Criterion Three: Teaching and Learning

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- 3.a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- 3.b. The organization values and supports effective teaching.

- 3.c. The organization creates effective learning environments.

- 3.d. The organization’s learning resources support student learning and effective teaching.
Criterion Three: Teaching and Learning

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Teaching and learning have been central to the mission of the university since the founding of its predecessor institutions at the turn of the twentieth century. Our faculty and staff strive to ensure that our programs are relevant, that our curricula are current, that support services are robust, that our classrooms, laboratories, workshops and studios are well equipped, that our students achieve the objectives that have been defined for their programs, and that our graduates are well equipped for success in their chosen careers.

3.a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Objectives and Outcomes

Undergraduate Programs

The following general statement of objectives, consistent with the mission of the university, was adopted by the faculty in fall 1995 and reviewed and endorsed by the faculty, with minor changes to the wording, in fall 2005:

The general goals of the undergraduate programs are to educate individuals for careers in professional practice and to provide the basis for advanced study. The institutional objectives for student learning have been defined by the faculty in terms of the attributes desired in an IIT graduate. These may be summarized as:

- Proficiency in a professional discipline
- Skill in oral, written, graphical, and computer communications, the use of information technologies, quantitative analysis and computation, and working effectively in groups
- An appreciation of human behavior, culture, interaction, and organizations through studies in the humanities and social sciences
- An understanding of the interprofessional environment in which professionals function, including the ethical dimensions of professional practice
- A basic understanding of science and engineering and their linkages to key technologies
- An awareness of educational processes and of the need for lifelong learning.
In support of these objectives, faculty members engaged in extensive and far-reaching conversations during the 1996–1997 academic year, which culminated in the first comprehensive revision of our undergraduate General Education Program in 30 years. In particular, the following components were introduced, effective with the matriculating class of 1999:

**A communications requirement:** In order to satisfy a basic writing requirement, students must successfully complete 42 credit hours of courses designated as communications intensive, with at least 15 of these credit hours in the major and at least 15 credit hours in non-major courses.

To be designated as communications intensive, a course must comprise significant learning outcomes in written, oral, or graphical communications. In support of this requirement, an office for Communication Across the Curriculum was established, with a full-time faculty member as director. This office is responsible for establishing standards, evaluating the basic writing requirement, and providing assistance to faculty members in assessing student writing.

**Interprofessional Projects (IPRO):** All undergraduate students must successfully complete six credit hours of team projects that include team members from two or more disciplines.

In support of this requirement, an IPRO office was established, first under the Undergraduate College and subsequently located in the Institute of Business and Interprofessional Studies (IBIS). This strategy was designed to bring together all of our co-curricular programs in leadership, entrepreneurship, and interprofessional projects under one roof. IBIS is responsible for approving projects, facilitating team composition, monitoring intended learning outcomes of the project experience, and for assessing teaching and learning outcomes.

The following specific objectives have been established for the IPRO component of the General Education Program:

- Develop and strengthen multidisciplinary team-building and teamwork practices
- Effective use of verbal, written, and visual communication methods
- Effective use of project management methodology
- Effective engagement in real-world problem solving that integrates complex issues
- Awareness of benefits and desire for lifelong learning. [A full description of the IPRO program can be found at http://ipro.iit.edu.]
In addition, the faculty approved the following objectives for the Humanities and Social/Behavioral Science component of our General Education Program:

**Objectives and Outcomes of the General Education Program in the Humanities and Social/Behavioral Sciences**

**Objectives:**

- Provide students with a basic knowledge of disciplines in the humanities and social sciences
- Provide students with critical insights into their cultural, social, political, economic, and psychological worlds
- Provide students with insights into the conceptual, social, psychological, political, historical, and evaluative aspects of their professional practices.

**Outcomes:**

The objectives are met through courses that address outcomes listed below. Students who satisfy these requirements with courses taken at IIT will, in the course of their studies, attend classes that address at least half of these outcomes. Course selection rules have been developed in conjunction with academic advising to ensure that students meet this requirement and demonstrate the ability to comprehend and interpret texts in the humanities and social sciences. The outcomes include:

- Students participate effectively in critical discussions of cultural, social, and behavioral issues
- Students make concise and effective presentations on complex issues pertaining to the humanities and social sciences
- Students present analyses of the issues examined in conceptual, historical, evaluative, or normative studies in the humanities and social sciences
- Students demonstrate knowledge of the global or historical context of their own and others' cultural identities and heritages
- Students demonstrate knowledge of how linguistic practices interrelate to other human practices
- Students demonstrate knowledge of scientific approaches to human behavior
- Students demonstrate knowledge of how social and economic structures influence human behavior
- Students demonstrate knowledge of the issues and methods entailed in providing and evaluating evidence or intellectual justifications for claims
- Students demonstrate knowledge of the ethical issues that arise in professional practice
Students work cooperatively in groups

- Students are familiar with methods of peer evaluation

- Students are aware of how intellectual and methodological practices in letters, sciences, and the professions influence each other

- Students are aware of governmental, regulatory, and societal guidance systems

- Students confront normative, logical, and empirical problems relating to an understanding and operation of governmental systems

- Students examine the effects of scientific and technological developments on individuals and social groups

- Students are familiar with alternative theories and methods for evaluating human motivations, behavior, and decisions.

**Graduate Programs**

The general objectives of the graduate programs are:

- To provide post-baccalaureate education and research programs that enhance students’ fundamental knowledge of their chosen fields

- To educate and mentor graduate students to function in a global community with an appreciation of the economic, environmental, and social forces that impact professional choices

- To strengthen IIT’s leadership role in higher education by focusing on core research competencies and enhancing partnerships with industry, government laboratories, and academic and research institutions.

Students studying under the General Education Program gain insights into cultural, social, and political structures as part of their balanced curriculum.
Throughout the university, curricula emphasize students’ acquisition of knowledge and use of skills, association with interdisciplinary studies, teamwork and team-building; open-ended problem-solving emphasizing the need for life-long learning; and written, oral, and graphical communications skills.

**Program-specific Objectives and Outcomes**

Each discipline, whether graduate or undergraduate, also has program-specific objectives. Full-time faculty members of each program, in consultation with the program’s constituencies, define these objectives and expected outcomes, which are subject to periodic review and revision. Undergraduate program objectives are published in the Undergraduate Bulletin and on each program’s descriptive pages of the website. Graduate program objectives are published in the Graduate Bulletin. Chicago-Kent College of Law information can be found at [www.kentlaw.edu/academics](http://www.kentlaw.edu/academics).

**Course-level Objectives and Outcomes**

Specific learning outcomes are defined for every course in the university’s curriculum and are consistent with program objectives. Learning outcomes assessment protocols focus on achievement of these teaching and learning objectives. Faculty members are expected to communicate the learning outcomes for each course to the enrolled students, and most units have posted their objectives on their websites. A complete set of syllabi/course objectives is available for review.

The faculty defines the constituencies of our degree programs to be the public, students, program alumni, program faculty, and employers of our graduates. Formal communication with these constituencies has been established by means of:

- **Board of Trustees**: The board has ultimate responsibility for approval of academic programs proposed by the faculty, as described in the policies of the Faculty Handbook. The board is composed of representatives of industry, including alumni, and prominent individuals with strong ties to the university. The board communicates with the university community via contacts with and leadership of the Boards of Overseers of the academic units, informal discussions with students and faculty members, and direct and written communications with the administration. [See Appendix IV.]

- **Board of Overseers**: Each academic unit has a Board of Overseers whose members represent the interests of industry, government, business, and academia. Boards of Overseers provide guidance on issues affecting the entire unit and meet on a regular basis with the leadership of the unit. [See Appendix IV.]
Departmental External Advisory Boards: Departments in Armour College of Engineering have boards of advisors representing alumni, employers of our graduates, and representatives of academia and the engineering profession. In the College of Science and Letters, the departments of Computer Science, and Biological, Chemical, and Physical Sciences also have established external advisory boards. Regular meetings of the advisory board with department faculty typically focus on departmental goals, program objectives, and identifying opportunities. [See Appendix IV.]

Student Advisory Boards: Most of the undergraduate programs have established a formal process for receiving student feedback. Students are consulted on a potential program, course changes, or other departmental initiatives. The Student Advisory Board also may act on its own initiative to bring issues of concern before the faculty.

Faculty Meetings and Faculty Committees: As defined by the policies in the Faculty Handbook, proposals for all new curricula and changes to General Education Program requirements must be approved by majority vote of the university's Category I and II faculty. University faculty meetings are held biannually. The University Faculty Council, the Undergraduate Studies Committee, and Graduate Studies Committee meet monthly throughout the academic year and are charged with reviewing the viability and vitality of academic programs, monitoring and recommending changes to the General Education Program requirements, and approving significant changes to existing programs.

Assessment of Learning Outcomes

Assessment of student learning occurs at multiple levels in the university: institution-wide, program level, and course level.

Undergraduate General Education

Assessment protocols have been developed for the following components of the General Education Program: www.iit.edu/nca/generaleducationassessments

- Humanities and Social Sciences
- Interprofessional Projects
- Written and Oral Communications

Faculty members in each component are responsible for developing assessment rubrics. In general, these have been developed by departmental academic administration and approved by the department faculty. Over the years, this process has continually evolved to produce an efficient assessment process.
Program-specific Assessment: Graduate and Undergraduate

Full-time faculty members in each major program have developed processes to assess student learning outcomes. Details of each program's assessment process and results are available for review. Although the needs of each program vary according to the nature of the discipline and the degree level (baccalaureate, masters, or doctoral), all of the programs have these elements in common:

- Faculty assessment of teaching and learning outcomes every semester
- Analysis of grade distribution within courses
- Analysis of student evaluations of classroom teaching and learning
- Surveys of graduating seniors
- Faculty evaluation of the viability and vitality of academic programs
- Surveys of alumni satisfaction
- Feedback from students
- Evaluation by external reviewers of student project work
- Student placements after graduation
- Student retention.

In graduate programs, additional data are obtained from:

- Results of comprehensive exams, Ph.D. qualifying exams, and thesis defense exams
- Periodic review on a five-year cycle of every graduate program by the Graduate Studies Committee. An expert, external to the university, must comment on the review committee report for any program that is not professionally accredited
- Publications by students and faculty in professional, refereed journals
- Presentations at scientific, technical, and scholarly conferences.

Input from professional accreditation review also is used for programs in architecture, computer science, engineering, law, mathematics and science education, psychology, and business.

Results of professional licensing exams are available for architecture, engineering, law, and mathematics and science education.

Evaluation and Process for Corrective Action

The faculty, Undergraduate and Graduate Studies committees, academic deans, department chairs, and members of each program's faculty are responsible for evaluating
and analyzing data and implementing appropriate program changes in response to the results of assessment processes.

The Category I and II faculty must approve changes to the General Education Program by majority vote. The Undergraduate Studies Committee is responsible for providing a detailed data analysis and proposing recommendations for changes.

Program changes that do not affect the General Education Program must be approved by members of the appropriate academic unit’s full-time faculty and by the dean of the academic unit. Program changes in all graduate degree requirements have to be approved by the Graduate Studies Committee and the University Faculty Council.

Data analysis and recommendations for program changes are the responsibility of the program faculty, and in most academic units a faculty committee is established for this purpose.

While details vary according the needs and structure of the various academic units, the schematic below illustrates the feedback loop for information flow. [See Figure O.]

**Figure O: Schematic Illustrating Typical Program Assessment Process**

Program Assessment Committee → Program Faculty → CURRICULUM → Learning Outcomes

Associate Dean for Assessment

Program-specific Issues

Institutional Level Data (IPRO, Communications, General Education)

Issues with Institution-wide Scope

Program Level Data (Course evaluations, surveys, Advisory Boards, accreditation reports)
The assessment process is used by our academic departments, colleges, and institutes to provide feedback on outcomes and to employ this information to make programmatic changes. Specific examples include:

**Armour College of Engineering**

The college increased emphasis on ethical and professional responsibility in the upper division engineering programs following input from seniors and alumni that these areas needed more coverage.

There was a reduction in the Introduction to the Professions requirement from four credit hours to two following analysis of faculty and student feedback.

The Mechanical Engineering, Aerospace Engineering, and Material Science Engineering courses in statics, strength of materials, and materials design were rearranged to provide a more logical coverage sequence of these topics.

**Chicago-Kent College of Law**

The Law school conducted surveys to assess how graduates and employers viewed our legal writing program. As a result, we restructured the program and added a new mandatory legal writing course focusing on shorter assignments, and using a transactional framework within which to develop the skills.

**Curriculum**

Our faculty members are the stewards of the curriculum, and responsibilities for curricula design and assessment are exercised at the departmental, academic unit, and university levels. An academic unit wishing to introduce a new program must have its proposed objectives and curriculum approved by the Undergraduate or Graduate Studies Committee, as appropriate, followed by approval by majority vote of eligible faculty, and finally approval by the Board of Trustees. All substantive changes to a program must be similarly approved.

**Relation of Curriculum to Objectives**

At the undergraduate level, institutional teaching and learning objectives are achieved by General Education Program requirements comprising:

- Courses in the humanities, social, and behavioral sciences that emphasize breadth of knowledge of society, human behavior, and achievement
- Required courses in mathematics, physics, chemistry, and computer science that lay the foundation for study in technical disciplines
- An introductory course emphasizing the nature of the chosen profession and the role of our graduate as a professional
- Interprofessional Projects in which students work in interdisciplinary teams to design solutions to real-world, open-ended problems that are subject to realistic constraints
Communication-intensive courses in the major, as well as in other areas, in which writing, oral, and graphical communications skills are developed.

And, in both graduate and undergraduate programs:

- Required courses and/or research experience in the major at a level appropriate to the degree sought
- Elective courses that enable students to explore disciplines outside of their major areas of study.

3.b. The organization values and supports effective teaching.

Faculty Qualifications

The university has an exceptionally well-qualified, full-time faculty. The following figure indicates the percentage of faculty in each academic unit who hold terminal degrees* in their discipline:

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Percent of Full-time Faculty Holding Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Architecture</td>
<td>83%</td>
</tr>
<tr>
<td>Armour College of Engineering</td>
<td>100%</td>
</tr>
<tr>
<td>Chicago-Kent College of Law</td>
<td>100%</td>
</tr>
<tr>
<td>College of Science and Letters</td>
<td>96%</td>
</tr>
<tr>
<td>Institute of Design</td>
<td>100%</td>
</tr>
<tr>
<td>Institute of Psychology</td>
<td>100%</td>
</tr>
<tr>
<td>Stuart School of Business</td>
<td>84%</td>
</tr>
</tbody>
</table>

* A terminal degree is considered to be a doctorate (Ph.D. or J.D.) in all disciplines, except architecture and design, in which a masters degree is traditionally considered to be the terminal degree.

A complete listing of full-time faculty, along with the institutions from which they received their highest degree, is found in the Undergraduate Bulletin. For Law, see www.grad.iit.edu/bulletin/programs/kentlaw.html.

We are fortunate that our location in Chicago allows access to very highly qualified working professionals who serve as adjunct, clinical, studio, and part-time instructors in all of our represented disciplines. Part-time instructors are hired only after their successful performance in interviews and a rigorous examination of their credentials by individual
academic units of the university. However, the increasing number of students in our professional masters programs, particularly in engineering and computer science, has revealed a need to recruit more full-time faculty who have professional experience outside of academia and research to better serve these students.

Faculty and Staff Professional Development

The university supports professional development opportunities for all members of its faculty and professional staff. Professional development initiatives include participation in discipline-based professional meetings and seminars, training courses, and other short courses, which support faculty research and collaboration with industry and the professions. Individual academic units also provide specific professional development programs to advance the knowledge and skills of their faculty and staff.

Faculty

Start-up Packages

We provide start-up packages to all new Category I tenure-track faculty and selected faculty in our Category II ranks to aid in the development of their educational and research programs. These packages vary and are based upon the academic discipline, the degree level offered by the program, the level of research activity expected, and the faculty member’s need for laboratory and/or experimental facilities. Generally, faculty members receive funding to purchase computers; travel to professional meetings; support graduate students; purchase laboratory equipment; attend workshops, meetings, and seminars; and support summer research activities when appropriate. The effectiveness of these start-up packages in aiding faculty members in their development as teachers, and as researchers, is monitored through the faculty assessment process, which involves teaching evaluations and a review process for tenure-track and non-tenure-track faculty reappointments. These reviews are initiated and monitored at the unit level and are reviewed university-wide by the provost’s office.

Teaching Load

University policy on faculty teaching load establishes a maximum teaching load for faculty in all academic units. The maximum teaching load at the university is the equivalent of nine credit hours per semester, assuming that the instructor has no administrative responsibilities and does not advise or mentor individual students in special projects or in research environments. Teaching loads are modified based on decisions made by academic unit heads to accommodate the need for faculty development for new tenure-track faculty, as well as for the professional development of tenured faculty.
Mentoring

We are committed to supporting the development of junior faculty. We invite tenure-track faculty members to observe classes taught by more experienced teachers, and later, to discuss classroom dynamics with faculty colleagues. Armour College of Engineering, the College of Science and Letters, and Chicago-Kent College of Law schedule workshops to discuss pedagogy with presenters who are selected from within the university, as well as guests from outside our community. New faculty members also are encouraged to invite other faculty members to sit in on their classes and to visit the classes of senior faculty colleagues. These observations allow for constructive and non-threatening feedback before formal evaluation begins.

Faculty Evaluation

Throughout each academic year, the university evaluates teaching performance and student satisfaction in semester, annual, and multi-year processes that generate data for immediate and longitudinal analyses. These evaluation processes include: Student Satisfaction Inventory administered by Noel-Levitz; the National Survey of Student Engagement (NSSE); and Student Course evaluations administered by the provost's office during fall and spring semesters. The overall quality of the faculty is reviewed by their discipline's professional accrediting organizations.

Faculty performance is also assessed using other methods of review. Tenure-track faculty members are reviewed in their third year by a subcommittee of the unit's Tenure and Promotion Committee before an additional three-year contract is offered. Members of the senior faculty visit the classes of these tenure-track colleagues to evaluate teaching and learning activities. At this point, the candidate's scholarship, including draft articles or other publications, is reviewed internally. The subcommittee prepares a short, candid assessment of the junior faculty member's progress toward tenure. After discussion in full committee, the report is revised and sent to the unit head, who communicates verbally to the candidate his/her sense of the committee's assessment.

Each academic unit's standards for tenure and promotion include rigorous evaluation of teaching effectiveness. Student evaluations of teaching effectiveness are also used in determining faculty compensation.

The university presents two teaching awards each year. The Excellence in Teaching Award is presented to a faculty member who, in the estimation of a faculty committee appointed annually by the provost, has the best overall performance, including classroom teaching, academic advising, and mentoring graduate students. The Bauer Family Award for Excellence in Undergraduate Teaching is reserved for a faculty member whose teaching duties are predominantly at the undergraduate level, with special emphasis on freshmen teaching. In addition, Chicago-Kent College of Law, and the departments of Chemical and Environmental Engineering and Mechanical, Materials, and Aerospace Engineering confer their own annual awards for teaching excellence.

The university expects faculty members to participate fully in professional organizations appropriate to their discipline. Service to the profession (e.g., professional committee...
appointments and activities, editorial board memberships, journal editorships, and sponsorship of student chapters of professional societies) is a component of the promotion and tenure criteria in all academic units.

**Staff**

**Library Professional Staff**

Our librarians participate in a variety of professional development activities including attendance at several training sessions offered by the Metropolitan Library System every year. The focus of these sessions varies and includes such topics as marketing library services, cataloging digital resources, and new software applications for development of library services.

University librarians regularly attend in-house training sessions with database vendors to become familiar with interfaces of library digital resources. Both Main Campus and Downtown Campus libraries feature this sort of in-house training several times each year. Institutional funding enables librarians to attend a selection of professional conferences each year. Librarians attend conferences sponsored by the American Library Association, Association of College and Research Libraries, and American Association of Law Librarians and the Depository Library Council. Our librarians regularly present papers at professional conferences and gain valuable insights and professional knowledge through participation in committee work at the local, regional, and national levels.

Librarians at the Downtown Campus library also participate in a wide variety of continuing education programs sponsored by the Chicago Association of Law Libraries, Computer Assisted Legal Instruction, and other professional groups.

**Staff Educational Opportunities**

Professional development of staff through classroom learning is encouraged by a generous tuition remission program that provides free tuition for all classes taken at the university, whether or not job-related. Currently 16% of our staff take advantage of this program with one-quarter of participants taking undergraduate classes and three-quarters pursuing graduate degrees. A tuition remission policy for study at institutions other than IIT has recently been established.

The Human Resources department also offers management development programs on topics such as leadership skills, team-building, providing performance feedback and evaluation, dealing with the problem employee, and interviewing skills. As an additional development opportunity, an optional 360-degree evaluation is offered through the Center for Research and Service, which is part of the Institute of Psychology.

The Office of the General Counsel provides training on legal matters in a variety of subject areas of interest to university administrators and faculty. These areas include recruitment, discipline and grievances, sexual harassment issues, contracts policy, compliance with the Family Rights and Privacy Act, student issues, and affirmative action obligations. The
Office of the General Counsel also has provided interested administrators with access to Web seminars on timely topics presented by the National Association of College and University Attorneys and by United Educators.

The Faculty and Staff Assistance Program offers both on-site courses and online resources in a wide variety of leadership and work/life issues.

3.c. The organization creates effective learning environments.

Use of Instructional Technology and Pedagogical Advances

Technology in the Classroom

Our faculty members use a variety of instructional technologies, such as video and audio recordings, traditional overhead projectors, video conferencing, and the Blackboard software, in and out of the classroom, as a means of communicating with their classes. We expect students to become familiar with and use software appropriate to their discipline, such as Excel, Matlab, Autocad, or Pro-engineer. Support for students and faculty in the use of these packages is provided by the academic units, the Office of Technology Services, and the Academic Resource Center. In this era of rapidly advancing technology, we are acutely aware of the challenge to continuously provide additional resources. Our response to this challenge is reflected in our FY07 University Operating Plan.

Some specific examples of the use of technology in the classroom and laboratories follow.

Armour College of Engineering

Biomedical Engineering developed a new imaging module in the undergraduate teaching laboratory to illustrate MRI technology using a light source to image an object. A new stand-alone physiology lab course, which uses human and animal measurements, has been developed to provide teaching and learning opportunities to undergraduates in physiological principles and phenomena.

Chemical and Environmental Engineering students, beginning with their freshman year, utilize computer software for computation and communication and writing. Recently, in response to student feedback, the course Introduction to the Professions has been modified to introduce Matlab instructional software computations. Computer-aided design software for chemical processes (HYSYS, ASPEN) is introduced at the sophomore level and is heavily used in senior-level design projects. Software for Computational Fluid Dynamics is introduced briefly in a senior-level course. Effectiveness of computer utilization is assessed by student feedback collected in senior exit interviews.
Civil and Architectural Engineering uses a dedicated server in the Construction Laboratory to create websites for their classes. State-of-the-art hardware and software technologies are used to demonstrate such topics as structural behavior, acoustic design in buildings, construction scheduling, and computer-aided graphics and construction cost estimating.

First-year students in Electrical and Computer Engineering form teams to build robots from standard modules and program their creations to run mazes, follow tracks, and more.

Mechanical, Materials, and Aerospace Engineering students learn the use of computer technology throughout their program. Applications include: Excel, Matlab, Maple, and PowerPoint, as well as custom software created within the department for solving projectile motion problems. The first semester MMAE100 course includes a project in which students design and build a rocket booster to launch an instrumented microcomputer and download data on the flight profile for comparison with predictions. Students in the Aircraft Aerodynamics course MMAE312 have the opportunity to fly a light aircraft with a certified flying instructor.

College of Science and Letters

Computer Science added undergraduate courses in Data Mining and Information Retrieval. These courses represent innovations in undergraduate curricula in this discipline. The fall 2004 addition of an undergraduate-level Information Security course and a four-course Specialization in Information Security is in direct support of the Computer Science department’s recent NSA Center of Excellence designation.

Additions of undergraduate courses in Intelligent Text Analysis, Information and Knowledge Management Systems, and a four-course Specialization in Information and Knowledge Management Systems are noteworthy. The Information and Knowledge Management Systems specialization is a direct result of an NSF grant to develop an undergraduate course sequence in these topics.

College of Architecture

The College of Architecture emphasizes studio-based design education, which features a tutorial and desk-critique methodology that includes public reviews for studio groups. This methodology enhances dialogue with professionals, alumni, and clients/end users on all aspects of design and production.

The college has introduced a team-based programming course and uses real projects and actual clients. The programs also include:

- Faculty-hosted field trips to sites of architectural significance and emerging technologies
- Field trips to construction sites and fabrication factories for steel or concrete
- Hands-on practice in craft techniques using a variety of materials
NCA CRITERION THREE

- Design/Build opportunities for hands-on work in building structures
- Large-scale fabrication capability
- Advanced digital and shop equipment, including digital 3-D modeling machines, enabling students to work with virtually any material
- Comprehensive tutorials, led by a design professional, in the latest and safest techniques in using the Model Shop and digital-applications equipment
- Lectures by local and internationally known artisans and experts in advanced technologies and building-process applications, digital design information, high-rise design, and more.

Institute of Business and Interprofessional Studies

The undergraduate business degree program (IBIS) uses perceptual mapping and conjoint analysis in market research courses and small team projects to explore/apply business principles. Team projects include operating a sports stand at university sporting events, managing an actual stock market investment portfolio, and real-time foreign exchange trading on the Internet using the OANDA platform.

The Interprofessional Projects Program (IPRO) develops and offers a variety of methods at the forefront of educational practice, including team-building games, team training, team interventions, and team reflections.

Online tutorials and other tools that support the delivery of our interprofessional body of knowledge (iBOK) and facilitate the measurement of learning outcomes for individual team members include:

- iREPORTS: guidelines and examples of deliverables that demonstrate the learning outcomes of a team and its members and permit electronic reporting
- iKNOW: a knowledge management system for capturing and sharing the work products of 30+ IPRO teams across semesters and across teams
- iGROUPS: a team communication tool for facilitating intra-team collaboration during a semester and documenting work processes that become information stored in the iKNOW system.

IBIS also houses the Leadership Academy, Ed Kaplan Entrepreneurial Studies Program, and Jules F. Knapp Entrepreneurship Center. The Leadership Academy offers a regular seminar series and a sophomore leadership retreat. The Ed Kaplan Entrepreneurial Studies Program uses the IPRO team project course platform to organize venture development teams, such as Entrepreneurial IPRO teams, to explore the commercial potential of ideas from students, faculty, or entrepreneurs. The Jules F. Knapp Entrepreneurship Center coordinates the annual Invention to Venture Workshop to expose faculty and students to the challenges and opportunities associated with commercializing technology as an entrepreneur.
NCA CRITERION THREE

Institute of Design

Over the last four years the Institute of Design (ID) has developed SeeID, a Web-based system for collecting, archiving, and publishing class projects, individual demonstration projects, and class syllabi. While SeeID also supports class management, resource sharing, and assignment collection, its primary value is as a technological support for the otherwise difficult task of gathering and disseminating the results of our work. It is used in all ID classes and is well regarded by the student body.

Chicago-Kent College of Law

The Center for Law and Computers (CLC) was created in 1983 as a center for research and the teaching of the integration of computers into law practice and legal education. The CLC provides students with ongoing training in legal productivity tools. The CLC director, who serves as a liaison between faculty members and the CLC, also is charged with researching and facilitating innovative ways to use computers in teaching and learning law.

Stuart School of Business

The Financial Markets program currently offers seven courses online and is developing a 14-course M.S. degree to be delivered entirely online by fall 2006. Information Technology for Environmental Managers is based entirely on innovative software-mapping technologies. In the Environmental Management course, Business Strategy: The Sustainable Enterprise, a computer simulation program is central to demonstrating a sustainable strategy.

Libraries

Our libraries offer 120 databases for independent research and discovery. Federated searching and article linking serve to unify print and digital resources across our integrated library systems, scholarly databases, and electronic journals. Approximately 27,000 journal titles (print and online) are available to students for their research and independent study. The Main Campus library also supports the Geographic Information Systems (GIS) Laboratory for use by all students, faculty members, and staff. In addition to one-on-one instruction in the GIS Lab, the Library Learning Center provides training in GIS to groups of students and hosts workshops that are offered to the university community at large.

A complete description of our information and technology resources can be found at www.iit.edu/nca/informationtechnologyresources.

IIT Online

IIT has been involved in distance learning since the 1970s, when IIT/V, an interactive mode of delivering classroom content, was introduced. Over the years, our distance-learning initiatives have improved and evolved into our current system, IIT Online. [See Figure Q.]

Each semester, IIT Online provides live, hands-on orientation sessions for new faculty members and for faculty new to teaching on camera. All online faculty members (new and returning) receive Best Practices for Teaching on Camera, a packet of information with new procedures and technologies.
The IIT Online faculty website (www.iit-online.iit.edu/faculty) maintains additional resources to facilitate teaching and learning, including: consent forms for guest speakers, copyright information, library information, presentations on camera techniques, general guidelines for teaching on IIT Online (what to wear and how to use the equipment), templates for PowerPoint designed for quality viewing, and Blackboard information. Also included are guides to our 24 studios and their available technology, a handbook on pedagogical approaches to teaching on the Internet, and other resources. The instructional design staff of IIT Online helps faculty members design and upgrade media-based course materials and activities appropriate to the subject, the students’ learning styles, and the instructor’s instructional strategies. We also host e-learning sessions for faculty, such as those available from the Sloan Foundation, and speakers and events on distance learning.

Broadcast and Internet development online staff are strongly encouraged to participate in at least one professional development activity each year. During 2005, activities included training and certification in project management, National Broadcasters Association meetings and conferences, and demonstrations by video/audio/presentation vendors. The university is a beta test site for Real Products, and staff members were included in the first educational forum streamed from Real headquarters.

Each year, more and more faculty members use personal computers in class to enhance teaching and learning. Faculty members still need support and encouragement to utilize IIT Online, and the various technology tools available to them. This will be reflected in our recommendations.

Faculty/student interaction through chat rooms and virtual classrooms made available by Blackboard is increasing. Some departments require faculty members to conduct online office hours.

IIT Online supports seven permanent videoconferencing facilities on three campuses that are used for classes and other purposes, including student IPRO discussions with corporate sponsors such as Ford Motor Company in Michigan, remote job interviews, remote advising,

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**Figure Q: IIT ONLINE AND DISTANCE LEARNING SYSTEMS 1996–2006**

<table>
<thead>
<tr>
<th>Year</th>
<th>TV</th>
<th>Internet/IIT Online</th>
<th>Videotape</th>
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Q&A sessions between faculty and large groups of students located around the world, examinations, and for special events and speakers.

IIT Online staff members perform periodic assessments to ensure student learning outcomes compare with those achieved by traditional delivery methods. [www.iit.edu/nca/onlineassessment](http://www.iit.edu/nca/onlineassessment)

**A Learning Environment Supportive of Diversity**

We are an extremely diverse community living and learning in one of the nation's most diverse cities. Our faculty and students come from each of the 50 states and from more than 100 nations all over the world. Several university offices are dedicated to supporting the educational needs of this diverse population. They include:

**Office of Multicultural Student Services**

The Office of Multicultural Student Services (OMSS) serves as a clearinghouse for multicultural issues and assists the university community in facilitating more inclusive understanding of issues that confront students in a multicultural teaching and learning environment. OMSS provides advocacy services to students of under-represented populations (e.g., students of color, women, gay/lesbian, and disabled students) by offering support services, and educational and social programming. OMSS activities support student retention and plays a role in the personal and professional development and success of all our students. [http://omss.iit.edu](http://omss.iit.edu)

- The Women’s Outreach and Resource Center (WORC), a unit of OMSS, offers a variety of resources and services important to women in the university community. These include: tutoring and mentoring, scholarships and grants, and career opportunities in technical and non-technical fields. In addition, the WORC offers programs to female high school students, introducing them to the many career options for women in engineering, business, and related fields.

**International Students**

Support for our international population is provided, both formally and informally, in a number of ways:

- English Conversation Partners provides an informal structure that enables international students to get help with everyday English to facilitate the learning process, as well as supports assimilation into the community

- International alumni mentoring and networking events inspire and encourage students by giving them role models and teaching them networking skills

- The Cooperative Education program introduces international students to American workplace practices

- Student organizations representing more than 20 cultures are represented at the university and function as both academic and social support groups. These groups
include the Indian Student Association, European Student Union, Latinos Involved in Further Education, the Pakistani Student Association, the African Students Association, and the Muslim Students Association.

**Students with Disabilities**

Accommodations for students with disabilities represent an area in which conventional teaching methods are extended. The Institute of Psychology hosts and oversees the Center for Disability Resources. This center works with students and faculty to provide needed accommodations, including but not limited to, transcription services for the visually impaired, translation services for the hearing impaired, and the development of communication accommodation plans with faculty members throughout the university to assure that the needs of students with disabilities are met.

**3.d. The organization’s learning resources support student learning and effective teaching.**

**Support for Student Learning**

**Retention Committee**

Our goal is to increase the freshman retention rate from the low 80% range to the high 80% range. We have set 89%, the high point for freshmen retention over the past two decades, as our annual target. In 2005, the provost created the position of assistant provost for retention and formed a Retention Committee comprised of faculty and staff. The committee, co-chaired by the assistant provost and the dean of students, is charged to evaluate all factors influencing undergraduate student success and make appropriate recommendations to the provost for targeted improvements. The committee has identified three primary goals for increasing the freshman retention rate:

- Increasing the freshman class attendance rate
- Improving academic performance by students in the Greek system
- Fostering more opportunities for faculty-student interaction outside of the classroom.

In 2005 we addressed each of these goals with the following results:

- We instituted a policy of taking attendance in selected freshman classes and reporting this data to the assistant provost, who initiates early intervention through faculty advisors, learning assistants, or designated individuals in the fraternity and sorority houses
- The Office of Student Affairs and the assistant provost have worked with our fraternities and sororities to develop more academic support and accountability for students in the system. We are evaluating the effectiveness of this effort.

While the Retention Committee has not directly addressed the issue of faculty/student interaction outside of class, this issue was identified, both in the NSSE Survey and by the NCA Self-Study subcommittee on student affairs, as an important retention issue. New ideas for increased faculty/student dialogue and engagement in informal environments will be considered by the Student Affairs Task Force.
Undergraduate Academic Advising

All new students are assigned a faculty or staff advisor upon enrollment at the university. Each student receives academic advising in person, by telephone, or by email correspondence during the inter-semester break prior to matriculation. The advisor has access to the student's high school record, standardized test scores, and Advance Placement or International Baccalaureate credit in advance of this initial advising session. Once advised, students may immediately register for courses using Web for Students™ or, if they prefer, their academic advisor may complete the registration process on their behalf. Incoming freshmen (and transfer students with fewer than 30 transferable credit hours) are required to take Introduction to the Professions in the fall semester. In many programs, the instructor for this course is the student's academic advisor. Following their first year, students are assigned an academic advisor who usually remains with them in that capacity for the remainder of their undergraduate career. An advisor's permission is required before a student may register for the upcoming semester or withdraw from any course.

Faculty advisors have the following tools available to ensure that the academic advising process is effective.

**SIS+ (Student Information System)™ and Web for Faculty™** This software allows advisors to access the student’s complete course schedule and official academic record from their desktop computer. SIS+ is an old system with an unintuitive user interface that does not integrate well with an advisor's or instructor's office computer software. Over the next two years, SIS+ will be replaced with a new system (Banner), which we believe will provide a more comprehensive, integrated, and user-friendly system.

**Mid-term grades** Mid-term grades are issued for all lower-division courses. Advisors have electronic access to these grades to facilitate effective and timely interventions when appropriate.

**Attendance reports** Freshman course instructors are required to monitor attendance and report absences to the provost's office. A weekly attendance report is sent to each program's coordinator, to learning assistants in the dormitories, and to fraternity/sorority academic contacts.

**Advising holds on registration** Students cannot register for any courses until they have consulted with their academic advisor. Only a student’s academic advisor may release an advising hold on future registrations.

**Advising guidelines** Many larger academic programs produce booklets describing the rationale for course levels and sequences, graduation requirements, course scheduling, suggestions on elective choices, suitable and complementary minors, and more.

**Monitoring Undergraduate Progress**

Each student's progress in first- and second-year courses is monitored at mid-semester by their academic advisor. And, at the end of each semester, the assistant provost, in consultation with the program coordinator, assesses the student's progress. Students whose
progress toward the degree is unsatisfactory as a result of low grades and/or failure to maintain 12 credit hours/semester (or six credit hours/semester for part-time students) are placed on academic probation and notified by letter from the provost’s office. Students on probation are limited to 15 hours/semester of coursework and may not participate in varsity sports or assume a leadership role in any student organization. Our admission process is competitive and selective, and student academic difficulties usually are not associated with insufficient ability or preparation. On the contrary, most students on academic probation have difficulty adjusting to college, choose an inappropriate major, or are experiencing financial or emotional stress. Our Counseling Center is prepared to help in such cases.

A student who remains on academic probation for two (or more) consecutive semesters may be dismissed.

**Academic Resource Center**

During the early 1990s, we moved away from the large, lecture-format classes, such as freshman English, mathematics, and physics, and created many smaller course sections (typical section size: 30 students). This change resulted in significant increases in our freshmen retention rates. We also came to understand that, to be successful, our undergraduate students require academic support throughout their four years of study. In order to provide that support, we restructured and reorganized an existing tutoring center, and renamed it the Academic Resource Center (ARC) in 1999. Today, the ARC is the university’s primary learning resource center for undergraduates. [http://arc.iit.edu](http://arc.iit.edu)

To meet the needs of a dynamic and academically assertive undergraduate student body, the ARC frequently revises and expands its array of support services. ARC services currently include:

- One-on-one peer tutoring in all engineering disciplines, the pure sciences, computer science, and mathematics
- Structured exam reviews for freshmen chemistry, physics, and mathematics students
- Sophomore- and junior-level Electrical and Computer Engineering pre-examination reviews
- Computer programming assistance
- Individualized specialty software training sessions (AutoCAD, Adobe Premier, Final Cut Pro, and other video editing software)
- Intensive academic support for at-risk students in freshman- and sophomore-level engineering and mathematics classes
- Proctoring exams for students with documented learning disabilities who require extended periods for test-taking
- Late night peer tutoring, three evenings each week and on Saturday afternoons.
The use of the academic support services provided by the ARC has risen steadily over the past four years. On average, more than 100 students benefit from ARC services every class day.

The annual generosity of the Dr. Scholl Foundation is primarily responsible for the successful evolution and growth of the ARC (and its predecessor) over the last 25 years.

**Communication Across the Curriculum**

The Communication Across the Curriculum program helps students master writing requirements from the point of university admission through graduation.

Assistance with writing tasks includes online instructional materials, one-on-one conferencing with peer tutors in the Academic Resource Center, individualized guidance from staff at the Humanities Writing Center, and specialized writing courses.

**Learning and Teaching Assistants**

The Learning Assistant Program was introduced in 2005 as a joint initiative of the Office of the Provost and the Office of the Dean of Students. The program is a resource to help lower division students (especially first-year students) achieve academic success. Learning Assistants are recruited from upper division students with outstanding academic records following an interview by the assistant provost and director of residence life. The Learning Assistants live in university housing among the lower division students and provide academic (tutorial) assistance as needed. Learning Assistants also initiate contact with students who are reported by their instructors as having poor attendance records, or as needing additional help. Learning Assistants receive initial training in tutoring skills and must attend weekly briefings with the assistant provost. We also established a parallel program to support students who live in fraternity or sorority houses.

The university supports faculty members and graduate students by providing graduate student teaching assistantships. Teaching Assistants are primarily employed to supervise laboratory courses and to assist with grading homework assignments. In FY 2006, the Graduate College supported 259 Teaching Assistants in the fall 2005 semester and 236 in the spring 2006 semester. The Graduate College organizes mandatory training seminars for Teaching Assistants at the beginning of each academic year. Although lecture classes are very rarely taught by Teaching Assistants, we have identified a need to offer additional training to our Ph.D. students in classroom teaching techniques.
Interprofessional Projects Program

Teaching and learning in the Interprofessional Projects Program (IPRO) is supported through:

- An orientation session for all IPRO instructors at the beginning of each semester orients them to the learning objectives associated with the IPRO course and methods for effective mentoring of large multidisciplinary student teams.

- Participation by IPRO instructors in an IPRO team-leader training seminar series covering such topics as meeting management, project management, team leadership, ethics, and communication strategies for conference participation.

- Financial support for IPRO instructors and students to participate in professional conferences sponsored by a variety of organizations including American Society for Engineering Education, Frontiers in Education, Best Assessment Practices (Rose-Hulman), National Collegiate Inventors and Innovators Alliance, Institute of Electrical and Electronic Engineers, Society of Automotive Engineers, American Chemical Society, Transportation Research Board, and others.

Office of Educational Services

The Office of Educational Services (OES) provides multiple services to students and faculty. OES grants transfer credit based upon guidelines developed by the university’s academic units. Courses completed successfully at other accredited institutions will transfer if learning outcomes are equal to those of comparable courses offered at the university. Academic credit also is accepted for appropriate scores on Advanced Placement examinations, International Baccalaureate examinations, CLEP (College Level Examination Program Examinations), DANTES (Defense Activity for Non-Traditional Education Support), and military experience. OES centralizes the award of transfer credit to ensure consistent application of policies and protocols, including those students with credentials from foreign institutions. Students in the Study-Abroad Program are required to get pre-approval of their program from OES. The office also publishes transfer credit articulation sheets for the local community colleges. These sheets are updated by the professional staff and reviewed on a periodic basis by academic departments. [www.iit.edu/~edserve](http://www.iit.edu/~edserve)

OES also performs academic degree audits for undergraduate students and their advisors. Audits are routinely completed for students who have earned 60 semester hours to provide these students and their academic advisors with tools necessary to create individualized educational plans. In consultation with the academic departments, OES staff members have developed a process for all course substitutions to guarantee adherence to institutional academic requirements. The professional staff also periodically meets with associate chairs/academic program directors to review academic policies and procedures regarding individual programs. Additionally, OES staff members advise students regarding General Education Program requirements, and they serve, ex-officio, as members of and consultants to the university’s Undergraduate Studies Committee and participate in the decision-making processes of the university’s Committee on Academic Standing. During
the past year, OES processed approximately 850 academic audits and 535 academic petitions, an indication that this office has consistent, well-defined systems in place.

The OES also assists in developing administrative and academic support for joint programs with four-year institutions. Joint programs, first established in 1989, are dual-degree programs. We currently offer joint programs, including articulation agreements, with the following institutions: Wheaton College (1989), Benedictine University (1989), Elmhurst College (1992), Dominican University (1996), University of St. Francis (1997), and DePaul University (2001).

The Educational Services procedures manual is available for review.

**Graduate Student and Law Student Advising**

All graduate students are assigned academic advisors who help students prepare their programs of study, meet their graduation requirements and, when appropriate, select a research or thesis topic. The student’s academic record is available to the advisor through SIS+, and an advisor’s approval is required when the student wishes to register or withdraw from a course. Advisors may draw on additional assistance from the Graduate College, if needed.

At Chicago-Kent College of Law, the Student Services Office is the primary administrative office for support services to the student body. The office provides academic and personal counseling, assists with student orientation, oversees the Academic Support Program, acts as an ombudsman for student complaints, arranges various helpful presentations for students, coordinates the mentor program, and serves as a liaison to student organizations.

**Humanities Writing Center**

The Humanities Writing Center provides help with writing assignments to graduate and undergraduate students regardless of whether they are native or non-native speakers of English. One-on-one instruction focuses on the specific needs of the individual student. Typically, a student brings a project or paper assignment to the center, and a counselor will assist with the writing process by:

- Helping to interpret the goals and requirements of the assignment
- Guiding the processes of information-gathering, analyzing, evaluating, synthesizing, organizing, and documenting
- Addressing issues such as grammar, punctuation, spelling, conventions of typing, and more.

**Information and Technology Resources**

IIT libraries and the Office of Technology Services (OTS) are the primary providers of information and technology services to support student learning.

There are six libraries at IIT located on four campuses. The Paul V. Galvin Library ([www.gl.iit.edu](http://www.gl.iit.edu)) serves as the main library for Illinois Institute of Technology and also houses the...
The Downtown Campus library ([http://library.stuart.iit.edu](http://library.stuart.iit.edu)) serves Chicago-Kent College of Law and Stuart School of Business. Branch and departmental libraries include Graham Resource Center serving the College of Architecture, the Louis W. Biegler Library on the Rice Campus, the Center for the Study of Ethics in the Professions Library, and the National Center for Food Safety and Technology Library at the Moffett Campus.

Our libraries are particularly well known for their use of innovative technology to support student learning and effective teaching. The libraries were among the first institutions in the country to implement an electronic reserves system, Web-based document delivery for interlibrary loan, remote access to a diverse collection of digital resources, wireless networking, and a laptop loaner program. The libraries provide ongoing support for digital collections and information technology through a long-term commitment of personnel, technology, and technological expertise which contributes to the development, ongoing maintenance, and expansion of these resources and services. In addition to support provided by the university, IIT libraries, particularly Galvin Library, have received several state and federal grants in support of library technology initiatives.

We rely on our technology services to access many of the university's learning resources. Recently, we defined a strategy to upgrade campus technology by improving accessibility of services and increasing the reliability and capacity of technology systems. As part of this strategy, OTS developed targeted usage reports and student satisfaction surveys to evaluate and assess technology services. These services encompass our primary technology systems including administrative systems, network infrastructure, computer classrooms and labs, the Blackboard course management system and distance learning programs.

When we began our 2010 Plan process these reports and surveys provided the university a greater understanding of the technology resources at IIT. It became clear that years of deferred technology maintenance had allowed infrastructure to age, which has affected the university's teaching, learning, and research activities. To renew the university's focus on technology, as part of the 2010 Plan, we established a Technology Platform Initiative to define and plan for technology standards the university needs to achieve in the next five years and beyond. The standards span network and Internet infrastructure, data security, and user interfaces. Our level of success in meeting these standards will affect the university's ability to accommodate the increasing demand for technology resources and needs of a growing university population.

**Office of Student Affairs**

The Office of Student Affairs ([www.iit.edu/~osa](http://www.iit.edu/~osa)) employs the Noel-Levitz Student Satisfaction Inventory and National Survey on Student Engagement instruments to gauge the student life experiences of our students. Campus life and campus climate elements revealed a number of concerns among our students. In spring 2006, the president's office launched an interactive Presidential Blog and invited students to join a conversation through which they shared their perceptions on a variety of university issues, including a broad range of student service functions. Efforts are underway to better define, understand, and address the issues, and several changes already have been made at organizational and
programmatic levels to foster a more effective student affairs program at the university. These changes include:

- A monthly Day of Service program offers students regular opportunities to engage in community service and enhance their learning by participating in reflective exercises on the community service experience. This program connects service learning to greater learning objectives of the university.

- A Late-Night Laptop Study Space was created in response to students’ concerns regarding a lack of late-night study spaces on the campus. The university cafeteria, equipped with 50 mobile laptop cabinets for student use, is converted every night into a computer lab and quiet study space available to students from 10 p.m. to 5 a.m. The creation of this space moved the residential computer lab facilities from the residence halls (which predominately house undergraduate students) to a space that accommodates both undergraduate and graduate students. An added benefit of our Late-Night Laptop Study Space is that it offers new opportunities for these two student populations to interact.

**Counseling Center**

The Counseling Center is housed within the Office of Student Affairs. Counseling Center professional staff assist undergraduate and graduate students with academic, major/career, and personal problems. They provide individual and group counseling consistent with the standards of the American Psychological Association. [www.iit.edu/~cc](http://www.iit.edu/~cc)

Students may refer themselves to the Counseling Center, or be referred by their academic advisor. All services provided by the center are confidential and most are free of charge.

A psychiatrist has office hours on Main Campus each week; referrals are directed through the full-time counseling staff.

**International Center**

The International Center ([www.iit.edu/~internat](http://www.iit.edu/~internat)) promotes and supports international opportunities and cultural exchange for international students and for faculty, staff, and students who are studying abroad. Among its services:

- Advising on visa issues and various immigration regulations
- Providing individual and group orientations to the university and community resources to international students, staff, and faculty
- Assisting in the preparation of documents related to Department of Homeland Security, and Department of State regulations for employment, program extensions, reinstatements, and change of status
- Preparing enrollment verifications for social security applications, United States and foreign governmental agencies, and tuition expense letters
- Conducting workshops on both Main and Downtown Campuses, supporting international needs
- Participating in new student orientation
Advising students regarding study-abroad program opportunities

Observing weekly office hours at the Downtown Campus.

**Grading and Graduation Requirements**

Students are graded on a four-point scale. Grades reflect the instructor’s evaluation of a student’s achievements in meeting the learning objectives of the course and indicate the level of his/her improvement, motivation, and effort. Therefore, a passing grade in a course implies achievement of the learning objectives at a minimum acceptable level. The following units are charged with maintaining these records:

**Office of Educational Services** maintains the academic records of students in the undergraduate programs and certifies that undergraduate students have met graduation requirements for their respective degrees.

**Graduate College** maintains the academic records of students in the M.S., professional masters, and doctoral programs (except J.D. and LL.M.) and certifies that graduate students have met graduation requirements for their respective degrees.

**Chicago-Kent College of Law** maintains the records for students in the LL.M. and J.D. program and certifies that students have met graduation requirements for the degree.

**Undergraduate requirements:**

- All General Education Program requirements, including the required number of credit hours for a specific degree program, have been met.
- A minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 in the major are required. (In the event that a student completes all curriculum requirements for a specific degree program but does not meet the minimum grade point average requirement, students must secure the written approval of their department chairs and the dean of the Undergraduate College in order to register for additional courses. After achieving degree-seeking status, students must complete these requirements within a period of eight calendar years from the semester of initial admission for full-time students or 12 calendar years for part-time students. A student may petition the major department and the dean of the Undergraduate College to have this period extended. If approved, this extension may involve additional academic requirements.)
- Academic Residence requirement: the final 45 semester hours in a degree program must be completed at IIT.
- Payment of all financial obligations to the university.

**Graduate students (except J.D.):**

- Curriculum requirements, including the number of credit hours required in the student’s specific degree program.
- A minimum cumulative grade point average of 3.0.

Over the past five years, we have graduated more than 9,000 students who have gone on to successful careers.
NCA CRITERION THREE

- For M.S. degrees, a grade of “Pass” on the thesis examination and the approval of the thesis by the thesis committee
- For professional masters degrees, a grade of “Pass” on the comprehensive examination, if required by the academic unit
- For the Ph.D., a grade of “Pass” on the comprehensive examination, a grade of “Pass” on the thesis examination, approval of the thesis by the thesis committee, and satisfaction of the Academic Residence requirement
- Payment of all financial obligations to the university.

JURIS DOCTOR (J.D.):

- Successful completion of the following courses: Contracts, Torts, Criminal Law, Civil Procedure, Property, Legislative Process, Legal Writing 1, Legal Writing 2, Legal Writing 3, Legal Writing 4, Constitutional Law, Professional Responsibility, and one seminar. To satisfy the degree requirement, the seminar must be taken in a semester at the start of which the student has successfully completed at least 54 hours of credit and has completed the Legal Writing 4 writing requirement (unless the assistant dean for Academic Administration and Student Affairs waives this requirement). Students may take seminars for which they meet prerequisites in earlier semesters, but not to satisfy the degree requirement. Certain writing requirements may be waived or satisfied in an alternative manner as provided in the online College Bulletin.

- Minimum grade point average: Students who began their law studies in 1998 or earlier are required to attain a cumulative grade point average of at least 2.1 to earn the degree. All students who began their law studies in 1999 and after must attain a cumulative grade point average of at least 2.3 to earn the degree.

- Academic Residence requirement as appropriate to the status of the student.

- Payment of all financial obligations to the university.

Learning Outcomes

The table below [Figure R] summarizes degrees conferred since 2000. For each year, the time frame represented is July 1 to June 30. For example, degrees listed under 2004 are those that were conferred between July 1, 2003, until June 30, 2004.

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