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Preface

Illinois Institute of Technology (IIT) has a long and respected history of educating students from throughout the world for increasingly complex roles in engineering, science, and technology.

Armour Institute of Technology and Lewis Institute, the academic predecessors of IIT, were founded in the 1890s with missions to educate first-generation Americans of modest means and social position. By the 1920s, both institutions were recognized for producing highly qualified engineers, scientists, and business leaders who made valuable contributions to Chicago’s economic development. The depression dealt a hard blow to each institution, leading their boards to effect their merger in 1940, creating Illinois Institute of Technology just in time to respond to the tremendous challenges of World War II. The new IIT played a major role in the education of officers for the war effort, which led to the development of extensive ROTC programs in the post-war era. The Armour Research Foundation, known today as IIT Research Institute, also expanded rapidly to meet military research needs.

With the creation of the GI Bill at the close of World War II, university enrollment soared from 1945 to 1960, preparing thousands of young men and women for leadership roles in the rapid expansion of the post-war economy.

Between 1949 and 1969, the university expanded its academic programs by adding design, law, and business to its existing programs in engineering, science, architecture, and psychology.

The Institute of Design, initially founded in the United States in 1937 by Laszlo Moholy-Nagy, an influential leader of Germany’s Bauhaus School of art and design, became a unit of the university in 1949. In 1969, Chicago-Kent College of Law, a venerable Chicago institution, became a college of the university. That same year Stuart School of Business was established by a gift from the estate of H. L. Stuart, a leading Chicago financier. In 1995, the Institute of Psychology evolved from departmental status to become a freestanding academic unit of the university. The Institute for Business and Interprofessional Studies (IBIS) was formed in 2003 to provide an academic home for the university’s revitalized undergraduate business program, featuring new interprofessional studies, entrepreneurial studies, and leadership programs. In fall 2006, IBIS will become part of Stuart School of Business.

This mix of colleges, institutes, and schools reflects our continuing evolution in response to the needs of society and industry. Faculty members and alumni have made many important social, scientific, and economic contributions to the modern economy.

Robert Abbott (Law 1898) founded The Chicago Defender, one of the nation’s most influential African-American publications.

Abraham Lincoln Marovitz (Law ’25) served as senior judge for the U.S. District Court.

Grote Reber (Engineering ’33) constructed the first radio telescope and published the first maps of the radio sky.
Marvin Camras (Electrical Engineering ’36) emerged in the post-war era as the father of magnetic tape recording.

Max Jakob, faculty member of IIT’s mechanical engineering department from 1937 to 1955, was an internationally known expert in thermodynamics and heat transfer.

Ludwig Mies van der Rohe, head of the College of Architecture from 1938 to 1958, transformed the skylines of the world’s cities with glass and steel towers.

S. I. Hayakawa, IIT English faculty member from 1939 to 1948, was an internationally recognized semanticist, and a U.S. senator from California from 1977 to 1983.

Herbert Simon, professor of political science from 1942 to 1949, won the 1978 Nobel Prize in Economics and is attributed with the creation of behavioral economics.

Lois Graham (Mechanical Engineering ’45) became the nation’s first woman Ph.D. in mechanical engineering.

Richard Ogilvie (Law ’49) capped a distinguished political career with election to the office of governor of Illinois.

Martin Cooper (Electrical Engineering ’50) led the Motorola team that invented the cell phone.

Steingrimur Hermannsson (Electrical Engineering ’51) served as Prime Minister of Iceland from 1983 to 1991.

James Ingo Freed (Architecture ’53) formed one of the twentieth century’s premier architecture firms.

James Roche (English ’60) served as the 20th secretary of the United States Air Force from 2001 to 2005.

Jong Soung Kimm (Architecture ’61) has designed several of Korea’s internationally renowned buildings.

Valdas Adamkus (Chemical Engineering ’61) has been serving as president of the Republic of Lithuania since 1998.

Edward Kaplan (Mechanical Engineering ’65) revolutionized the world of merchandise tracking through bar coding.

Ilana Rovner (Law ’66) was the first female to be appointed to a Federal Appeals Court in Chicago.

Susan Solomon (Chemistry ’78) identified the cause of the hole in the ozone layer.

Leon Lederman, Pritzker Professor of Physics at IIT, won the Nobel Prize in Physics in 1988 for co-discovering the muon neutrino.

By the end of the twentieth century, as more community colleges and public universities began to attract first-generation students, administrators and the Board of Trustees recognized the need to reevaluate the university’s mission and role in higher education. In 1993, President Lewis Collens and the university’s Board of Trustees convened The National Commission for IIT to ensure our preparedness to meet the educational and research needs of the twenty-first century. Against a backdrop of fiscal challenges, The
National Commission recommended a bold agenda for increasing institutional quality, rebuilding the university’s Main Campus, and creating a new interprofessional program to differentiate the university in an increasingly competitive higher education market. The National Commission members, led by Trustees Robert Galvin and Robert Pritzker, helped shape the recommendations for increased quality and renewal of Main Campus. In 1996, Galvin and Pritzker each committed $60 million to the $250 Million IIT Challenge Campaign that launched the implementation of The National Commission recommendations. www.iit.edu/nca/nationalcommissionreport

Today, a decade after initiating these recommendations, the university has been transformed by significant improvements in student quality, facilities, and financial stability.

The 2006 North Central Association (NCA) reaccreditation process provides a timely structure for reassessing the university’s progress, as well as providing a platform for establishing goals for 2010 and beyond. The 2010 Plan, developed this past year by our academic and administrative leadership, provides the institution with ambitious goals for the new challenges of the twenty-first century. www.iit.edu/nca/2010plan

The 2010 Plan features:

- A revised Mission, Vision, and Values statement:

  Mission: To advance knowledge through research and scholarship, to cultivate invention improving the human condition, and to prepare students from throughout the world for a life of professional achievement, service to society, and individual fulfillment

- A set of academic and research priorities to meet pressing global needs:
  
  - Continued expansion and focus of our life science educational and research programs, including the growth of several interdisciplinary research centers, to apply engineering and science solutions to pressing human health issues
  
  - Development of academic and research programs in energy and sustainability, including a new Institute for Energy and Sustainability, in response to global needs and concerns regarding natural resources and the environment
  
  - Expansion of our math and science teacher education programs, through key partnerships with the Chicago Public Schools, to meet the national need for qualified scientists and engineers
  
  - Utilization of our new University Technology Park At IIT to support both innovation and entrepreneurship by creating jobs and opportunities for businesses based on science and engineering research, as well as to promote research partnerships with industry, faculty, and students
  
  - Increased internal collaborations to support and promote academic priorities; enhanced external alliances with medical schools, health-related institutions, and government laboratories; and strategic alliances with other universities in particular research areas.
A set of platform priorities:

• An enrollment strategy to ensure the continued recruitment of top-quality undergraduate and graduate students, with a special focus on responding to national demographic changes
• Facilities and housing plans to renovate all teaching laboratories and classrooms, to improve residence halls and graduate apartments to meet the housing needs of all residential students, and to provide other major infrastructure improvements on campus
• An information technology initiative to establish a superior university-wide management system
• Continued expansion and strengthening of our signature interprofessional education program through the addition of projects, sponsors, faculty members, and enhanced organization and management infrastructure
• A commitment to enhance the student experience and diversity through a university-wide task force that will address the improvement of athletic facilities and programs, the enhancement of intercultural and diversity programs, and greater support for student organizations and fraternity and sorority programs.

Annual University Operating Plans that include:

• Comprehensive recommendations and funding source strategies to achieve long-term plan priorities
• Strategies to improve net income from operations, which will achieve the desired goal of reducing endowment draws below 5% by 2010.

This self-study document will provide NCA reviewers with an analysis of the university’s growth and progress over the past ten years, confirm our ongoing commitment to academic excellence, and ensure we are preparing our graduates for meaningful roles in society.

Overview

Illinois Institute of Technology (www.iit.edu) is a private, Ph.D. granting research and teaching university with a fall 2005 enrollment of 6,472 students in undergraduate and graduate programs including engineering, science, psychology, architecture, business, design, and law.

Our academic programs are organized within the following seven colleges, institutes, and schools [see Figures A and B]:

- Armour College of Engineering
- Chicago-Kent College of Law
- College of Architecture
- College of Science and Letters
- Institute of Design
- Institute of Psychology
- Stuart School of Business

See www.iit.edu/nca/academicunitdescriptions for an overview of each academic unit.
Campuses

The university has five campuses in the city of Chicago and surrounding suburbs. [See Figure C on following page.] Main Campus (www.iit.edu/about/campustour) is located 30 blocks south of the Chicago Loop on 120 acres that were redeveloped during urban renewal in the 1940s and 1950s. The Main Campus area was the original site of Armour Institute, and three of Armour’s turn-of-the-century, red brick Romanesque Revival buildings remain. Mies van der Rohe, who served as chair of the architecture department from 1938 to 1958, designed the present campus in the 1940s. In 2005, Main Campus was placed on the
National Register of Historic Places in recognition of Mies’ contributions to twentieth-century architecture. His most prominent building on the campus, S. R. Crown Hall, was made a National Historic Landmark in 2001 and was restored to its original condition in 2005.

The Daniel and Ada Rice Campus, completed in 1990 in west suburban Wheaton, is now home to our Center for Professional Development, which consolidated our part-time professional technical programs into a cohesive set of flexible course offerings for working adults. The Downtown Campus, completed in 1992, provides accommodations for the Chicago-Kent College of Law, the Stuart School of Business, the Public Administration Program, and the Library of International Relations. The university manages the National Center for Food Safety and Technology, in partnership with the Food and Drug Administration Center for Food Safety and Applied Nutrition, and the food industry, at Moffett Campus in the southwest suburbs. The Institute of Design is housed in leased space in Chicago’s River North area.
Faculty Profile

The faculty of Illinois Institute of Technology is highly qualified with 95% of the full-time faculty members holding the highest degrees within their disciplines. Ninety-one percent of our faculty are tenured or on a tenure track. Recruitment of faculty is conducted world-wide and advancement within the university is based on a rigorous faculty and administrative review.

The distribution of the 22 institutions where the majority of full-time IIT faculty members earned their highest degrees is shown at the right.

Student Profile

During the past decade the academic credentials of our students have significantly improved while total enrollment has grown to 6,472 (fall 2005).

The percentage of the undergraduate student body coming from outside Illinois has increased to 43%, with 15% coming from other countries.

The number of full-time international graduate students has soared, more than tripling to 1,324. This has been the result of much more aggressive recruiting, including the establishment of university offices in several countries.
Accreditation History

The university has had continuous accreditation from the NCA since 1941 (the university’s predecessors, the Armour and Lewis Institutes, were first accredited in 1913). NCA’s most recent accreditation occurred in 1997, at which time we received accreditation at the doctoral (research and professional curricula) degree-granting level for a ten-year period.

The university has also earned accreditation for specific professional programs as follows:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Accrediting Body &amp; Review Cycle</th>
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<tbody>
<tr>
<td>B.S. Aerospace Engineering</td>
<td>All B.S. Engineering programs are reviewed by the Accreditation Board for Engineering and Technology (ABET). Accredited: 2002–2009</td>
</tr>
<tr>
<td>B.S. Chemical Engineering</td>
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<tr>
<td>B.S. Civil Engineering</td>
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<td>B.S. Computer Engineering</td>
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<td>B.S. Electrical Engineering</td>
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<td>B.S. Mechanical Engineering</td>
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<tr>
<td>B.S. Metallurgical and Materials Engineering</td>
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<tr>
<td>B.S. Chemistry</td>
<td>American Chemical Society Committee on Professional Training Accredited: 1941</td>
</tr>
<tr>
<td>M. Arch.</td>
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<tr>
<td>M.B.A.</td>
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<td>M.S. Finance</td>
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<tr>
<td>M.S. Financial Markets</td>
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<td>M.S. Marketing Communication</td>
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<tr>
<td>Ph.D. Management Science</td>
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<tr>
<td>Math and Science Certificates</td>
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</table>
Response to the 1997 NCA Accreditation Visit

At the time of the 1996 self-study process and 1997 site visit by members of the NCA reaccreditation team, we had just begun to implement a bold plan for transforming our undergraduate program and our Main Campus. In 1994, The National Commission for IIT made recommendations to develop strategies that would address issues related to enrollment, faculty, administration, and finance. These recommendations, which were adopted by the university's Board of Trustees in May 1995, led to:

- Adopting the concept of “interprofessional education” to create distinction for and enhancement of the undergraduate program experience
- Consolidating and refocusing the undergraduate academic programs to improve quality and competitiveness
- Establishing a national and international recruiting base for both undergraduate and graduate education
- Increasing the number of graduate professional programs and expanding distance education
- Emphasizing new research initiatives to build the institution’s reputation and increase sponsored research funding
- Investing in Main Campus facilities to support academic activities and to enhance the campus as a place to live, study, and work.

In granting renewal of accreditation until 2007, the NCA asked the university for progress reports, through 2001, on four topics: shared governance, master plan implementation, matching funds for the $250 Million IIT Challenge Campaign, and enrollment. These reports demonstrated that the institution was achieving these aggressive objectives while following its policies and procedures for shared governance with the faculty and Board of Trustees. The NCA accepted the university’s 2001 report, which reflected significant progress in each of the four areas. Below is a summary of progress on these four topics.

Shared Governance
Program Changes

The university follows the policies and procedures included in the Faculty Handbook (www.iit.edu/staff/faculty_handbook). The Handbook now contains a process (Appendix P in the Faculty Handbook) that provides for exchange of proposals between faculty and administration, discussion of the proposals, approval by each, and a process for resolving differences with the ultimate authority resting with the Board of Trustees. Many of the academic program changes occurring in the last ten years reflect successful communication and collaboration between the faculty and administration to implement necessary initiatives. As an example, through shared-governance protocols, the faculty reinstituted bachelor of science degrees in the sciences and applied mathematics.
Structural Changes

A two-campus governance structure, under the leadership of vice president/chief academic officers for the Main and Downtown Campuses, was adopted in 1996. In 2003, the university returned to a more traditional structure with a single chief academic officer. [See Figure E.] See Appendix I for a brief summary of programmatic and structural changes by year. A complete set of current organizational charts may be found in Appendix II.

Figure E: UNIVERSITY ACADEMIC STRUCTURE: 1996–2002 and 2003–PRESENT

Master Plan Implementation

The Main Campus Master Plan, prepared in 1996 by the architectural firm of Lohan Associates, Inc., provided the blueprint for The National Commission’s recommendation to:

- Revitalize the campus and community
- Provide greater support for the academic/research enterprise
- Enhance opportunities for increased enrollment.
Six strategies proposed by Lohan Associates, Inc. for the first ten years of the plan have been implemented. They are:

- The aesthetic transformation of State Street and 33rd Street through streetscape and landscape improvements, including the removal of parking, the widening of parkways, and the addition of trees. This transformation was funded through a $7 million City of Chicago project.

- Creation of a Mies Historic District to honor the memory of Mies van der Rohe, architect of Main Campus and iconic architect of the twentieth century. Implementation includes the restoration of S. R. Crown Hall and Wishnick Hall, placement of the academic campus on the National Register of Historic Places, establishment of the Mies van der Rohe Society to support the restoration of structures, and promotion of architectural tours of the campus.

- Implementation of core area landscape improvements through a landscaping master plan adopted in 1998. These improvements include terrain in front of S. R. Crown Hall, the addition of permanent lawn sprinkling systems throughout campus, and overall enhanced landscaping.

- Completion in 2003 of a new 110,000-sq.-ft. student union, The McCormick Tribune Campus Center, designed by world-renown architect, Rem Koolhaas.

- Development of new student residence halls, starting with the 367-bed State Street Village, an award-winning structure designed by Helmut Jahn, which opened in 2003.

- A 120-unit condominium and townhome development (Michigan Place) adjacent to campus realized with private sector funding. The university provided a subsidy incentive to encourage faculty and staff to live in this new community and, as a result, reached its goal of having 10% of the units occupied by IIT families.
These changes have transformed our Main Campus by building institutional pride and enhancing the perception of IIT, both locally and nationally. Among many other benefits to the institution, the restoration and renewal of Main Campus has contributed to the increase in undergraduate enrollment.

In addressing a long-term goal of the Master Plan, to create a commercial zone on the south end of Main Campus, the university has partnered with a private developer to create University Technology Park At IIT (UTP). UTP will house facilities for start-up and rapidly growing technology companies. The ten-year goal for UTP is to have 1.5 million sq. ft. of rentable office and laboratory space on 15 acres of IIT land. UTP’s impact on academic programs and companies is discussed in greater detail in Criterion Two and Criterion Five.

Matching Funds for the $250 Million IIT Challenge Campaign

The success of our Challenge Campaign made possible most of the changes described in this section. Between 1997 and 2001, we raised $270 million—one year sooner and nearly 10% ahead of the campaign’s declared goal. Challenge Campaign funds contributed to:

- Growth in endowment from $97 million in 1995 to more than $200 million in 2001
- A $50 million increase in endowed scholarship funds to support the Camras and Heald scholarships, which enable the university to recruit and retain academically superior undergraduate students
- Support for the Main Campus Master Plan implementation, including funding for landscaping, The McCormick Tribune Campus Center, and the restoration of S. R. Crown and Wishnick Halls
- An increase in endowed professorships to attract and retain high-quality faculty members
- Funding to renovate research and teaching laboratories
- Support for our new Interprofessional Projects Program, Leadership Academy, and Ed Kaplan Entrepreneurial Studies Program, which are all components of the strategy to bring distinction to our undergraduate programs.
Enrollment

Our enrollment goals for undergraduates, established with recommendations of The National Commission, included:

- Implementation of merit scholarship initiatives designed to recruit and enroll students with demonstrated potential for academic achievement equal to the challenges of our rigorous academic programs
- Expansion of our recruiting base, nationally and internationally
- An increase in the number of female students
- An increase in the undergraduate student population by attracting larger numbers of freshmen and transfer students and improving retention.

Strategies implemented to achieve these undergraduate enrollment goals included:

- Expansion of merit scholarship opportunities beyond engineering to include support for all undergraduate programs
- Improving student life, the overall appeal of the campus for prospective students and their parents through the renewal of Main Campus, and the opening of new facilities for student services
- Establishment of academic programs that respond to the changing global marketplace and the infusion of new technologies, including:
  - Biomedical Engineering
  - Molecular Biology and Biophysics
  - Undergraduate Business, with an emphasis on technology-based business and technology entrepreneurship
- Addition and expansion of co-curricular programs, including the Interprofessional Projects Program, Leadership Academy, and Ed Kaplan Entrepreneurial Studies Program to enhance the student learning experience
- Improved student living options, with the addition of State Street Village and two sorority houses
- Expanded intercollegiate sports, including men’s and women’s soccer

For graduate students, the strategies have varied by academic unit, but generally included initiatives to improve student quality while maintaining a managed overall growth rate. This strategy, first aimed at increasing the number of part-time domestic students, shifted in the late 1990s to encourage full-time international master’s degree and Ph.D. students. Now, to improve the balance of domestic versus international students, the university’s graduate recruitment strategy again targets full- and part-time students from domestic populations while maintaining international enrollments.
Undergraduate Population

As demonstrated by Figure F, undergraduate student enrollment declined from 1996 through 1999 as the strategies to reduce non-competitive programs and increase student quality had their full effects. Even with this early decline from corrective measures, between 1996 and 2005 full-time undergraduate enrollment increased by 39.6%.

The university succeeded, in a very short period of time, in increasing the academic quality of its student body as reflected in the measure of SAT scores. In 1995, freshmen SAT scores stood at 1192 (combined) and rose to 1292 by fall 2005. This is mostly attributed to the creation of the Camras Scholarship Program.

Retention and graduation rates have fluctuated during this period. Freshman retention rates rose from 76% in 1996 to a peak of 89% in 1999. The rate currently is in the 81% range. Six-year graduation rates reached 68% in fall 2005, up from 45.8% in 1997. [See Figure G.]

The percentage of women in the undergraduate class stood at 26% in fall 2005 compared to 23% in fall 1996. While these percentages are consistent with other Association of Independent Technological University schools, we are committed to developing opportunities to engage women in the fields of science and engineering and have identified this goal as part of the 2010 Plan.

The university significantly raised admission requirements in 1996, presenting a challenge to our minority recruitment efforts. As the competition for high-performing minority students has grown, we have developed aggressive strategies to at least maintain a relatively flat level of enrollment for minority students (African-American, Latino, and Native American).

The university is committed to enhancing opportunities related to the recruitment and retention of minority students as part of its Student Life Task Force initiative.
Graduate Population

While overall graduate enrollment has roughly remained the same over the past ten years, there has been a significant change in composition as demonstrated in Figure H. The strongest growth in our graduate student population occurred within the College of Architecture, up 26% in fall 2005 over 2002 enrollments.

As a result of the Law school strategy to increase quality and reduce the total number of students, the Law student population decreased by nearly 10% since 1996. The success
of this strategy is reflected in its rankings. Chicago-Kent College of Law was ranked 60th out of 97 top-tier schools in 2006 by *U.S. News and World Report*, up nine positions since 2004. *The Educational Quality Report* ranked the Law school 37th out of 60 in 2006, up from 44th in 2000.

International students play a major role in graduate enrollment at IIT. We increasingly benefit from international students’ interest in our professional masters and business programs, and our strategies have been focused on providing programs that respond to market demand. The advent of the World Wide Web, the establishment of a vibrant communication plan and streamlined application processing, and our increasing number of strategic alliances with foreign universities and governments have enabled the university to effectively recruit students from abroad, even in the face of post-9/11 visa restrictions. [See Figure I.]

![Figure I: INTERNATIONAL STUDENTS BETWEEN 1996F AND 2005F](image)

**2010 Plan Process**

The 2010 Plan process is a continuation of the university’s commitment to planning, implementation, and self-evaluation dating back to the 1970s. Three major planning initiatives, as detailed in Criterion Two, each designed to fulfill the university’s goal of continuous improvement for the benefit of its students, have taken place during the tenure of President Lewis Collens.
The need to prepare a self-study document for our October 2006 NCA site visit provided the university with both the momentum and foundation for a year-long, university-wide assessment process that would encompass:

- Reevaluation of our Mission, Vision, and Values statement
- Development of strategic goals for the decades ahead (2010 Initiatives)
- Affirmation that the basic living and learning platforms necessary to ensure students’ success are in place (Platform Initiatives)
- Preparation of the NCA Self-Study document
- The FY07 University Operating Plan and budget

In June 2005, the 2010 Plan process was initiated by President Collens, and a Working Committee was established to ensure a synergy of effort, continuity of communication, and cross-pollination of findings and recommendations. [See Figure J.]
Seven self-study committees were created (Appendix III) as part of this organizational structure to examine comprehensively and to respond both vertically (by unit) and horizontally (across the university) to the overarching subject areas of:

- Academic Preparedness and Engagement
- Student Life
- Technology
- Compliance
- Engagement and Service
- Financial Planning
- Communications

The specific charge to each of these seven self-study committees was to:

- Identify the policies, processes, and procedures currently in place that support the identified subject area
- Provide examples of evidence for the subject areas addressed in the NCA criteria
- Make recommendations for future improvement
- Prepare a comprehensive report, reflecting these issues, for inclusion in the self-study.

Over the course of nine months, from September 2005 through May 2006, each self-study committee held numerous meetings to develop its findings and prepare recommendations for the May 2006 Board of Trustees meeting. To ensure all voices were heard on the issues specific to their area, many committees also engaged supplemental ad hoc task forces, consisting of administrators, faculty, staff members, and students.
In addition, to ensure frequent communication and encourage the dynamic exchange of ideas and discoveries, the chairs of all committees engaged in the 2010 Plan met regularly throughout this period.

The result of these exchanges was shared with University Leadership, the Trustee Institutional Planning Committee, and the Board of Trustees at their November 2005 and March 2006 meetings. Recommendations stemming from these progressive meetings were carried back to the appropriate committees for further development.

The Executive Summary of our 2006 NCA Self-Study was presented to and approved by the university’s Board of Trustees at their May 16, 2006 meeting.

Structure and Content of the 2006 Self-Study Report

The university’s self-study team chose to organize its 2006 report based on the NCA’s five criteria for accreditation:

- **Criterion One:** Mission and Integrity
- **Criterion Two:** Preparing for the Future
- **Criterion Three:** Student Learning and Effective Teaching
- **Criterion Four:** Acquisition, Discovery, and Application of Knowledge
- **Criterion Five:** Engagement and Service

These criteria will be discussed in separate chapters within the self-study report. While this preface provides general background information, enrollment data, and a historical perspective, the rest of the report explores the university’s evolution and experience in meeting the new NCA standards for accreditation.
Criterion One: Mission and Integrity

The NCA expects the university to be mission-driven and to demonstrate that the mission document, including Mission, Vision, and Values, pervade the organization. The university’s self-study report and accompanying resources document the evolution of the university’s mission, beginning with the revised mission adopted by the Board of Trustees in 1994 and concluding with a detailed discussion of the process for establishing the revised mission documents for 2006. The board’s direct role in the review, recasting, and approval of the mission; the involvement of students, faculty members, and staff; and the introduction of the Presidential Blog to provide added input on the mission has created a record of evidence for the NCA review, as well as a powerful statement for the future of the institution.

This initial chapter of the self-study report also reviews the university’s adherence to its rules of shared governance, including demonstration of the appropriate roles of trustees, administration, and faculty in the management of the university, all of which are evident in documentation of the university’s operations throughout the past ten years.

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Work Flow Milestones (cont’d.)

<table>
<thead>
<tr>
<th>MARCH 2006</th>
<th>APRIL 2006</th>
<th>MAY 2006</th>
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<tr>
<td>03/10/06</td>
<td>03/21/06</td>
<td>05/04/06</td>
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<tr>
<td>• 2010 Initiatives: Draft of business plan</td>
<td>• Platform Initiatives: Final budget and implementation plan</td>
<td>• Approval of the final draft of the NCA Self-Study and FY07 budget</td>
</tr>
<tr>
<td>• Platform Initiatives: Presentation of the final business plan to the Board for inclusion in the University Operating Plan</td>
<td>• Comprehensive overview on progress of the 2010 Plan (2010 and Platform Initiatives and NCA Self-Study)</td>
<td>• Approval and recommendations for finalizing the presentation to the board of the NCA Self-Study and the proposed Mission, Vision, and Values statement to be presented to BOT</td>
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<td>• NCA: Review of draft reports and assignment of tasks to be completed</td>
<td>• Approval of progressive drafts for both the NCA Self-Study and the 2010 Plan</td>
<td>• Approval of the final draft of the 2010 Plan</td>
</tr>
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<td>04/06/06</td>
<td>04/28/06</td>
<td>05/17/06</td>
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<tr>
<td>• NCA: Progress report</td>
<td>• Recommendations on Mission, Vision, and Values statement to be presented to BOT</td>
<td>• Approval of the Mission, Vision, and Values statement</td>
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<td>04/06/06</td>
<td>05/04/06</td>
<td>05/17/06</td>
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<tr>
<td>• Comprehensive overview on progress of the 2010 Plan (2010 and Platform Initiatives and NCA Self-Study)</td>
<td>• Approval of the final draft of the NCA Self-Study</td>
<td>• Approval of University Operating Plan and FY07 budget</td>
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</table>
Criterion Two: Preparing for the Future

This criterion focuses on the university’s capacity to fulfill its mission through the generation and application of resources. It also focuses on our ability to achieve our planning goals over time, and to appropriately respond to changing trends. This section describes a decade of dramatic change for us as we implemented the goals of The National Commission and responded to the Board of Trustees leadership in working to achieve financial stability. Three phases are documented:

- The IIT Challenge Campaign (1997–2002) provided the financial support to implement the National Commission recommendations
- The sale of IIT Research Institute’s assets (2003–2006), combined with the successful implementation of the fiscal strategies embedded in the annual university operating plans, has led to a significant enhancement of financial strength
- Funded by increased net tuition revenue and bond refinancing, the 2010 Plan (2007–2010) targets the expansion of undergraduate education, major capital investments in classrooms and laboratories, and new or enhanced research initiatives.

Criterion Three: Student Learning and Effective Teaching

The NCA’s special emphasis on learning assessment frames the issues and evidence presented in this chapter. Here we provide a comprehensive review of the learning objectives for undergraduate and graduate education as established by the faculty. The self-study document includes an overview of the process for assessment of learning outcomes and the feedback mechanisms to improve programs and courses based on evaluations of teaching and learning. In 2001, Armour College of Engineering was the first unit to develop assessment rubrics and protocols, and each academic unit has completed this process since that time. In addition, every course and program in the university’s curriculum has learning objectives. Learning outcomes were most recently measured in spring 2006, and the results will be included in materials for the NCA visiting team.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

This chapter reviews the structural and organizational framework for a faculty-driven process to promote a life of learning and inquiry, and to protect the academic integrity of the institution in the process.

We respond to NCA’s interest in preparing students for the challenges of a diverse, complex and ever-changing world with a review of our General Education Requirements, a discussion of the Interprofessional Projects Program, and the special writing, ethics, and co-curricular activities that expand our students’ educational experience. University faculty members’ thorough review of these requirements in 1996–1997 resulted in the first comprehensive revision of General Education Requirements in 30 years. Throughout this past year a team of faculty members has completed an assessment of general education outcomes as part of the overall academic review process.
Criterion Five: Engagement and Service

Criterion Five provides a detailed review of our interaction with our internal and external constituencies over the past ten years. Over this period of time, we expanded our community development activities to include services to bridge the digital divide; transformed community housing, jobs, and schools; expanded services to industry; and cultivated new partnerships with universities around the world. Opportunities for service learning and real-world learning have expanded in scope and depth, and outreach programs initiated by the academic units have grown substantially.

Structure of the Self-Study Materials

The self-study report that follows contains three levels of documentation for review and use of the NCA team:

- Appendices as referenced in the text, in both print and electronic format
- Electronic reference documents and studies, found on our NCA Self-Study website
- Hard copy documents, organized by Criterion and Core Component, are located in our NCA Resource Room.

The university will be pleased to make other requested materials available to the team.