and has policies and practices that provide guidance for behaviors and practices by the governing board, administration, faculty, staff, and students. The institution is guided by bylaws that were updated in October 2015 and approved by the Board of Trustees, and has a *Policies and Procedures Manual* that guides major and daily actions expected of employees and students at IIT.

The general undergraduate admission processes and requirements are clearly outlined in the *IIT Undergraduate and Graduate Bulletins* (2014-2016 provided in the evidence for this review). Financial aid and student billing policies are also clearly outlined in this bulletin. Student billing for tuition, course, and other fees is clearly outlined on IIT webpages. Information about the required core curriculum and individual academic programs is outlined and is to follow in the *IIT Undergraduate and Graduate Bulletins 2014-2016*.

The Board of Trustees provides oversight of the policies that govern IIT including approving the annual budget, setting tuition, reviewing the performance and compensation of the senior officers of the IIT administration. The Executive Committee of the Board is more engaged with the institution in providing close oversight and guidance. The 2014-2019 Strategic Plan was approved by the Board of Trustees as referenced in the evidence file. The strategic plan was developed by the campus and presented to the Board for approval.

The *Faculty Handbook* does explicitly address academic freedom in section V. The handbook, clearly addresses IIT's commitment to freedom of expression and pursuit of truth in academic endeavours.

IIT has several documents that describe its policies and procedures to address integrity of research and scholarly practice conducted by its faculty, staff and students. These include Faculty Handbook (Appendix L), Policies and Procedures Handbook covering such issues as investigator conflict of interest, companies established by faculty.

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

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

3.A - Core Component 3.A

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

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

Rating

Met With Concerns

Evidence

The Undergraduate and Graduate Bulletins referred to in the argument, only provide catalog descriptions of their programs and courses. They do not explicitly list the learning goals of its undergraduate and graduate programs. However, the document Annual Assessment Reports provided as evidence in Criterion 4B does provide the learning goals of all programs offered by IIT.

A review of samples of course syllabi from different programs indicated that the course learning outcomes are generally appropriate for the level of the degree (note that not all syllabi included clear learning outcomes). Similarly, a review of program level outcomes provoked no concerns in this area. In addition, many of IIT's programs are approved by external accreditation agencies, providing additional (implicit) evidence that the various degree programs are offered at the level appropriate to the degree (graduate or undergraduate).

Many graduate programs at IIT allow graduate credit for courses that are offered concurrently to undergraduate and graduate students. A review of the course syllabi for several such courses showed that the expectations for undergraduate and graduate students were not always well differentiated in terms of learning outcomes or course activities (examples of courses include BME 424/524, BME 437-537, BME 438-538 and Chem 416/526). This lack of clear distinction is echoed by student concerns voiced in the HLC student survey document about the level of rigor in graduate courses.

Distance learning programs and courses are determined by department and follow the same program approval and development process above. Program goals and course objectives are the same regardless of mode of delivery.

Interim Monitoring (if applicable)

An interim report is required on the clarification of graduate level work in courses co-listed for graduate and undergraduate students. This report will be due June 1, 2017 and will include:

- Revised course learning outcomes for all courses co-listed at undergraduate and graduate level (example: 400/500 level courses). These outcomes should clearly describe differences in the expectations for learning of undergraduate and graduate students.
- A sample of revised syllabi for these co-listed courses. Syllabi are expected to indicate appropriate differences in learning activities and evaluations for enrolled graduate and undergraduate students.
- Include a review of institutional policy regarding the contribution of co-listed courses toward graduate degrees.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

IIT's Core Curriculum incorporates many of the attributes of general education. It includes

- Writing and Communications requirements: A minimum of 36 credit hours of courses with a significant written and oral communication component, with a minimum distribution of 12 hours in major courses and 12 hours in non-major courses.
- Humanities 200-level course: Students must complete 18 credit hours in this module, with at least two 300-level Humanities courses and at least three Social or Behavioral Sciences courses.
- STEM Module: Students must take a minimum of 16 credit hours between Mathematics and Natural Science or Engineering.
- Collaborative Interdisciplinary and/or Professional Experience: This requires 8 credit hours, including Introduction to the Profession (2 credit hours) and Interprofessional Projects (IPRO) courses (minimum 6 credit hours).

Although the goals of general education are not documented in the Undergraduate Bulletin, the Student Learning Assessment Plan for General Education - created in 2014- describes the learning goals of the core curriculum, which are also available on the website under Undergraduate Academic Affairs. Conversations with the faculty suggest that familiarity with the learning outcomes, and the curricular alignment of the core curriculum is not widespread.

A unique feature of the undergraduate education at Illinois Tech is the project-based learning that is

integrated in the curriculum across the university. This interprofessional team project course (IPRO) requirement has become Illinois Tech's signature educational experience for all undergraduate students (interested graduate students may participate as well).

IPRO is a signature program at IIT and many of the projects that students are involved in, relate to real world needs, aligning with the broader learning outcome of commitment to positive change in communities, nations, and the world. The learning objectives for the program include teamwork, communication, logical reasoning, project management and ethics. Example projects include Engineers Without Borders and Haiti Outreach. IPRO also hosts an IPRO Day that features presentations by students on their assigned projects. *IIT should be commended for this core six hour program that brings together students from different disciplines to work together on projects that are relevant to the community and society at large.*

Galvin Library's Information Literacy Program imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the university believes every college-educated person should possess. An examination of the document Library Instructions from Galvin Library provides instructions on collection, analysis and communication of data and the unique discipline specific requirements. This program supports the development of important inquiry skills.

There is no curricular requirement related to diversity at IIT. However, courses are offered at Lewis College that integrate diversity-related themes (such as culture and gender patterns and inter-culture communications) into the curriculum. These courses include COM 315 - DISCOURSE ANALYSIS, COM 435 - INTERCULTURAL COMMUNICATION, HIST 306 - WOMEN IN LATIN AMERICAN HISTORY and HIST 307 - HISTORY OF LATIN AMERICAN CINEMA. In addition, IIT has established a Committee on Community, Inclusion and Diversity as well as a Student Center for Diversity and Inclusion, whose purpose is to provide programs, research, advocacy, and advice on issues, policies, and practices that affect the university's commitment to diversity and inclusion.

The Office of Campus Life and the Office of Student Access, Success, and Diversity Initiatives also develop co-curricular programs that celebrate diversity and build community. These include

- The IIT Office of Student Access, Success, and Diversity Initiatives and the Office of Spiritual Life and Service Learning partnered with WorldChicago to host a delegation of Syrian interfaith leaders on Main Campus on October 31, 2014.
- IIT hosted a delegation of seven Japanese educators on Main Campus in partnership with WorldChicago on Tuesday, November 18, 2014.
- Women's History Month Event: "Unforgotten Women: Keeping Legacies Alive Through Stories, March 2013
- Muslim Students Association hosted a lecture featuring Mufti Azeemuddin Ahmed - February 2016

IIT has a tradition of research and scholarship that includes faculty working collaboratively with students at all levels. IIT has an annual revenue of more than \$50 million through grants and contracts. Faculty work with undergraduate, masters and doctoral students in many areas of research covering engineering, architecture, sciences and humanities.

The interprofessional team project course (IPRO) which is required for all IIT students also fosters creativity, research, teamwork, ethical behavior and effective communications is another example of IIT's commitment to scholarship and creative work by students under the guidance of expert faculty.

Faculty publications are extensive and faculty in all schools and colleges have active research programs that involve students in research projects and contracts. While the research atmosphere is clear, the institution needs to do a better job of documenting this kind of faculty productivity and work with students. Outside of the Stuart School of Business, the assurance argument had little direct evidence of student involvement in research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

According to the Common Data Set from 2015-2016, full-time faculty represent 53% of the employed faculty. The Colleges of Science and of Engineering reported having 80% and 70% full-time faculty respectively. During the open forums, no academic unit reported insufficient numbers of full-time faculty to provide oversight of curriculum, expectations of student performance nor assessment of student learning. For those units who employ larger numbers of professionally qualified adjunct faculty such as the Colleges of Business and Architecture, each commented on intentional use of expert practitioners within the field and within the community to bolster increased exposure to critical and contemporary issues in practice and increased job placement upon graduation for students in those programs.

IIT faculty are academically prepared for the areas in which they teach. Currently 95% of full-time faculty are doctoral prepared or hold a terminal degree appropriate for their discipline. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Of the 5% that are prepared at the master's and baccalaureate levels, each academic program provides a rationale for the use of any faculty who do not have a terminal degree. No specific data was provided on total number with adjunct faculty with doctorate or other terminal degrees. However, faculty and academic administrators stressed intentional use of expert practitioners within the field and within the community giving students direct exposure to contemporary issues; and such practice has been evaluated as being in compliance with all discipline specific external accreditation processes.

With regards to dual credit, officials reported that there is only one course offered for dual (high school) credit (ENGR 100), and the instructor has been given a part-time faculty appointment in the College of Engineering. The instructor is appropriately qualified to teach this course with graduate degrees in science education and management.

The university uses the National Survey of Student Engagement (NSSE) and student course evaluations to evaluate overall teaching performance and student satisfaction. Quality of the faculty is then reviewed by individual colleges and schools. Specifically, tenure-track faculty members are reviewed in their third year by a subcommittee of the unit's Tenure and Promotion Committee. Senior faculty evaluate their tenure-track colleagues by visiting classrooms and reviewing learning activities. The tenure-track candidates' scholarship is also reviewed. At this time, progress towards tenure is determined. While the expectations for faculty evaluation is clear for tenure-track faculty, the process of evaluation for short-term, non-tenure track and adjunct faculty is undefined and expected to be implemented at the department level.

Faculty members at IIT serve as academic advisers to all students. According to the assurance argument, designated faculty members are expected to be available to new student advisees during their registration and academic planning period prior to New Student Orientation Week. In addition, each academic unit is directed to announce a schedule of faculty advising office hours. In the student open forum, students reported academic advising as one of the most influential student experiences. They benefited greatly from having immediate and direct access to faculty within their major

Beyond the evaluation process and despite fiscal constraints, the university supports professional development opportunities for all members of its faculty and professional staff. Professional development opportunities include but are not limited to disciplined-based continuing education, national professional conferences, and institution sponsored programs. For example, the Department of Electrical and Computer Engineering provides a customized training program for staff addressing professional competencies as well as general office proficiencies. This program is also mindful to provide faculty mentorship through a formalized program. Embedded in their Faculty Mentorship Program, an annual review process ensures mentees receive useful and timely feedback with regard to performance and career development.

Despite an institutional value for continued development, responses in the Staff Speaks survey, called attention to an issue in equity of access to professional development opportunities. The RCM budgeting model has forced units to prioritize development opportunities, often limiting travel to professional conferences. Such limitations have made completion of CEU's for continued certification in some fields difficult to maintain. The administration responded to this data, in part, by revitalizing the Staff Training and Evaluation Program (STEP) for new and current supervising managers. In addition, the Staff Advisory Council was created in March 2016. This peer-elected council will provide direct communication between the senior administration and the staff in which the needs of staff can be directly identified and addressed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

IIT recognizes the importance of providing appropriate support for overall student success. During an invited conversation with those directly related to student support, the Office of Student Success indicated the importance of identifying predictive variables to identify students who may be at risk at the time of matriculation. In conjunction with predictive modeling, students are encouraged to participate in an online academic advising module. The New Undergraduate Advising Channel Tutorial guides students through the initial steps prior to matriculation:

For students identified as at-risk, the Student Support Committee prepares "wrap around" services to best support individual student needs. For example, the General Learning Strategies Program targets students who underachieve, earning less than 2.0 GPA for a semester or more. These students are offered an opportunity to take a one to three General Learning Strategies courses that provides them focused support skills to enable them to be successful at IIT.

Students at IIT are advised directly by faculty members. Students in the open forum reported academic advising as one of the most influential student experiences. This information was also corroborated by data from the 2015 Students Speak Survey (40% participation rate). In terms of core survey items, Library Services, Academic Advising, and Career Services were considered top service providers. In addition, 86% of the student participants indicated that IIT staff work hard to respond to student needs and 94% feel they are treated with respect by the staff. Data from the survey is disseminated by the Illinois Tech Students Speak Committee through publication in the *TechNews*, student newspaper.

According to the Vice President of Student Success and Diversity, over the course the 2015-2016 academic year, 1,600 unique students were served and benefited from at least one of the peer tutoring

services. The Academic Resource Center (ARC) reports serving over 40% of the student body with its programs in supplemental instruction and peer tutoring. In particular, the supplemental instruction program targets specific courses in mathematics and the sciences that have been linked to student success and retention. Peer instructors offer additional sessions and exam review opportunities to aid students in successful completion of the course. Rising retention numbers (currently 92% freshman-to-sophomore retention) provide support for the success of this initiative.

While the programmatic structure of the student experience is robust and healthy, two themes for improvement emerged and were supported by faculty, students, and staff. Faculty and staff expressed interest in seeing consistency across campus with adoption and use of technological services and tools. However, when choice is left to individual units and colleges, technological deficits occur that create inconsistent experiences for students. Faculty and students also acknowledged that due to deferred maintenance, labs and performance spaces are in dire need of updates. There is also a perception that newly created lab, design spaces, and administrative conference rooms are underutilized as the intent for these spaces is so specific that only a few benefited.

In addition to acknowledging the development of new services and the continued review and improvement of existing services for student learning, faculty are supported through a new and innovative practice to improve student success metrics. For example, Career Services announced the creation of the Faculty Innovation Grants program for the 2016-2017 academic year. The purpose of these \$1,500 grants is to provide funding to faculty for activities directly related to the career and professional development of IIT students and/or the expansion of their employer network. This is a direct effort to increase placement upon graduation.

The institution has a heightened expectation for assessment of student learning that is supported centrally and driven by each academic unit. Understanding student learning directly impacts the learning experience in and outside of the classroom. In addition, in the most recent strategic plan, IIT recognized the need for a teaching and learning center. While IIT recognizes this need, the HLC review committee was unable to identify any specific planning and activity supporting the development of this resource that was originally proposed in 2014. Such a center would provide faculty the opportunity to enhance their teaching performance and thus provide a stronger platform for improving student learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

The IIT mission is to provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation. Evidence suggests that the traditional classroom experience at IIT is far from traditional considering the co-curricular opportunities provided to its undergraduate and graduate students. Much attention has been given to a robust list of co-curricular activities that benefit the quality of the students' overall learning experience.

The Armour College of Engineering four distinct themes in which students can interact with peers from across disciplines to seek solutions to community problems. The themes of Water, Health, Energy and Security require engineering students to think about global impact. IPRO, another innovative learning experience discussed previously in 3.B, pushes students to enhance communication and reasoning skills as well as ethical reflection through highly engaged learning experiences that seek solutions for communities well beyond the boundaries of the campus. The Entrepreneurship Academy (EA) is another example of a university-wide, academic-focused program with an overall goal of fostering a community of entrepreneurship by weaving academic programs (ie. Entrepreneurship Minor) and co-curricular activities available for all university majors. The Collegiate Entrepreneurship Organization (CEO) is national student-led club supporting leadership and participation in local and national competitions, hack-a-thons, and startup weekends to encourage synthesis of their academic experiences by displaying their ideas, talents and viable products and services.

Co-curricular activities at IIT transcend beyond the academic units into their student support services and enhance competency development in leadership, diversity, and other developmental areas. The Office of Student Access, Success and Diversity facilitates a series of workshops through the Certified Leadership Training program. This program prepares students for leadership in campus programs such as SOAR, RHA, and CEO. They also sponsor the Illinois Tech Global Leaders Program, a free, two-year academic enrichment program for Chicago area high school juniors and seniors. The International Center in conjunction with other campus partners have provided attention and dialogue to exploring issues of diversity. Conversations at the Crossroads: Black Face, White Place with guest speaker and film co-producer, Lena Waithe, was co-hosted by the International

Center and Campus Life. In conjunction with Women's History Month (March) the International Center hosted two campus wide programs - Talk Time: Women Around the World and The Women's Cultural Exchange. The cultural exchange event was co-hosted by the International Center and the Office of Gender & Sexuality Services. The number of co-curricular experiences provided within all units demonstrates the institution's commitment to broad enrichment of the overall student experience.

The institution holds itself accountable for demonstrating assertions about the impact on the students' overall educational experience including co-curricular experiences and has asked each of its co-curricular programs to put an assessment plan in place to measure program effectiveness (See 4.B). While data is being collected to drive future decision-making, students provided qualitative data in the open forum suggesting that their experiences in IPRO, the Nayar Prize competition, and other high engagement learning opportunities are enabling them to learn how to collaborate, communicate and share information with peers; identify and understand current global trends and issues; prepare for workforce demands, blend technology with learning, be fiscally responsible, and increase networking.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

IIT recognizes the focus of teaching and learning to be critical to the mission of the University. It is apparent that administration, faculty and staff strive to ensure that academic programs are relevant, curricula are current, and support services are robust to support student achievement of expected learning outcomes and career success. The institution promotes a variety of unique co-curricular opportunities that are consistent with its mission, including the opportunity to engage in research, as well as a broad spectrum of student life programming that enriches the student experience and sense of community.

While broadly, the quality of student support and educational experiences is strong, the institution needs to continue to work on additional faculty and student support through the proposed Center for Teaching and Learning, and through the upgrade of facilities. In addition, the practice of co-enrolled courses for graduate and undergraduate students needs to be examined to ensure that the quality of the educational experience is appropriate for both groups. A follow-up report will be required in this area.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

As evidenced by the documentation in the assurance argument and verified through on-site interviews, the current practice of program review has been in place since 2010. The reviews now encompass all programs and include both a departmental “self-study” and report from an external review team.

A review of self-studies revealed that these documents are often a compilation of descriptive information for the external review team, as opposed to an analysis of the programs’ strengths, weaknesses and opportunities. Likewise, the self-studies lack information on the process and outcomes of assessment of student learning. This approach may limit the usefulness of the program

review as a format for self-evaluation.

University officials reported that the feedback and recommendations from the external review teams are constructive and actionable. They acknowledged that the process might benefit from a more standard approach where departments are more uniform in how they self-evaluate.

The Bulletin for Undergraduate Programs verifies that IIT accepts courses only from accredited colleges and universities that are comparable in nature, content and level to those offered at the institution. The Bulletin verifies that the institution does not grant credit for vocational courses or life/work experiences.

Information contained in the Bulletin for Graduate Programs verifies that university observes standard practices for the review and approval of transfer credit into graduate programs.

The Faculty Handbook verifies that the institution maintains and exercises authority over initiating, changing and approving programs and curriculum through the actions of the University Faculty Council and Administration. Procedures for faculty hiring are also included in the Handbook, and augmented by individual Colleges' hiring practices. Expectations for student learning are articulated in the program assessment reports. The University operates its own learning resources, such as the IIT Libraries, Academic Resource Center, Center for Disability Resources, among others.

Officials reported that there is only one course offered for dual (high school) credit - ENGR 100. The course is overseen by the College of Engineering and the instructor for the course has been given a part-time faculty appointment in the College.

The institution submitted documentation verifying that it maintains specialized accreditation for 24 academic programs in architecture, business, education, engineering, law, and psychology. Accreditations for most programs have been reaffirmed in the past four years.

The institution evaluates the extent to which its programs prepare students for employment by collecting job placement data at graduation with additional follow-up. The institution submitted evidence of recent high rankings for best return on investment, Engineering, and the Trial Advocacy Program in the College of Law. An extensive Alumni Board of Overseers brings perspectives from industry to ensure that programs prepare students for employment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met With Concerns

Evidence

In a process that was begun in 2013, the institution has stated learning goals and processes for assessment of student learning in each of its academic degree programs. These programs have completed two cycles of assessment and include discussion of assessment results and actions for improvement. Multiple on-campus interviews verified that there is widespread awareness of the institution's organizational structure and processes for assessment of learning in the programs. Officials did acknowledge, however, that assessment reports were often completed by the program assessment representative without the substantial participation of program faculty.

IIT has begun the implementation of BlackBoard Outcomes for collecting artifacts that can measure student learning. This is a promising practice that can streamline data collection for assessment. Other good practice methodologies that are already in evidence include the use of scoring rubrics, curriculum mapping and benchmarking.

Assessment processes for the core curriculum and co-curricular areas were less developed. The 2006 Self-Study contained general goals for the undergraduate program and a plan for their assessment, but there is no evidence of follow through in the intervening years. Although there is a document in evidence which contains a current assessment plan for undergraduate general education, the team heard no further reference to this assessment during the visit, despite inquiries. There is no evidence of implementation of the current plan, which was developed in 2014. The institution provided NSSE data as an indirect assessment for core outcomes, but no evidence of direct assessment.

Likewise, a plan for the assessment of co-curricular learning in Student Affairs was offered in evidence. The plan includes statements of expectations for student learning and development in these areas and proposed methods of measuring them, primarily through participation counts and surveys. Institution officials had limited awareness of this plan. Implementation of the measures was uneven, and there is no evidence that assessment results have yet been analyzed in a way that would facilitate determination of the extent to which outcomes have been achieved.

Assessment of co-curricular learning outcomes is better developed in the Stuart School of Business, where student satisfaction results are supplemented by performance data on assignments and feedback from employers and alumni.

Interim Monitoring (if applicable)

An interim report is required on assessment of the core curriculum and co-curricular areas by October 15, 2018. This report should include:

- A report on the assessment of the core curriculum that encompasses assessment activities for two annual cycles (2016-17 and 2017-18). The report should include direct evidence of learning based on student performances for each core curriculum learning outcome in addition to any indirect measures collected. In addition, the report should clearly reflect collaborative processes for reviewing the evidence (established through meeting minutes or similar documentation) and for using the information to make decisions related to the core curriculum.
- A similar report on the assessment of co-curricular areas that encompasses activities across two academic years (2016-17 and 2017-18). The report should reflect collaborative reviewing processes and demonstrate the use of evidence for decision-making related to the co-curriculum.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

The institution has defined goals for retention, graduation rate, and placements for graduates, as stated in the Many Voices, One Vision 2014-2019 strategic plan, most of which are attainable and appropriate for the mission of IIT. The freshmen retention rate goals are to reach 95% by 2019. Freshmen retention has been 93%, 95%, 92%, and 92% for 2009-2012, respectively (*IllinoisTech Retention* data). The freshmen retention rate for African American students during these same years was 79%, 83%, 87%, and 81% and their percent of the freshmen class ranged from 3% to 6% during these years. Hispanic/Latino students were more than twice the percentage of the African American students and had freshmen retention rates of 93%, 95%, 85%, and 89%. The freshmen retention rates for under-represented minority students was not stated in the strategic plan. Freshmen retention rates for white students were 94%, 97%, 92%, and 96%. During this same time frame, the overall transfer persistence rate into the second year at IIT was 90%, 97%, 92%, and 90%.

The goal for the six-year graduation rate is 75%. The 2003-2007 cohort had a flat 65% graduation rate. Thus, a 75% six-year graduation rate might seem to be a stretch goal. IIT has instituted several programs that are designed to increase retention, persistence, and graduation. These include: Early Warning System, General Learning Strategies Program, Student Success Committee, EAB Student Success Collaborative, and the Retention Task Force. The assurance document states that for the 2009 cohort the graduation rate jumped to 72%, presumably as a result of the aforementioned initiatives and programs. In addition, IIT is a member of the HLC Academy on Student Persistence and Completion, which may have contributed to the increase.

The institution collects and reviews information on student retention, persistence, and completion as

evidenced by the *Illinois Tech Retention* report with data from 2003-2012, as discussed in above. This report also includes the overall retention, persistence, and completion rates of students in each program. The retention rates vary for the different programs ranging from 0% (some programs admit very few students) to 100%.

The institution uses data to improve student retention, persistence and graduation rates. For example, students who go on academic probation after the first semester are encouraged to take GLS 180, a one-credit course designed to help students improve their study skills, time management, and communication skills. These students meet with an academic coach who helps them understand the reasons for success and failure and to help them meet their academic goals. Additional GLS courses are available for students who continue to have academic difficulties.

IIT uses modified IPEDS data for some of its analyses. For example, they include students on leave in their data sets because they want to make sure they maintain their relationship with these students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

Documentation and interviews substantiate the investment that IIT has made in the quality of its educational programs, learning environments and support services. Processes to assess student learning are solidly in place for the academic programs, while less fully developed for the core curriculum and co-curricular areas. Retention and graduation rates are closely monitored; a number of initiatives to address student success appear to have positively impacted student persistence.

While program reviews necessarily vary in scope and depth, there has been little standardization of the expected content of the self-study. With the first round of program reviews now complete, there is an opportunity to create a more consistent and standard process by constructing guidelines that outline the expected content of the program self-study and incorporate outcomes-based evidence of quality. The results of student learning assessment should be an integral part of the program review.

Although there is clear progress in the development of program assessment processes, it is less clear that assessment is seen as a broad faculty responsibility. The institution is advised to ensure that faculty in the program and core curriculum (as well as staff in the co-curricular areas) share responsibility for assessment and participate substantially in the determination of results and actions for improvement.

The assessment plans for the core curriculum and co-curricular areas have yet to be fully implemented. Within the core curriculum, the development of direct measures of learning is a key task moving forward. Although having students self report on their learning in the core ("Score the Core") will provide valuable supporting information, it cannot replace direct evidence of student learning. Likewise, the co-curriculum should include some direct evidence as well as survey data in the implementation of its assessment plan. A follow-up report will be required in this area.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

Even in the face of external financial challenges, as evidenced by the State of Illinois' failing to provide Monetary Award program grants, Illinois Institute of Technology has overcome both outside threats to its financial well-being, and its own recent history of an unsustainable overreliance on endowment draws to support operations. IIT has moved expeditiously since a Higher Learning Commission financial review in 2010 to aggressively remedy its precarious financial situation. A change in leadership, oversight by the Board, and adherence to "The Recovery Plan" -- a resource cited in the evidence for 5.A. -- have resulted in a turnaround from an FY 2008 operating deficit of \$22 million, to the projected \$9 million surplus this fiscal year. During that same period; the endowment draw has flipped from 11.5% to 5.3% as of June 2nd of this year (see 5.A.1 argument).

The IIT Main Campus's original master plan was designed by renowned architect and educator Ludwig Mies van der Rohe in 1941. Since HLC last visited IIT there has been significant construction and refurbishment on the three institutional branch campuses. In a conversation with the Vice President for Facilities and Public Safety, it was reported that the IIT Master Plan is currently being reviewed -- and will result in a guideline for future construction and upgrade priorities. An updated plan is expected by the end of the 2016 calendar year; stakeholders participating in the process including the Provost, Vice President for Enrollment, and Dean of Students.

The Office of Technology Services (OTS) maintains a responsive and progressive operation, making software available to all students, faculty and staff through the Virtual Desktop program, no matter their physical location. OTS provides a faculty software representative to each academic department to offer a proactive approach to selection of current software, while anticipating technology needs -- as evidenced by the Technology Strategic Plan (Addendum to 5.A). A three year desktop refresh program facilitates an important resource for faculty and staff. The new "HAWKI" app allows students to access important information such as grades and class schedules on their mobile devices -- no matter where they are located.

In a number of campus meetings, including those with the Board of Trustees representatives, the Deans and various executive administrators, the status of facility deferred maintenance, and the need for new physical resources such as laboratories were mentioned. Although new facilities have been built, and existing structures refurbished through a combination of bond issues, reallocation, state, federal and corporate partner funding as well as private gifts to the institution -- the need for upgrades and expansion remains a pressing issue that is front-of-mind for many campus leaders. Innovative solutions shared by the VP for Facilities and Public Safety, such as leveraging federal and state grants to install fire protection systems in the residence halls, and connect solar power to the IIT grid, are helping in addressing this great need. Grants, administrative with academic partnerships, a reimagining of space ownership, and identifying patrons who invest in the physical plant as a means of transforming the institution -- were all mentioned by the VP for Finance and Administration as evidence of innovative solutions to this pressing challenge.

"Enhance IIT's Facilities, Infrastructure, and Environments" is one of five strategic priorities mentioned in the "Many Voices, One Vision" strategic plan document . Since the plan was adopted in 2009, a technology incubator was opened in the University Park at IIT (2011); the Rettaliata Engineering Center was renovated (2014-2015); and a groundbreaking occurred last month (August, 2016) for the Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship; evidence of the institution's investment in the physical plant of the institution.

The IIT Research Institute, and the IIT State Street Corporation are entities that exist to support the institution. Audited financial statements of both organizations, and amended Articles of Incorporation for State Street Corporation (provided in 5.A. sources) detail how these groups are intended to support IIT, and not hold superordinate rank.

IIT's four primary goals from the current strategic plan document are coherently connected to the institutional mission, as found on the IIT website. Providing relevant and innovative education; enhancing institutional reputation in the field of technology; and providing the financial means to do so through increasing revenue within a synergistic environment are congruent with the institution's mission.

In numerous meetings and forums, faculty, staff and administration shared how the institution invests in the professional development of both faculty and staff. In sessions dealing with assessment, examples of professional development included the "STEP Program" which provides mentoring of staff who wish to progress in their careers at IIT, and seminars on using BlackBoard Outcomes for assessment, provided by the Director of Student Learning Assessment.

IIT has an annual budgetary process in place that involves senior administration, unit budget managers, and the Board of Trustees. The 5.A. argument statements outline how each upcoming fiscal year's budget is built involving "top down/bottom up" input, and is guided by the Responsibility Centered Management system . From September to February, upper management builds the budget model and unit targets using variables such as enrollment projects and tuition levels. Budget

managers are trained in the process; and unit managers are able to provide feedback about priorities and performance. A contingency of funds are set aside until revenue is realized later in the fiscal year. The Responsibility Centered Management model was described in numerous sessions with faculty, staff and administrators. RCM, along with continuous communication between the President, VP for Finance and Administration and the campus at large are credited with a paradigm shift in assigning financial planning and responsibility to the entirety of campus. Although the RCM process is not a panacea for all of IIT's financial challenges -- it has been instrumental in creating an awareness of the reality of the institution's financial status -- and helped create an ethos of shared responsibility in finding innovative and growth solutions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

IIT's Board of Trustees is provided information on key elements of the institution in a year-long orientation process. As outlined in the "New trustee orientation" document found in the argument for 5.B., incoming Board members receive information on the history of IIT, its strategic goals, the focus of various campus locations, challenges facing the institution -- and a wide variety of crucial metrics. Board member induction materials define both the legal and fiduciary responsibilities of trustees. An executive board member reported that a number of Board committees, including those for Advancement and Academic Affairs, meets regularly to receive reports on matters of relevant interest; presentations to the Board are made by students, faculty and staff. The President affirmed that there is a student member assigned to the Board.

The Faculty Handbook found on the IIT website and in the argument for 5.B. express that working procedures for obtaining the advice and recommendations of faculty for decisions regarding policy changes, hiring, retention and promotion of faculty are within faculty locus of control (handbook section IV.A).

Several governing boards, including the Student Government Association, the newly formed President's Student Advisory Council, the newly formed Staff Advisory Council; all mentioned in meetings with either student support staff or the staff open forum -- meet regularly, and have mechanisms to advance ideas or issues of concern to administration. According to Section III.D of the IIT Faculty Handbook, the University Faculty Council convenes twice a year to discuss issues of significance brought forward by the Council, President or Provost. Input is solicited from students in "Student Speaks" cited in the 5.B. argument, which is an inventory that inquires about a number of facets of university life. The "Staff Speaks" inventory identifies issues related to employee satisfaction; formation of the Staff Advisory Council is a result of the Staff Speaks survey, according to comments from the staff open forum.

Various campus entities including faculty, staff, students and administration were all actively involved in the formulation of IIT's strategic plan, as affirmed in campus meetings. In the staff forum, a staff member cited the IPRO program as an example of a goal that was created with the input of all facets of the institution. Numerous campus committees involve representatives from several divisions and constituencies. Examples mentioned in individual or group meetings include: the current master plan revision committee; the Student Success Committee; and the Community, Inclusion and Diversity Committee. IIT's Nayar Prize was mentioned in the staff forum as another example of a program intentionally designed to spark collaboration. According to IIT's website the Nayar Prize was created to "... encourage collaborative research among students, faculty, and staff within the university and with external partners possessing or having access to unique subject matter expertise, where appropriate." The Responsibility Centered Management model has encouraged various colleges and student support departments to find entrepreneurial and collaborative solutions to financial needs, including the exploration of space cost sharing and job sharing strategies (both examples cited by administrators).

Interim Monitoring (if applicable)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

IIT's strategic plan, found in the argument for 5.A., is emphasized by aligning various operational planning and evaluation processes with mission and priorities. In the staff forum meeting, the annual staff evaluation form, budget planning documents, and Human Resources' annual report were all mentioned as examples of modes in which operations are connected to elements of the strategic plan. Sources from the 5.A. argument display a set of five year SMART goals from units across campus which incorporate the elements of the strategic plan. Three goals from the strategic plan (improving facilities; developing resources; and, strengthening schools/colleges) are exemplified in the newly opened Rettaliaia Center for engineering -- according to a description of the purpose of the facility, found in a "Fueling Innovations" link on the IIT website.

The Responsibility Centered Management guidelines provided to faculty and staff refer to a set-aside of funds (subventions) for units that are attempting to meet budget targets. Subventions may be used by the President and Provost to make strategic investments in those things that "Accelerate the strategic plan ...". This is according to an updated RCM allocation rules document provided to reviewers.

While the institution has begun to implement an academic assessment plan, and made preliminary steps regarding co-curricular assessment -- a review of the argument and discussion with faculty, staff and administrators reveals that it has yet to arrive at connecting data gathered from assessment to the evaluation of operations, planning and the budget process.

As it continues to reconcile prior year budget hardships with the aspirational goals of the strategic plan -- according to meetings with the Vice President for Finance and Administration, as well as other senior administration members -- it was shown that IIT carefully analyzes its current capacity for enrollment, facilities improvement, human resources, and strategic initiatives -- with a critical eye to

funding variables. A successful six-year capital campaign garnering nearly \$250 million is counterbalanced by a long-term debt of \$180 million. In a number of sessions -- including one with the Board of Trustees leadership -- the enrollment contraction in both law and the school of business was acknowledged; which has resulted in an increase in the undergraduate discount rate to the range of 55-60%. IIT's application of the Responsibility Centered Management (RCM) model requires each revenue-producing unit to examine expenses, act entrepreneurially, and tie expenditures to strategic imperatives. A key planning element in IIT's RCM method, outlined in the 5.A. argument "RCM budget process" document, is the building in of a financial contingency (usually a percentage of the budget) that is held in reserve until enrollment levels and other indicators are met.

IIT's student body includes a high international enrollment, and enrollment management plans have diversified the number of countries from which students are recruited (source: student support meeting) -- to mitigate against possible declines in the admission of students from a particular country. A pressing need for additional classroom and laboratory space mentioned by deans and trustees, is purported to be a part of the impending campus Master Plan; the impact of facilities was cited in various meetings as a factor in faculty and student recruitment and retention. The establishment of Community, Inclusion and Diversity Committee; one for faculty and staff and one for students -- represent actions taken to address IIT's need to respond to the diversity of campus and community. The IIT Technology Strategic Plan/OTS SMART Goals displayed in the Addendum, address recent technology advances -- as well as planned for projects through FY 2018.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

The institution has clearly established metrics for its Strategic Plan SMART goals, and these metrics are tracked quarterly. Although the initial results demonstrate IIT has not achieved all of its overall targets, the institution is aware of those areas in need of improvement. The detailed operational plan includes specific strategies designed to move the institution toward future accomplishment of the targets.

The institution submitted documentation of its continual monitoring of the Office of Technology Services. While the assurance argument included limited evidence of evaluation of operations in other areas, interviews with staff members and offices (such as the ARC) clearly indicated that functional areas collect information on operations and submit annual reports of performance. In addition, there are regular surveys of student, faculty and staff. Interviews verified that results from these surveys are used to improve institutional effectiveness, capabilities and sustainability.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

IIT exemplifies a high level of financial self-awareness, as it has moved from significant monetary challenges, to a more sustainable mode of operations. There is sound evidence of involvement in the planning and governance of various campus stakeholders. Planning involves numerous internal constituencies, and is done with consideration of current and future influences. Although the operation has implemented lean financial disciplines and monitoring mechanisms -- the dedication to a high quality educational experience for students is reflected in both the strategic plan, and the intent of faculty and staff.

The institution can expand its evidence of performance by ensuring that all administrative and academic support units regularly evaluate the effectiveness of their operations. Having a more cohesive and systematic evaluation of these units will provide stronger evidence of performance improvement of the institution as a whole. In addition, the institution should work to ensure that assessment processes are intentionally integrated into its strategic planning and budgeting processes.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met With Concerns
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date

6/1/2017

Report Focus

An interim report is required on the clarification of graduate level work in courses co-listed for graduate and undergraduate students. This report is related to **Core Component 3A** and will include:

- Revised course learning outcomes for all courses co-listed at undergraduate and graduate level (example: 400/500 level courses). These outcomes should clearly describe differences in the expectations for learning of undergraduate and graduate students.
 - A sample of revised syllabi for these co-listed courses. Syllabi are expected to indicate appropriate differences in learning activities and evaluations for enrolled graduate and undergraduate students.
 - Include a review of institutional policy regarding the contribution of co-listed courses toward graduate degrees.
-

Due Date

10/15/2018

Report Focus

An interim report is required on assessment of the core curriculum and co-curricular areas. This report is related to **Core Component 4B** and should include:

- A report on the assessment of the core curriculum that encompasses assessment activities for two annual cycles (2016-17 and 2017-18). The report should include direct evidence of learning based on student performances for each core curriculum learning outcome in addition to any indirect measures collected. In addition, the report should clearly reflect collaborative processes for reviewing the evidence (established through meeting minutes or similar documentation) and for using the information to make decisions related to the core curriculum.
 - A similar report on the assessment of co-curricular areas that encompasses activities across two academic years (2016-17 and 2017-18). The report should reflect collaborative reviewing processes and demonstrate the use of evidence for decision-making related to the co-curriculum.
-

Conclusion

The Illinois Institute of Technology (IIT) is on stable footing financially, academically and administratively. It has strong and committed leadership (in its administration, board, faculty and staff) that is focused on supporting the mission of a private, technical university. Although there are areas for improvement specifically identified in the team review, the critical planning and evaluation processes that define a healthy institution are generally up and running. It is clear that the institution is committed to continuous improvement of its academic and co-curricular programs and that it listens actively to its stakeholders in trying to serve their needs and those of the broader

community.

Note: The multi-campus review indicated that the Rice campus location no longer meets the HLC or DOE definition of a branch campus. The institution should contact its HLC liaison to update the profile.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Illinois Institute of Technology

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Peter Bemski (additional comments as needed by Rob Flaherty, Team Chair)

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The panel reviewer completed the team worksheet. Follow up review by the team did not indicate any exceptions from the credit hour minimums.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution's process to review and resolve complaints is readily available on the websites, as well in the student affairs handbook. The student Code of Conduct is carefully spelled out there as well as are expectations of students in a section entitled "The Fine Print." The search function on the IIT homepage makes it easy to find these documents, as well as documents detailing the policies and processes surrounding grade appeals and instructions as to how to file a complaint with IBHE and HLC.

Student complaint logs are provided that list student complaints by year, type, issue, action taken, and outcomes. While the logs do not include a timeline, those that involve student infractions of policy include both a hearing date and a deadline, Sample incident letters include dates, and it appears that the complaints and issues are resolved in a timely manner.

It may be of interest, when tracking complaints, to include a cell that identifies the origin of the complaint, not by name, but by role. For instance, whether the complaint originated with a student, a staff member, or a faculty member.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Institutional transfer policies are readily found on the IIT website, including links to the following schools lead to pages describing course equivalencies. A Transfer Equivalency Self-Service tool is made available to students on the website. Articulation agreements are also

disclosed in the Undergraduate Bulletin.

City Colleges of Chicago
College of DuPage
College of Lake County
Elgin Community College
Harper College
Joliet Junior College
Kankakee Community College
McHenry County Community College
Moraine Valley Community College
Morton College
Oakton Community College
Prairie State College
South Suburban Community College
Triton Community College
Waubonsee Community College

Joint Programs, easily found on the website, are offered with the schools listed below whereby an undergraduate student earns a degree both from the host school as well as an engineering degree from IIT:

- DePaul University
- Wheaton College
- Benedictine University
- Elmhurst College
- Dominican University
- Lewis University

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution adequately verifies that student identity and uses a proctoring system to administer exams to distance students. Online students are provided a unique login and password. The website informs students that using third party testing centers or online proctors may result in additional fees. The letters sent to students informing them of the need to identify a proctoring resource informs students of the possibility of an additional proctoring fee.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
- The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team

should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 1 if the team determines that the disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the

institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The IIT Federal Compliance report states that the Title IV program was recertified on **December 31, 2016**. This inaccuracy was corrected via communication between the visiting team and the institution. The Director of HEA compliance/Title IX Coordinator specifies that title IV was recertified in May 2013, and that the recertification is valid through March 2017. The most recent Title IV program review took place in 2002, and the institution has not been audited or inspected since the last comprehensive HLC visit and no limitation, suspension or termination actions have been imposed on the institution by the Department of Education since the last comprehensive visit.

The institution has provided HLC extensive documentation, including audit reports from 2-13, 2014, and the year ended May 31, 2015. The institution uses an external auditor, and financial statements are prepared in accordance with Generally Accepted Accounting

Principles and are audited in accordance with Generally Accepted Government Auditing Standards. All financial audits received a clean financial opinion.

In a review of the FY 2009, a DOE audit found that ITT failed to meet the requirement of financial standards and financial responsibility. As a result, ITT chose to be placed on Provisional Certification Alternative. Since then ITT engaged in strategic initiatives aimed at improving the situation and has seen improvement. Minor errors were identified in two of the three most recent audited financial reports.

The IIT default rate, ranging from 3.4% (FY 2010) to 2.6% (FY 2012) for the most recent three years is provided and is not excessive.

The ITT Student Right to Know web page is easily found and includes links to campus crime statistics, graduation rate reports, and an athletic graduation report. The Equity in Athletics 2014 – 15 provides general information on Varsity Teams, provides statistics, and describes the programs and resources.

Satisfactory Academic Progress and Attendance Policies are published in the financial aid handbook, the undergraduate bulletin and the graduate catalog, all of which are readily accessible through the website.

The institution has no contractual or consortial relationships.

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Easily found on the website, the required information appears to be accurate and appropriate. Information is also available in various handouts provided by the different schools as well as in the bulletin.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Accreditation information is readily available through the website, beginning with HLC accreditation, after which individual programmatic accreditation is also presented. The mark

of affiliation is at the top of the page. There is a direct link to the 2006 self study and 2006 review, as well as to the HLC accreditation verification site, another site has a direct link to the HLC homepage as well as the HLC mailing address.

Links are provided to other accrediting agencies. Further discussion of the value of each might appropriately be provided on the main accreditation page, although further search of the website yields such information.

The visiting team reviewed hard-copy admissions brochures as requested. No indication of deviation from an accurate description of programs and policies was evident.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution collects a variety of outcome data, including:

Course surveys

Student Learning Outcomes for each program offered

Career Services Surveys

Graduation rates

Student satisfaction data

This is used extensively to inform planning and starttegy, per the self-study.

Scorecard results compare favorably with other technology focused institutions. Graduation and retention rates are much higher than the national average and helps to focus the institution on further improvement. .

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Outcome data are readily available on the IIT website. The range of programs might be better reflected in the data. While information on some is readily available, this not appear to be true of all. One link that leads to a table or two providing information for a broad range of programs might be of use.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution is a formal participant in SARA and offers its distance learning in those states in which it has been authorized, or in those states that do not require any prior authorization.

The institution has presented extensive documentation of its standing with a number of accrediting agencies. Links to these accrediting agencies are readily available on the website. Any issues or concerns raised by these agencies appear to have been addressed.

Additional monitoring, if any:

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

It appears that the institution made an appropriate and timely effort to notify the public and seek comments. No comments were submitted.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc.
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NA

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Numerous IIT websites, starting from:

<http://web.iit.edu/> (main page)

<https://web.iit.edu/student-affairs/handbook/fine-print/code-conduct> (student conduct)

<https://www.kentlaw.iit.edu/current-students/academic-affairs/student-handbook/section-xix>
(student conduct)

<https://web.iit.edu/ugaa/transfer-credits> (transfer credit)

<https://web.iit.edu/accreditation>(accreditation)

<https://web.iit.edu/nca> (accreditation)

Numerous Evidence Documents, including:

“Federal Compliance Filing by Institutions”

Effective September 1, 2016 – August 31, 2017

IIT Student Handbook

Student Complaint Narrative

Sample:

Notice of Conduct Meeting

Investigatory Meeting Letter

Title IX Notice of Investigation

Administrative Hearing Report, Judicial Board Report

Determination

Determination NOT RESPONSIBLE

Appeal Response

Academic Hearing Notification

Complaints spreadsheets

Letter of Credit dated June 15, 2011

Audit reports – 2013, 2014, 2015

Undergraduate Bulletin

HLC Academy for Student Persistence and Completion Application Evaluation

Undergraduate Viewbook

Incident Report Form

Illinois Tech College Scorecard

Admissions hardcopy brochures at graduate and undergraduate/transfer levels.



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: IIT

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Courses are offered in 16 week terms and, during the summer, in 12 week terms.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

IIT follows standard practice.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a

short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Securities Regulation - IIT/CHICAGO-KENT COLLEGE OF LAW
 Advanced Income Tax – Law 690 - IIT/CHICAGO-KENT COLLEGE OF LAW
 Business Organizations - IIT/CHICAGO-KENT COLLEGE OF LAW

Environmental Pollution Control and Prevention Strategies - EMS 503 - Stuart School of Business

Quantitative Models for Marketing MAC 526 - Stuart School of Business

Policy Evaluation Analytics - PA 580-109 - Stuart School of Business

Advanced Research Methods MSC 612 - Stuart School of Business

Introduction to Systems Software Programming - ITMD 312 - Department of Information Technology and Management

Client Server Technologies and Applications- ITMD 521- Department of Information Technology and Management

Geotechnical Foundation Design - CAE 457 - Armour College of Engineering

Engineering Systems Analysis - CAE 312- Armour College of Engineering

Design Communication 1- ARCH 107/506 – College of Architecture

Integrated Building Delivery - ARCH 560 - College of Architecture

Intercultural Communication – COM 435/580 – Communications BS

Persuasion - COM 371/571- – Communications BS

Job Placement – PSYC 562 – Department of Psychology

Fear and Anxiety Seminar – PSYC 588-01 – Psychology PhD.

Medical Aspects of Disability - Psych 411 – Rehab Psych MS

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Monitored by the Office of the Registrar, IIT has a policy in place that is based on Carnegie Units, and is consistent with the federal definition of the credit hour. The number of credit hours awarded for completion of courses is decided in a process that includes the Department Chair, the College Dean and the VPAA. Rationale and documentation for these decisions are maintained by the academic department and the office of the registrar.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

The policy includes both reference to "seat" time as well as to student achievement.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

It is not apparent that such are offered.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The policy is consistent with the federal definition.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

A review of a sample of syllabi and of the catalog indicates that policy is followed. Syllabi are robust. In some departments a template is in place, while in others the format of syllabi varies, although not significantly.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Learning outcomes in the syllabi and programs reviewed appear appropriate to the level and in keeping with the institution's policy. It is worth noting that in the sample reviewed the number of outcomes varied from 2 to 19. Such variance may make course and program assessment more difficult.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

Reference is made to accelerated courses, but none of the syllabi reviewed were of this type. IIT appears to have a consistent and well implemented policy in place, but if time permits, *it is suggested that the site visit team review course descriptions and syllabi of a few such during the visit.*

The site visit team reviewed accelerated course policy. Such courses are offered at the department or college level and must conform to the same contact hour requirements as a full term course.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

Per above, as syllabi were not received until rather late in the review, none of which appear to be of this type, *it is suggested that the site visit team review course descriptions and syllabi of a few such during the visit.*

Syllabi for two accelerated courses were provided to the visiting team. The objectives and content of the courses were appropriate for the credit awarded. Contact hours conformed to institutional policy.

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

Per the catalog and the syllabi reviewed the policy is appropriate and very much reflects accepted practice.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

Yes No

Rationale:

IIT credit hour policies are appropriate and appear to be applied consistently and thoughtfully.

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

- Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

- Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to finalreports@hlcommission.org. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Illinois Institute of Technology

Name and Address of Branch Campus: Downtown Campus, 565 W. Adams St., Chicago, IL 60661

Date and Duration of Visit: 9/27/16 three hours

Reviewer(s): Gail Burd and Malayappan Shridhar

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Downtown Campus of IIT is housed within a ten-story building at 565 W. Adams St. in downtown Chicago that was built in 1992 specifically for the Illinois Institute of Technology. Three colleges occupy the building: Chicago-Kent College of Law, Stuart School of Business, and the Institute of Design. Only graduate programs from these colleges are housed at the Downtown Campus. The Chicago-Kent College of Law and the Stuart School of Business occupied the building from the beginning, with the Institute of Design moving in early this fall. [The HLC Institutional Status and Requirements Report lists the Institute of Design as a branch campus at 350 N. LaSalle St., Chicago.] Most major services are shared with the main campus including Human Resources, billing, career services, registrar, and financial aid; personnel from these services visit the Downtown campus one or more times a week.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

The Downtown Campus receives administrative oversight, planning, and governance from the main campus and from the deans of the individual colleges. Budgeting, resource allocation, and enrollment is done at the level of the college and the central administration, not specifically by the Downtown Campus. A specific administrator, other than the Provost or President, does not seem to have oversight of all aspects of the Downtown Campus, but this did not seem to be a problem for the operation of the building/campus. In 2014, some programs from the Stuart College of Business were moved back to the main campus and some graduate programs have courses offered at both the Downtown Campus and the main campus. Moving the undergraduate programs to main campus will allow greater collaboration and integration of the business students into other undergraduate programs. However, we learned from Stuart College of Business during the visit that this move increased the cost of operations for the College nearly three-fold.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The building used by the Downtown Campus is in excellent shape, and wireless connection to the internet is available to students, faculty, and staff throughout the building. A new, large, open studio was developed for the students in the Institute for Design that includes a bank of computers, a machine shop, small rooms for discussions, a wall for project work and display, and a work table for every student. All students must be trained on the use of equipment in the machine shop, and this room is staffed from 7 am to midnight during the week. The Stuart College of Business has two computer labs and, with a grant from the Chicago Merchantile Exchange, is building a new Bloomberg Lab with ten computer terminals that access Bloomberg software and databases. The building has security at the entrance, is handicapped accessible, has classrooms that range from 10 to 100 seats, has several student lounge areas, and has a cafeteria. Parking appears to be sufficient.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

The faculty qualifications and evaluations at the Downtown Campus seem to follow the practices and policies of the individual colleges and the main campus. In the Stuart College of Business, graduate faculty teach at both the main and the Downtown Campus, and administrators travel between campuses. In the Chicago-Kent College of Law, the associate deans provide support and teaching observations for new faculty teaching for the first time. New faculty may also co-teach their first course with an experienced faculty member.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

As we learned during our visit, academic resources are shared with the main campus through internet access to the library, online billing and registration, and online access to the student records and the learning management system. Many of the Downtown Campus students are international students (75% in the Stuart College of Business) and require additional coursework to improve their communication skills. The Institute for Design offers tutoring in English for international students (75% of their total graduate students). To address this need in the Stuart College of Business, two non-credit courses are offered: 1) Professional Communication Advancement Program and 2) Advancing Career and Education Progress. These two programs have specific learning goals and co-curricular assessment. In addition, the Stuart College of Business has its own career advising, offers career events, and helps students connect with businesses for internships. Each of the colleges represented at the Downtown Campus have their own IT staff that provide support to faculty, staff, and students.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

From our visit we learned that the programs in the Downtown Campus follow the policies of the main campus and use the IIT website for most of the curricular information, assessment, costs, course offerings, and graduation requirements. Faculty serve as advisors for all the Downtown Campus programs. The faculty in the Chicago-Kent College of Law and the Institute of Design only teach their graduate courses at the Downtown Campus and thus have their offices and provide program oversight at this branch campus. The faculty in the Stuart College of Business who teach at the Downtown Campus have office hours at the Downtown Campus. In some business graduate programs, the same courses are offered at the main and Downtown Campuses to provide additional access to required and elective courses; students may take business courses at either campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

All academic programs are engaged in student learning outcomes assessment and are provided support for assessment plans by the Director of Assessment at the main campus. All programs have started to participate in assessment through the central processes. The Chicago-Kent College of Law also has additional assessment requirements that come from new ABA accreditation for practicing law in New York, an important credential for students from IIT to obtain. The Stuart College of Business is one of the IIT leaders in developing student learning outcomes and making use of the Blackboard assessment protocols.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The Institute of Design is very innovative in their programs with an MS in Design, an Masters Degree in Design Methods, a PhD in Design, and a new non-credit executive program for specific corporations who request a collaboration. In addition, they are planning an new dual degree - MS in Design and the MBA. The Institute of Design has implimented an assessment plan, identified an area that needs improvement, and made changes as a result. For example, they identified the need for more improvements in team work and made changes in the courses to meet this need. The Stuart College of Business and the Chicago-Kent College of Law have low student enrollments and are working to solve this problem.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to finalreports@hlcommission.org. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Name of Institution: Illinois Institute of Technology

Name and Address of Branch Campus: Rice Campus

Date and Duration of Visit: 9/27/2016

Reviewer(s): Terry Martin

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

This is listed with HLC as a Branch Campus, but it does not meet the definition of HLC or the Department of Education of a Branch Campus. There are no programs at this location where a student can complete more than 50% of the courses for a degree. It is currently functioning as an off campus location. The recommendations in this report are for an off campus location.

The Daniel F. and Ada L. Rice Campus is a satellite location of Illinois Institute of Technology's Mies Campus (Formerly Main Campus) in Chicago. The Rice Campus caters to working professional graduate and upper-level undergraduate students with course offerings in information technology and management, industrial technology and management, engineering, science, and information technology certificates.

To meet the growing technological needs of Chicago's west suburban business and industrial community, Illinois Institute of Technology began offering classes in a temporary space in Glen Ellyn in 1986. Following a gift from the Rice Foundation of 19 acres of prime real estate in south Wheaton, the first building on the Daniel F. and Ada L. Rice Campus opened in January of 1991.

The 54,000 square foot state-of-the-art building features extensive computer facilities, ForSec Forensics and Security Lab, Real-Time Communications Lab, online classrooms and traditional classrooms.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

The location is under the control of the Main Campus. All planning, governance, and oversight processes are part of the Main Campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

Facilities are adequate and well maintained for this location.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

There is one full time and five to ten part time faculty who teach at this location. There are four administrative and one maintenance staff at this location. There are two administrative and one faculty split between Rice and Main Campus. All human resource activities are handled by the Main Campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

There are no student or faculty resources or support services available at this location. All faculty and students are referred to the Main Campus for these services.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

Oversight of the location is led by the Dean of the School of Applied Technology and adheres to the same governance procedures as on the Main Campus. All educational programs and instructional oversight is handled by appropriate department on the Main Campus. Currently courses are being offered in ITM, CS, PSYC, BIOL, and HUM with less than 100 students during the 2015-2016 academic year.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

All course evaluation and assessment is provided by the main campus and is the same as provided on the main campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

Administration indicates they have a plan to increase corporate training through the Office of Professional Development in the next three years.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Illinois Institute of Technology IL

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus evaluation visit will occur in conjunction with the comprehensive evaluation to Rice Campus, IIT Daniel F. and Ada Rice Campus, Wheaton, IL, 60187; and Downtown Campus, 565 W. Adams St, Chicago, IL, 60661. Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 09/26/2016 - 09/27/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Private NFP

RECOMMENDATION: No Change

DEGREES AWARDED: Bachelors, Doctors, Masters, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No Change

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

APPROVAL OF DISTANCE EDUCATION DEGREES:

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

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

~~Multi-Campus Visits, Multi-Campus Visit: 2016 – 2017~~

RECOMMENDATION:

Interim Report due June 1, 2017 on graduate level work in courses co-listed for graduate and undergraduate students.

Interim Report due October 15, 2018 on assessment of the core curriculum and co-curricular areas.

Note: These reports should be kept separate and not embedded in the institution's next comprehensive evaluation.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2006 - 2007

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2016 - 2017

RECOMMENDATION: 2026-2027



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1098 Illinois Institute of Technology IL

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus evaluation visit will occur in conjunction with the comprehensive evaluation to Rice Campus, IIT Daniel F. and Ada Rice Campus, Wheaton, IL, 60187; and Downtown Campus, 565 W. Adams St, Chicago, IL, 60661. Comprehensive evaluation includes a federal compliance panel.

No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	<u>Program Distribution</u>
Associates	0
Bachelors	41
Programs leading to Graduate	
Doctors	25
Masters	111
Specialist	0
Certificate programs	
Certificate	86

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses:

Downtown Campus - Chicago, IL

Rice Campus - Wheaton, IL

Additional Locations:

IIT Institute for Food Safety and Health - Summit, IL

Recommended Change:

ORGANIZATIONAL PROFILE WORKSHEET

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Certificate 40.0599 Chemistry, Other Cert. Analytical Method Development Internet

Certificate 40.0503 Inorganic Chemistry Cert. Analytical Spectroscopy Internet

Certificate 40.0599 Chemistry, Other Cert. Characterization of Inorganic and Organic Ma Internet

Certificate 40.0599 Chemistry, Other Cert. Chromatography Internet

Certificate 11.1003 Computer and Information Systems Security/Information Assurance Cert.
Computer/network security technologies Internet

Certificate 11.0401 Information Science/Studies Cert. Information Systems Internet

Certificate 51.2205 Health/Medical Physics Cert. Radiologic Physics Internet

Certificate 40.0599 Chemistry, Other Cert. Synthesis and Characterization of Inorganic Materials
Internet

Master 26.0101 Biology/Biological Sciences, General Master of Biology Internet

Master 14.1001 Electrical and Electronics Engineering Master of Biomedical Imaging and Signal
Internet

Master 14.0701 Chemical Engineering Master of Chemical Engineering Internet

Master 40.0501 Chemistry, General Master of Chemistry in Analytical Chemistry Internet

Master 11.0701 Computer Science Master of Computer Science Internet

Master 14.1001 Electrical and Electronics Engineering Master of Electrical and Computer Engineering
Internet

ORGANIZATIONAL PROFILE WORKSHEET

Master 51.2205 Health/Medical Physics Master of Health Physics Internet

Master 15.0612 Industrial Technology/Technician Master of Industrial technology and operations Internet

Master 11.0901 Computer Systems Networking and Telecommunications Master of Network Engineering Internet

Master 14.1001 Electrical and Electronics Engineering Master of Power Engineering Internet

Master 11.0901 Computer Systems Networking and Telecommunications Master of Telecommunication and Software Engineering Internet

Master 14.0902 Computer Hardware Engineering Master of VLSI and Microelectronics Internet

Master 14.0901 Computer Engineering, General MS in Computer Engineering Internet

Certificate 11.0701 Computer Science Certificate in Computational Intelligence Internet

Master 14.1001 Electrical and Electronics Engineering MS in Electrical Engineering Internet

Certificate 11.0701 Computer Science Certificate in Cyber-Physical Systems Internet

Master 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other Master of Electricity Markets Internet

Master 40.1002 Materials Chemistry Master of Chemistry in Materials Chemistry Internet

Certificate 40.0599 Chemistry, Other Cert. Synthesis and Characterization of Organic Materials Internet

Bachelor 15.0612 Industrial Technology/Technician Bachelor of Industrial Technology and Operations Internet

Master 11.0103 Information Technology Master of Information Technology and Management Internet

Master 14.3601 Manufacturing Engineering Master of Manufacturing Engineering Mechanical Internet

Master 14.3601 Manufacturing Engineering Manufacturing Engineering Materials Internet

Certificate 11.0701 Computer Science Certificate in Data Analytics Internet

Certificate 11.0701 Computer Science Certificate in Distributed and Cloud Computing Internet

Certificate 11.0701 Computer Science Certificate in Information Security and Assurance Internet

Certificate 14.0903 Computer Software Engineering Certificate in Software Engineering Internet

Master 40.0501 Chemistry, General Master of Analytical Chemistry Internet

Master 14.0701 Chemical Engineering Master of Biological Engineering Internet

ORGANIZATIONAL PROFILE WORKSHEET

Master 14.0301 Agricultural Engineering Master of Food Process Engineering Internet

Certificate 15.1501 Engineering/Industrial Management Industrial Technology and Mgmt Internet

Certificate 11.0701 Computer Science Database Systems Internet

Certificate 14.9999 Engineering, Other Advanced Electronics Internet

Certificate 14.0901 Computer Engineering, General Computer Engineering Internet

Certificate 14.9999 Engineering, Other Control Systems Internet

Certificate 14.1001 Electrical and Electronics Engineering Power Engineering Internet

Certificate 14.9999 Engineering, Other Signal Processing Internet

Certificate 14.9999 Engineering, Other Wireless Communications Engineering Internet

Certificate 15.0613 Manufacturing Engineering Technology/Technician Computer Integrated Design and Manufacturing Internet

Certificate 15.0702 Quality Control Technology/Technician Product Quality and Reliability Assurance Internet

Master 14.1401 Environmental/Environmental Health Engineering Environmental Engineering Internet

Certificate 14.9999 Engineering, Other Hazardous Waste Engineering Internet

Certificate 14.9999 Engineering, Other Indoor Air Quality Internet

Certificate 14.9999 Engineering, Other Waste and Wastewater Treatment Internet

Certificate 40.0501 Chemistry, General Regulatory Science Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
