

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement. Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: University of Illinois at Chicago (UIC)

Main contact in the financial aid office: Shirley Rodriguez-Vega, Interim Director; 312-996-5563;
srodri3@uic.edu

Number of staff members in the financial aid office: 25

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: Federal Student Aid (FSA) Conference 2016, November 28-December 1, 2016; Illinois Association of Student Financial Aid Administrators Conference (ILASFAA), April 6-8, 2016.

Assignment of Credits, Program Length and Tuition

1. Complete the [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#). Submit the worksheet and the attachments listed in it as **Appendix A**.

UIC operates on a two-semester academic calendar, plus a summer session. The fall and spring semesters consist of 15 weeks of instruction and one week of final exams. There are a variety of course lengths to meet the needs of students in their specific programs. For example, other official parts of term for fall and

spring include first eight weeks, second eight weeks, Dentistry (16-18 weeks), and Medicine (21 weeks). Summer official parts of term include a four-week session, two eight-week sessions (one of these for online course offerings), a 12-week session, Dentistry (16 weeks) and Medicine (10 weeks). Each term includes an extramural part of term to accommodate a small number of courses which are arranged on an irregular schedule to meet the needs Continuing Education students. Courses are also offered on an irregular schedule for students enrolled in the Corporate MBA program. The same course with the same credit offered over different parts of term (for example, both as a 16-week offering and an eight-week offering) are expected to meet for the same number of instructional hours and cover the same academic content.

Online instruction is an alternative mode of instructional delivery for courses offered at UIC. UIC online courses are defined as 75% or more of instruction and course materials delivered via the Internet. Online instruction includes blended (hybrid) course offerings when 25-74% of instruction occurs online asynchronously or synchronously, or as a combination of both.

Instructional time for a semester credit hour is defined as a 50-minute classroom session each week for a period of 15 weeks. Based on the formula, a typical three-hour undergraduate lecture/discussion course offered in the fall or spring semester at UIC would meet for three 50 minute periods (150 minutes) each week for 15 weeks. The 16th week of the semester is reserved for final examinations. The formula varies for different types of instructional time. Two hours of laboratory, practicum, or clinical fieldwork each week for 15 weeks equate to one semester hour of credit, while three hours of studio work are required to award one semester credit hour.

The [Contact/Credit Hour Formula for Courses](#), which has been in place at UIC since 1988, was revised in Fall 2016 in order to better ensure compliance with federal regulations. The revised policy maintains the formulas above, but expands the policy to include criteria for out-of-class student work beyond class instructional time and alternative teaching/learning formats. While out-of-class student work was always expected, the revised policy stipulates the expectation for out-of-class student work, according to the federal definition (a minimum of two hours each week over 15 weeks, per credit hour awarded). It also provides a framework for assigning credit for other types of academic activity which is not in a traditional face-to-face format, such as online, blended, or competency-based education. The revised policy calls for the equivalent amount of work when the mode of teaching/learning varies for the same course. Determination of the number of credit hours for a course depends on the number of hours that learners are expected to invest in order to achieve the course learning outcomes, as verified by evidence of student achievement. Credit hours associated with such courses are equivalent to credit hours of the same

courses delivered in a face-to-face format on campus. As a guide to establish instructional equivalencies for credit hours assigned to new online courses, a procedural document to accompany the credit-hour policy has recently been created, demonstrating how online learning is determined, organized, and evaluated. (see Appendix Supplement A2). Further, the [Differential Credit Policy](#) was revised this past fall to align it more closely to UIC's updated contact/credit hour policy. The *Differential Credit Policy* allows courses at the 400-level that enroll both undergraduate and graduate/professional students, and courses at the 500-level and above, to offer a differential of one (1) additional credit hour between contact and credit hours for graduate/professional students. Departments may propose courses that offer the credit differential to achieve additional learning outcomes specific to their programs of study, that involve an equivalent amount of work to that required for a credit hour, as defined in the *Contact/Credit Hour Policy*. Additional requirements, or the rationale for the differential, must be explained on the course request submitted for campus approval and the syllabus provided to students.

UIC offers a variety of programs, including those in the humanities, social sciences, natural sciences, education, arts and architecture, business, engineering, and health sciences. As a result, different types of instruction may be combined in specific courses in order to meet program needs (for example, lecture + lab, lecture + practice, lab only, practice/clinical activity only, independent study). In addition, courses may not always meet in specific patterns: while a typical three-hour undergraduate course may meet as described above, a three-hour graduate course may meet once weekly in a single three-hour block of time. While flexibility is necessary to create these course and scheduling options, the minimum contact/credit hour ratios and student work expectations are preserved across courses and programs.

2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

On October 12, 1988 and January 25, 1989, the UIC Faculty Senate approved a [policy establishing minimum credit hour requirements](#) of 120, 32, and 96 semester hours for baccalaureate, master's, and PhD degrees, respectively. All UIC degrees meet these minima. PhD students who have received a master's degree prior to beginning the doctoral program receive up to 32 semester hours of credit toward the minimum 96 semester hour requirement for the PhD degree. Note that these minima comply with the Illinois Administrative Code, which describes the approval criteria for new units of instruction in public institutions across the state (see <ftp://www.ilga.gov/JCAR/AdminCode/023/023010500000300R.html>, item b, 1, E.)

All UIC undergraduate degrees require at least 120 hours, with some programs requiring more to comply with accreditation requirements or industry expectations.

[Graduate degree programs](#) are listed in the online Graduate Catalog. While the minimum hours required for a master's degree is 32, there is a wide range of credit hours required among master's programs, with some as high as 60 credit hours or more (for example, Master of Urban Planning and Policy and the Master of Architecture degrees).

Some professional programs at UIC (such as the Doctor of Medicine, Doctor of Dental Medicine, Doctor of Pharmacy, and Doctor of Physical Therapy) require more credit hours than the standard graduate degrees because they must meet professional accreditation standards. These programs are designed with specific course work and required time in clinical and other similar experiences.

A list of all degree programs, with the minimum number of credit hours required for each, is listed in Supplement A0.

3. Are there any differences in tuition for specific programs?

Yes

No

If so, please identify the programs and explain the rationale for the difference in tuition.

General Tuition and Fees for Undergraduate, Graduate, Professional, and Online Programs

As background, the [University of Illinois Board of Trustees](#), the governing body of the University of Illinois system ("System"), has the statutory authority to set tuition and fee rates for University of Illinois students. Current tuition and fees for all programs are [available online](#).

Base [undergraduate](#) and [graduate](#) tuition rates consider academic quality, crucial operating needs, impact of changes in state appropriations to the campuses, and inflation. [Online tuition](#) is per credit hour, based on the cost to offer the program. Starting in 2004, the System moved to a four-year guaranteed tuition rate for all undergraduate students. This "locks in" the tuition rate for the duration of an average bachelor's degree.

Each year, UIC colleges may also request new or increased differentials to graduate and undergraduate programs. New differentials must be cost-based and tied to new requirements, enhanced instructional costs, or new student services. Increases to existing differentials must be tied to specific budgetary needs

reflecting increased or new costs in existing services or programs, which are related to the original justification for the differential.

With the exception of online programs, any request for an increase in tuition rate or differential must show evidence of student consultation before being submitted for campus consideration.

Proposals for tuition differentials submitted from the colleges are reviewed by the Office of Budget and Program Analysis and the Associate Chancellor for Budget and Resource Planning; are endorsed by the Provost and Chancellor; and are forwarded to the University of Illinois System Offices for formal submission to the board.

[Undergraduate programs with differentials](#) and [graduate programs with differentials](#) above the base rate for AY 2017-2018, are published by the UIC Office of the Registrar.

The following are examples of justifications for tuition differentials in place to ensure quality education across campus:

-The cost to offer the *BS in Nursing* program has been impacted by requirements from accrediting bodies and the state to maintain low student/faculty ratios in clinical courses; clinical sites may impose even lower ratios. Finding and coordinating clinical placements on an ongoing basis is very labor-intensive for both faculty and staff. Nursing education also requires clinical practice laboratories with staffing and constant replenishing of supplies and state-of-the-art equipment.

-For *undergraduate and graduate degrees in Psychology, Physics, Biological Sciences, Neuroscience, Chemistry, Biochemistry, Integrated Health Studies, & Earth and Environmental Sciences in the College of Liberal Arts and Sciences*, the tuition differential is used to offset the higher cost of providing quality education in the sciences. Market rates for science faculty salaries are higher than in the social sciences and humanities. Competitive startup packages are required to recruit high-quality faculty with research programs. To remain competitive with peer institutions, UIC compensates science department teaching assistants at rates higher than the campus minimum base salary rate. Teaching labs are a critical component of an excellent science education, with expenses for renovation, computers and software, animals, specimens, and physiological and behavioral recording equipment.

-The *Master of Energy Engineering (MEE)* is a program geared for students who are usually already in the workforce. The costs to run this program are higher because lecturers and speakers are brought in from industry.

- The main purpose of the tuition differentials in the Master of Public Administration, the PhD in Public Administration, the Master of Urban Planning and Policy, and the PhD in Urban Planning and Policy is to increase the number of classes and reduce average class size to meet accreditation standards and ensure excellence in the preparation of students by hiring additional tenured/tenure track faculty who will teach in the program.

Finally, some professional programs at UIC (Doctor of Medicine, Doctor of Dental Medicine and the Advanced Certificate Programs, Doctor of Pharmacy, Doctor of Physical Therapy, Doctor of Nursing Practice, and the Doctor of Occupational Therapy) have [unique tuition rates](#) designed to support the costs of these specialized programs.

Other Tuition Models and Rates

Another model used at UIC to assign tuition is Full Cost Recovery (FCR). Full Cost Recovery programs are market-driven and priced competitively to achieve enrollment goals, cover costs, and generate revenues for investment in the University's instructional mission. A "full cost recovery" tuition model demonstrates that sufficient revenues will be generated to offset expenses. Tuition rates must be approved by the University of Illinois Board of Trustees and be reflective of the market for comparable programs. An example of a Full Cost Recovery program is the Master of Arts in Applied Economics, which focuses on the application of economic principles and analytical techniques to the study of particular industries, activities, or the exploitation of particular resources.

Contract-Based (CB) academic programs are self-supporting instructional programs. A contract-based cost model must demonstrate that sufficient revenues will be generated to offset expenses, with a student rate paid by a third-party payer, such as a governmental unit, community organization or private business. CB programs are not supported by state funds and must generate revenue to cover all associated programmatic costs over the duration of the program. Contract rates do not require formal approval by the board, but a multi-year financial pro-forma must be completed and approved by the Associate Chancellor for Budget and Resource Planning before the contract program can be offered. Legal Counsel review is also required, and the contract requires the signature of the Comptroller on behalf of the board. As an example, in cooperation with the US-Asia Executive Development Program, the UIC College of Business Administration offers the Master of Business Administration (MBA) program to a carefully selected group of students from Asia. This program is customized to meet the professional needs of the

students. Contract partners include the Beijing Foreign Enterprise Human Resources Service Company, the Institute of Tsinghua University (Hebei), and the Jilin Provincial School of Administration.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

UIC students have many resources through which they can make complaints and seek resolution. These include well-publicized instructions on how to file a complaint, and multiple resources to access during their complaint process, including advisers, student support services, faculty or staff, and finally, the specialized offices and options described in this section.

The primary formal mechanism for students to register complaints is through the [Student Academic Grievance Procedures](#). The procedures define an administrative process through which students may seek resolution of complaints or grievances regarding academic standing during their enrollment at UIC. Examples of complaints addressed by this process include but are not limited to grade disputes and program dismissals. The Ombudsperson in the Office of the Dean of Students (DOS) often provides guidance to ensure that the grievance process is followed appropriately. In order to ensure that the grievance proceeds in a timely fashion, the procedures include filing and response deadlines at various points in the process. These procedures are included on the [Office of the Dean of Students University Policies website](#), which serves as a key online resource for all students, as well as in the [Undergraduate Catalog](#). A UIC committee composed of faculty, administrators, and students is in the process of revising these procedures to clarify the role of key decision makers in the process. It is anticipated that revised procedures will be in place by the beginning of the 2017-18 academic year.

As a first step, students are encouraged first to try to reach a resolution by discussing any issues of concern with the faculty member or staff member involved, or to contact the director of undergraduate or graduate studies. College handbooks and websites often contain guidance about how to address concerns about academic decisions both at the college level and at the university level (for example, see the [College of Nursing Handbook](#), page 52 and the [College of Engineering FAQ, "What should I do if I have a complaint about a course or instructor?"](#), last item under "Current Students"). In some cases, complaints can be resolved at the college level. For example, the College of Medicine has an informal process in place for students in the Doctor of Medicine program at the Chicago site [to file complaints](#)

regarding assessment and grades received in clinical coursework. Students may use campus grievance procedures if they are not satisfied with the informal college resolution. Also in the College of Medicine, the student government sponsors “Dialogue with the Deans” sessions to present student topics of interest or concern, and selects student representatives who sit as members on college committees and task forces related to education. In the College of Dentistry, entire classes and class officers meet frequently with college administrators to discuss class issues and concerns. In the College of Liberal Arts and Sciences, the Dean’s Student Advisory Board serves as a platform for hearing issues raised by undergraduates.

If a complaint cannot be resolved within the college or the student prefers to speak to someone outside of the college, students have access to several services within the Office of the Dean of Students (DOS), all of which are disclosed on their website, and also in the Undergraduate Catalog. The DOS in Student Affairs manages student complaints primarily through its Student Ombuds Service. Complaints about other students may also be processed in the areas of Student Conduct Process or Student Advocacy Services.

Students use Student Ombuds Services when they have complaints against a UIC employee, office, or administrative process. The Ombudsperson serves as an impartial advocate for fairness and may assume various roles (for example, go-between, mediator, or informal fact-finder). Some of the academic matters which may be addressed by this service include academic advising concerns, grade disputes, questions about the Student Academic Grievance Procedures, and student/faculty conflicts. Administrative matters may include financial aid discrepancies, student record errors, billing/financial issues, campus housing matters, and registration problems.

Students contact the Ombudsperson via e-mail, online (i.e., Student Request for Assistance Form) or in person by visiting the Office of the Dean of Students and completing an Ombuds intake form. Depending on the circumstances, the Ombudsperson may provide specific feedback, assist students in solving the problem on their own, provide appropriate referrals and clarification of University policies and procedures, facilitate communication between students and faculty or staff, or negotiate a solution. The Ombudsperson will not disclose information about a student case without prior student consent. All complaints are recorded in a new web-based system called Maxient, where each case is time-stamped to ensure timely responses and follow-through. Maxient provides its users with the ability for it to send reminder e-mails and track the progress of each case. Once logged into Maxient, a student case cannot be closed unless the assigned staff member manually closes the file, thus insuring that all matters are fully processed.

The [Student Conduct Process](#) is also available to any student, university employee, or community member with a complaint about a UIC student. They can file a [student misconduct incident report](#) or [academic integrity incident report form](#) regarding possible violations of the [University Standards of Conduct](#). The [Student Conduct Process](#) is guided by [The Student Disciplinary Policy](#), which outlines the University Standards of Conduct and the University's process for handling allegations of both academic and behavioral misconduct by UIC students. The main purpose of the conduct process is to ensure that students who are accused of misconduct receive due process, so that every student has a fair opportunity to explain their side of the story before any decision is made about their disciplinary case. The [Student Conduct Process](#) resources include the [UIC Student Sexual Misconduct Website](#), which provides information on relevant laws, campus reporting procedures, and student rights in response to federal mandates and the University's interest in providing a well-coordinated response to these types of cases. Again, all of these resources are available on the Office of the Dean of Students webpage.

[Student Advocacy Services](#) are available to address student concerns or complaints that are personal or crisis-oriented. In general, student issues addressed by Student Advocacy Services are handled informally, and resources and support are provided to the student. Types of cases include but are not limited to homelessness, financial hardship, illness, injury, victimization, safety concerns, emergency situations, or interpersonal matters (non-Title IX situations of unwanted advances).

Students may request assistance from Student Advocacy Services directly via e-mail or in person, or they may complete the [Student Request for Assistance Form](#). After careful review of the matter, action may be taken to assist the student or to stop the disruptive behavior.

The [Office for Access and Equity \(OAE\)](#) is an objective UIC unit which ensures University compliance with federal and state regulations in regards to discrimination or harassment. This includes sex discrimination, sexual harassment, sexual misconduct, and retaliation. OAE serves the entire university community, including students. If a student files a complaint internally using the [established reporting process](#), or OAE is otherwise notified of a concern, an investigation is initiated. After each party has had an opportunity to submit documentation and any additional pieces of information, OAE will review the case, determine a finding, and when appropriate, make recommendations for remedies.

UIC is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at UIC. [The Disability Resource Center \(DRC\)](#) contributes to this process by delivering high quality services and resources to individual students with disabilities, promoting curriculum accessibility and flexibility, inclusive and innovative learning practices and by providing

opportunities to understand and disseminate disability culture on campus. [Services available to students](#) include but are not limited to academic accommodations, exam proctoring accommodations, text and media conversion and assistive technology services. Assistive technology services include training and the loaning of specific equipment to individual students, and an accessible technology lab is open for students. The DRC also provides accessibility services such as American Sign Language (ASL) interpretation and real-time captioning, audio-description, mobility, and orientation services, among others. The DRC's assistive technology specialist chairs the Digital Accessibility Group (DAG) that serves as a campus resource to improve web access.

Students with complaints or concerns about services and accessibility issues on campus can complete the [Online Reporting of UIC Accessibility Issues Form](#) on the DRC website. This form can be submitted by faculty, staff and students. The DRC keeps records and follows up on these complaints with other campus units that are expected to take action to resolve particular issues.

If a student's complaint cannot be resolved within the University, a complaint may be filed with the [Illinois Board of Higher Education \(IBHE\)](#), or the student may contact the [Higher Learning Commission](#) through their [Complaint Process](#).

Students enrolled in online or distance education courses are encouraged to contact their respective college office to seek assistance. Since UIC has been approved as an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative by the National Council for State Authorization Reciprocity Agreements (NC-SARA), student complaints that are not resolved at the university level follow the [SARA Complaint Resolution Process](#). Students from participating SARA states may contact the IBHE (the Illinois SARA portal agency) with complaints that were not resolved through the student campus complaint procedures described above by accessing the [IBHE online complaint system](#). Students enrolled in programs in states outside of SARA can contact their own state agencies. This is described in greater detail for students on the [Department of Education Complaint Process](#) on the [Consumer Information Website](#).

Finally, it should be noted that student input is sought through a variety of groups, and faculty and staff at UIC continuously review and consider student feedback. For example, concerns may originate from feedback collected from the [Student Evaluation of Teaching Program \(course evaluations\)](#), or issues raised by Student Government and other student groups on campus. The Chancellor's Office manages a [Chancellor's Contact Web Form](#) and a monthly open discussion session called [Chancellor's Office Hours](#) during the academic year to invite ideas, questions, concerns, or comments from the campus community,

and student feedback is an important component of this. The Chancellor's Office also established a Chancellor's Student Advisory Council comprised of diverse undergraduate students representing all of the undergraduate colleges to discuss student concerns and to share campus progress.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information or attach as **Appendix B**.

The Department of Education Complaint Process is on the Consumer Information Website, <http://financialaid.uic.edu/complaint.shtml>, and is attached as Appendix B

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.

This section includes information about formal student complaints reported at the campus level and those handled at the campus level. Various types of student complaints handled solely within a specific unit may not be included, as records of some cases may be maintained only at that level.

- 1) The number and type of complaints processed by the Student Ombuds Services since the last comprehensive HLC evaluation is presented on the first table in Appendix C.

On average, Student Ombuds Services processed 82 academic complaints and 62 administrative complaints each year. To reach resolution, student cases are either referred out, investigated, or the student may be informed that their matter is not addressable. As mentioned earlier, the Office of the Dean of Students implemented a new online record-keeping system called Maxient during Academic Year 2015-2016 for all of their student services, including Ombuds, and ombuds cases, with resolutions, are now being tracked in this system. Maxient includes the safeguards and features that facilitate maintaining records to assist the office in analysis, improvement, and tracking. It also maintains the security of student records according to FERPA guidelines.

- 2) The number and type of student complaints processed by the Office for Access and Equity (OAE) since the last comprehensive evaluation is presented in the next two tables in Appendix C.

These complaints are divided into those that originate internally (within the campus) and from external agencies (for example, U.S. Department of Education - Office of Civil Rights, the Illinois Department of Human Rights, or the U.S. Equal Employment Opportunity Commission), filed on

behalf of a student. Since the last comprehensive evaluation by the Commission, UIC has averaged the following number of internal complaints per year, organized by protected category:

6.7 disability, 2.0 gender, 2.3 harassment, 2.0 national origin, 4.0 race, 1.1 religion, 8.3 sexual harassment, 4.8 sexual misconduct, 2.2 domestic/dating violence, 2.1 sexual assault, and less than an average of one per year for age, ancestry, bullying, military status, order of protection, pregnancy, retaliation, sexual orientation, stalking, and other.

Since the last comprehensive evaluation by the Commission, UIC has averaged the following number of external complaints per year, organized by protected category:

2.8 disability, and less than one per year for age, harassment, national origin, race, sexual orientation and gender.

Resolutions are determined on a case-by-case basis, and sanctions range from receiving educational material to dismissal. If the misconduct is committed by a student, OAE will only make a recommendation, as the final determination is made by the Office of the Dean of Students. During 2013, a new database was established, enabling OAE to record case resolutions for easier organization and access.

- 3) The number, type, and general resolutions of student grievances for which the Student Academic Grievance Procedures were followed since the last comprehensive evaluation is displayed in the last table in Appendix C.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

The primary reason for collecting and analyzing student complaints and feedback is to make changes in policies and practices that will improve student success. Examples of improvements made at the college level include:

- Several college administrators have indicated that their experiences with complaints and grievances have led them to encourage faculty to be more explicit with detailed criteria for grading and course requirements on syllabi. For example, one grievance in the School of Public Health resulted in an awareness that grading rubrics for “class participation” should be included on the course syllabi. College staff have also made efforts to provide more detailed information in other materials distributed to students as well. In the College of Applied Health Sciences, college staff have encouraged program directors to update student handbooks with more explicit information, policies, and procedures in response to student complaints and grievances.

- In the College of Architecture, Design, and the Arts, student concerns about inconsistent and ineffective advising led to consolidation of this service in a central college office. The result has been a far more coordinated, informed, and effective undergraduate advising experience, as well as the ability to take corrective action when necessary.
- In the College of Dentistry, monthly meetings between class officers and key administrators to discuss common and individual class issues and complaints often result in collaborative resolutions. One major topic that was resolved came as a result of the state eliminating Medicaid coverage for adults. This action had a significant impact on the college's patient base and was addressed by administration and students discussing strategies. As a result, the college adjusted fee schedules on selected services. In spite of losing 4,500 covered persons, student clinical experiences have been maintained as a result of the solution collaboratively developed by students and administrators during these monthly meetings.
- In the Graduate College, doctoral student concerns about their assessment, advising, and progress were reviewed in conjunction with a focus group of over 100 PhD students, resulting in a policy for mandatory annual assessments for all doctoral students (see <http://grad.uic.edu/annual-assessment-doctoral-students>).
- Student evaluations of teaching play a fundamental role in improving the organization of course content, format, and delivery (teaching) at UIC. Results from these evaluations are given to the teaching faculty, department heads, and the deans as well. Units may also utilize other tools to gather student input. For example, the Department of Accounting offers instructors the option of using a brief survey, which is conducted at the midpoint of the semester. The survey asks students to comment about strengths and weaknesses of the course. The instructors find this feedback to be helpful and they are able to use this information to implement mid-course changes, if necessary, such as hosting review sessions or revising assignments.

At the university level, complaints often result in changes to policy, procedures, and systems, in order to better serve and inform students. For example, the UIC Committee of Assistant and Associate Deans (CAAD) is a campus group comprised of deans of academic and student affairs who meet regularly to share information and discuss campus issues. With representation from every UIC college, CAAD often discusses complaints in relation to best practices and common experiences to change policies and procedures as a result of student grievance outcomes that are brought to it for discussion.

Some specific examples of how issues raised at the campus have led to improvements in services or in teaching and learning follow:

- In one college, a student dropped a course after receiving notice from the Office of the Dean of Students of a disciplinary complaint by the course instructor. Upon notification that the student had been found in violation of academic dishonesty within the Student Disciplinary Policy, with a recommendation of a failing grade, the college reinstated the dropped course with a failing grade. The student filed a grievance citing a lack of policy regarding sanctions for dropped courses. The grievance was denied due to established policy as indicated by precedence in other colleges, and the failing grade was upheld. As a result of this case, CAAD and the UIC Senate approved a proposal to update *written* campus policy to stipulate that *in cases of academic dishonesty, the university reserves the right to reinstate a student into a withdrawn class where alleged misconduct has occurred, with a grade adjustment, as determined as a result of a student conduct hearing*. This policy provides clarity to students who may be in these situations and helps to avoid future grievances of a similar nature.
- A complaint from the Undergraduate Student Government about students having problems finding information about tutoring services was referred to the Vice Provost for Undergraduate Affairs (VPUA). More investigation revealed that the issue is not limited to tutoring services, but also extended to other services for which students need better information. As a result, staff in the Office of the VPUA have coordinated a small group to design the website [Ask UIC](#). The student enters a keyword, and information about the appropriate resources is displayed, which can range from tutoring to counseling to health services. [Ask UIC](#) has an interactive interface for students who do not find what they are looking for. Plans are underway to promote this website to students more widely.
- Several years ago, the campus established [guidelines requiring syllabi](#) for all courses that defines the expectations of the instructor and responsibilities of the student. Essential required information has been included to help units meet the documentation and disclosure standards of accrediting bodies and so that students receive timely, critical course information to avoid misinterpretation of course requirements and procedures that could lead to complaints and grievances.

Student Conduct, Ombuds and Advocacy complaints processed by the Dean of Students Office are recorded and tracked via the web-based system Maxient. Information is analyzed and organized in an annual report to the Vice Chancellor for Student Affairs to highlight the number of students served and to

identify trends and problem areas. This information is then used to inform the educational programming and services within the Office of the Dean of Students. Other offices are also informed of potential problem areas.

Some examples of how the Office of the Dean of Students has used information learned from the various complaint processes to improve services include, but are not limited to:

- Instituted annual presentations on academic integrity for faculty, staff, and students. Faculty learn best practices for creating an environment that discourages academic dishonesty. Students are made aware of ways to avoid violating the [University Guidelines for Academic Integrity](#) and the student [Standards of Conduct](#). Presentations are conducted at all new undergraduate student orientations and in various academic departments.
- The [U & I Care marketing campaign](#) was created to help students by providing a centralized online option for accessing information on emotional, behavioral and health resources and other information for helping themselves and others in times of need. The online campaign was created after students complained about having to look for this information in many different places.

Finally, the [Office for Access and Equity](#) (OAE) has used information gathered via the complaint process to facilitate coordination and cooperation among units to support student cases. With the increased awareness of Title IX, there has been a correlated rise in Title IX complaints. OAE has supported this awareness by increasing training in this area, and by rewriting the University's sexual harassment policy and procedures. OAE has also hired a full-time Title IX Coordinator and two Title IX and Equity Compliance Specialists to assist with Title IX investigations, online and classroom training implementation, and program development to promote Title IX awareness. In addition, OAE is in the process of implementing a new database management system. The new system can manage Title IX cases, handle grievances, track internal and external cases, interface with Clery reporting, and provide case management for behavioral intervention teams for faculty, staff, and students. This case-management system is HIPPA-compliant and will provide online grievance, complaint, and inquiry reporting. The system will also enable communication and collaboration on cases among various departments such as the Dean of Students on sanctions and appeals for Title IX cases, as well as Housing staff, University of Illinois Hospital & Health Sciences System staff, UIC Police, and Human Resources staff for Title VII and Title IX cases.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirement: Assumed Practice A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

[The Undergraduate Catalog section on Transfer Applicants](#) includes overall transfer applicant information, requirements, and policies. The Policy on the Acceptance of Transfer Credit for Undergraduate Admission included in this section was recently revised by University governance to update the terminology, provide greater transparency, and formalize a framework for considering international transfer credit. While the link above includes campus information regarding transfer requirements for undergraduate students, most curricula require additional credit hours and the completion of specific first-year core courses. [Program- and college-specific transfer requirements and policies](#) are included with each program description section in the Undergraduate Catalog, and these are summarized in Appendix D. These program and college-specific transfer requirements are also included in the [Transfer Guides](#) on the [Admissions website](#) as indicated below.

The [Undergraduate Catalog](#) also includes the [Enrollment Residence Requirement](#) (generally either the first 90 semester hours or the last 30 hours must be taken at UIC) and the [60-Hour Requirement](#) (requiring that students take at least 60 hours at the University or at any other accredited four-year college or university after attaining junior standing).

For undergraduate students, comprehensive transfer policy and resources are available from the [Admissions-Aid](#) link from the [UIC homepage](#). Specifically, the section for [requirements and application deadlines for transfer admission](#) includes the following useful information for transfer students:

- The link for [Transfer Guides](#) provides an overview of transfer requirements for all undergraduate programs.
- The link to [Transferology](#) helps students determine which courses they have taken elsewhere will transfer to UIC. [Transferology](#) is a nation-wide network designed to help students determine the transferability of courses to UIC and other higher education institutions. Transferology draws current articulation information from UIC's centralized DARS (Degree Audit Reporting System) database. Students can also view a program guide that shows if and how articulated courses will apply to individual UIC undergraduate degree programs.
- The section on Partnership Programs includes information about the [Illinois Articulation Initiative \(IAI\)](#), the [Guaranteed Admission Transfer \(GAT\) program](#), and the [Transfer Admission](#)

[Guarantee \(TAG\) program](#), all of which are described in the next section regarding the disclosure of articulation agreements (#9).

- Related resources include links to the [undergraduate transfer policy](#), [alternative sources of credit](#), such as credit through Advanced Placement and for military service, the [enrollment residence requirement](#), and [intercampus transfer](#) among UIC, the University of Illinois at Springfield, and the University of Illinois at Urbana-Champaign.

The Graduate Catalog includes [transfer credit policies](#) for graduate students.

Professional programs outside the Graduate College disclose transfer credit policies on their webpages or documents distributed to students. These programs, and where the transfer credit policy is listed, are included below and in Appendix D:

Master of Business Administration (MBA)	Available from the MBA Student Handbook, 2015-16, pages 20-21 (Appendix). This handbook is distributed to all newly enrolled students.
Doctor of Medical Dentistry (DMD)	Transfer option is described in DMD flyer; students contact the college for further information. Transfer policy available from the college (flyer and transfer policy and procedures document in the Appendix file.)
Master of Engineering (MEngr)	Available under the Admissions section of the Master of Engineering website
Doctor of Medicine (MD) program (at the four sites Chicago, Peoria, Rockford, and Urbana)	Available on the College of Medicine website
Doctor of Nursing Practice (DNP)	Available from the College of Nursing Student Handbook 2016-17, pages 38-39
Doctor of Occupational Therapy (OTD)	Available on the OTD program website (pages 7-8 of information packet)
Doctor of Physical Therapy (DPT)	Available from the DPT Admissions Criteria website
Master of Public Health	Available in the online SPH Policies and Procedures Handbook 2016-17, pages 15-19

Doctor of Public Health	Available in the online SPH Policies and Procedures Handbook 2016-17, pages 15-19
Master of Social Work (MSW)	Available from the online College of Social Work MSW Student Handbook, page 51 ; also mentioned on their website
Doctor of Pharmacy	Available from the Doctor of Pharmacy section of the online Undergraduate Catalog

Provide copies of the published transfer policies (such as those included in the institution’s catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.]

While the Transferology system demonstrates how undergraduate courses at other universities articulate to UIC and how they apply to individual degree programs, UIC does have a number of agreements with other institutions. Some of these specifically agree to the acceptance of transfer credit, while others address transfer credit in the broader context of guaranteed admission or institutional cooperation to facilitate the student transfer process.

- a) The following three institutional agreements are disclosed to students at the web addresses indicated below.

UIC participates in the **Illinois Articulation Initiative (IAI)**, a statewide agreement that allows transfer of the completed IAI General Education Core Curriculum (GECC) between participating Illinois institutions. UIC both offers and accepts GECC credits with other participating institutions in Illinois. A [description of IAI](#) is disclosed to students in the [Undergraduate Catalog Transfer Applicant Section](#) at <http://catalog.uic.edu/ucats/admissions-registration-finances/admissions/#IAI>. It is also described under the *Partnership Programs* section of the [Transfer Requirements](#) webpage.

UIC has signed agreements with the College of DuPage, Elgin Community College, Harper College, Joliet Junior College, the College of Lake County, McHenry County College, Moraine Valley Community College, Morton College, and Oakton Community College to establish the **Transfer Admission Guarantee (TAG)**

program, which offers students from these community colleges guaranteed undergraduate admission to certain UIC colleges and programs under the terms of this agreement. Among the conditions required for guaranteed admission, TAG students are required to successfully complete transfer courses with the exact courses specific to the student's major. To encourage the completion of degree requirements at the community colleges, UIC may facilitate the transfer of credits earned at UIC back to the community colleges if a TAG student transfers to UIC before completing an associate's degree. A description of the TAG program is disclosed to students at the website <https://tag.uic.edu>, available from the *Partnership Programs* section of the [Transfer Requirements](#) webpage.

UIC has collaborated with the City Colleges of Chicago (CCC) to establish the **Guaranteed Admission Transfer (GAT)** program, which offers Chicago City College students guaranteed undergraduate admission to certain UIC colleges and programs after successful completion of their first two years of college. GAT students are expected to complete a minimum of 24-30 transferable credit hours. UIC accepts credit from the CCC in accordance with UIC academic and transfer credit policies. A description of the GAT program is disclosed students at <https://gat.uic.edu/>, available from the *Partnership Programs* section of the [Transfer Requirements](#) webpage.

- b) The following two program-specific agreements are with specific institutions that manage a relatively small number of students who work closely with advisers. At UIC, these programs are disclosed on the programs' webpages.

The **UIC College of Engineering has an agreement with North Park University (NPU) to offer the BS in Physics from NPU and either the BS in Civil Engineering or the BS in Mechanical Engineering from UIC.** In this five-year, dual-degree program, students register either at NPU or UIC each term. Transfer credit is accepted by UIC for NPU coursework taken that is equivalent to either the Civil Engineering (up to 76 hours) or Mechanical Engineering (up to 72 hours) degree coursework, as specified in the agreement. As this is a dual degree, this coursework also applies toward the BS in Physics awarded by NPU. In addition, NPU accepts UIC coursework to apply toward the NPU BS in Physics degree as appropriate. North Park recruits potential beginning freshman students who are interested in the program. The College of Engineering discloses this program on the [College of Engineering Undergraduate Admissions webpage](#), under the section "Special Programs."

In the **Guaranteed Admission Program Affiliation Agreement between the UIC College of Medicine at Rockford (Master of Science in Medical Biotechnology Program) and the University of Wisconsin (UW) at Platteville**, admission to the UIC MS in Medical Biotechnology is provisionally guaranteed while the student

is finishing an undergraduate degree at UW-Platteville. Further, the student may take up to five hours of UIC Medical Biotechnology (MBT) courses in the senior year as a UIC non-degree undergraduate student. The five hours of coursework will apply toward the UIC MS in Medical Biotechnology program, and is also transferred back to UW-Platteville to apply toward the undergraduate degree in biology. Students in this program are recruited by UW-Platteville. The Medical Biotechnology program discloses this program at their website at <http://rockford.medicine.uic.edu/cms/One.aspx?portalId=515172&pageId=32345289>.

- c) The last four programs described here are international articulation agreements. Because these are small programs and students are usually recruited from the foreign institutions, these programs are not widely disclosed to UIC students. The appendix includes disclosures (for example, websites or brochures) provided by UIC and the other institutions.

The **US/Asia Executive Development Program/College of Business Administration (CBA)** has a **Memorandum of Agreement to offer the Two Years of Junior Level and Above Undergraduate coursework leading to the Bachelor of Science degrees in the College and the Master of Business Administration (MBA) to students from Beijing Foreign Studies University (BSFU), China.** In this program, UIC accepts transfer credit for the first two years of baccalaureate study from BSFU, as agreed upon by BSFU and the UIC CBA.

The **US/Asia Executive Development Program/College of Engineering and College of Urban Planning and Public Affairs** have **Memoranda of Agreement to offer the Final Year of Engineering or Public Administration Undergraduate coursework to Students Enrolled as Non-degree UIC Undergraduate Students, and Master of Science Degrees in the Following areas: Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Engineering and Mechanical Engineering; and the Master of Public Administration to students from Various Universities in China.** In these programs, baccalaureate students from various universities in China come to UIC to enroll in a non-degree training program, which includes the senior year engineering or public administration coursework. Subsequent to this non-degree year of study, students who meet all admission requirements matriculate into one of the Master of Science degrees in the College of Engineering or the Master of Public Administration degree in the College of Urban Planning and Public Affairs, and upon completion, are awarded the MS or MPA degree from UIC. The non-degree UIC undergraduate coursework is ordinarily accepted by the university in China, and students are awarded the baccalaureate level degree by the home university before they matriculate into the UIC graduate program. The public administration programs are described at <https://uaedp.uic.edu/programs/mpa/>, and the engineering programs are described at <https://uaedp.uic.edu/programs/moe/>.

The College of Architecture, Design, and the Arts has a Memorandum of Understanding to offer the **Master of Design in Graphic Design at Fachhochschule Nordwestschweiz Hochschule für Gestaltung und Kunst (FHNW HGK), Basel, Switzerland.** Faculty teaching in this program are full-time faculty from either one of the institutions (UIC CADA Design or FHNW HGK). The FHNW HGK faculty teaching in these programs are granted adjunct faculty status (zero percent appointments) at UIC for the duration of the agreement, following a review process at UIC for granting such status. The program is delivered entirely at FHNW HGK, Basel, Switzerland (and was approved as an additional location for UIC at the HLC meeting on May 17, 2016). The FHNW HGK courses that may be applied toward the UIC Master of Design in Graphic Design have been identified, and they have been reviewed and approved for their equivalence to UIC work by the UIC Graphic Design faculty. The equivalent FHNW HGK courses are delivered at FHNW HGK and are entered into the UIC Course Registration System as separate sections of UIC equivalents. Students register for a combination of these courses and other UIC coursework, and ultimately receive the UIC degree.

The College of Engineering has a Memorandum of Agreement with Politecnico di Milano (PM) to offer coursework toward the Master of Science in Computer Science, Master of Science in Bioengineering, and Master of Science in Bioinformatics; and a Memorandum of Agreement with Politecnico di Torino (PT) to offer up to four courses toward the Master of Science degree in the following areas: Bioengineering or Bioinformatics, Computer Science, Electrical and Computer Engineering, Chemical Engineering, Industrial Engineering, and Mechanical Engineering. Admitted students take a maximum of 16-17 credit hours for the first semester at PM or PT, and the remaining coursework for the degrees (for a total of 36 credit hours) at UIC.

For the portion of the programs taught at UIC, the faculty are UIC COE faculty, and for the portion of the programs taught at PM or PT, the faculty are from either UIC or PM/PT. The PM/PT faculty teaching in these programs are granted adjunct faculty status (zero percent appointments) at UIC COE for the duration of the agreement, following a review process at UIC for granting such status. Accepted students are registered as UIC full-time, degree-seeking graduate students and register only for UIC coursework. The UIC College of Engineering reviews PM/PT courses from their catalog that have a strong overlap (80% or more) with courses in the UIC Graduate Catalog. Proposed course equivalencies from PM/PT must be approved by the UIC Director of Graduate Studies. Approved courses are then taught at PM/PT in English, and are entered into the UIC Course Registration System as separate sections of UIC equivalents. Students register for a combination of these courses and other UIC coursework, and ultimately receive the UIC degree.

Special note: The last three international agreements (with FHNW HGK, PM, and PT) were considered contractual arrangements by the Higher Learning Commission in the past. Based on recent analysis of the characteristics of the programs in September 2015, staff at the Higher Learning Commission now think these programs are functioning as international articulation agreements.

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

Undergraduate:

The precise amount of undergraduate transfer credit applicable toward a particular degree is determined by the University college and department concerned after the student has been admitted. The University awards transfer credit via processes that conform to University policy. The Office of Transfer Articulation and Degree Audit is responsible for managing these processes for undergraduate students. Transfer course work is first reviewed for eligibility for transfer credit, using criteria outlined in the policy (institutional accreditation status and applicability) and then sent to the corresponding undergraduate colleges and academic departments for further review. Courses are then assessed to determine the most appropriate articulation: a direct course articulation, interdepartmental or general education credit, departmental elective credit, elective credit, or no credit. Once a decision is made, the articulation is entered into DARS (Degree Audit Reporting System) and the student is awarded transfer credit that appears on the student's degree audit.

In February 2016, the [Transfer Assistance Center](#) was established within the Office of the Registrar. This office provides assistance and counseling to newly admitted transfer students, including making DARS audits available to these students for review. The audit provides students with information about how eligible transfer work will apply toward their degree program and indicates which transfer courses are still in the process of being articulated. Through early communication with new transfer students, UIC provides additional transparency in the alignment of transfer credit policies with institutional practices.

Graduate:

The Graduate College transfer of credit policy is available at

<http://catalog.uic.edu/gcat/graduate-study/graduate-study/#transfercredit>. As the policy states, there are distinct limits on the number of hours and types of courses that are allowable for transfer credit at the graduate level. Under these restrictions, students may petition eligible courses to be applied toward their graduate degree at UIC.

Graduate College Process for Awarding Credit from Another Institution

1. The student completes the Graduate Petition for Transfer Credit toward an Advanced Degree form, and submits this along with the transcript from the institution where the courses were taken. If it is not evident from the transcript that the courses were not used for a previous degree, a statement from that institution must also be included stating the courses were not used for any degree.
2. The student submits all of the above to their academic program, where the student's adviser and Director of Graduate Studies review the courses on their academic merits, in relation to the requirements for the UIC degree and equivalent courses. There should also be a check (against the original transcript) on the semester hours, age of the courses, and grade.
3. After the Director of Graduate Studies reviews the petition, it is submitted to the Graduate College for final action. The Graduate College reviews the Director of Graduate Studies' decision, verifies that the courses listed on the petition are the same as what is listed on the original transcript, and also verifies credit hours, grades (only grades of B or higher are transferrable), age of the courses in relation to admission to the UIC program, and total allowed hours (limits apply).
4. Any approved courses are forwarded to the Office of the Registrar, where the aggregated information is entered into the Banner application and prints on the student's transcript.

A similar process is in place for the review of UIC courses eligible for transfer into a specific degree program from graduate non-degree status, another college at UIC (other than the Graduate College), and from a different program within the Graduate College, as long as the courses have not been used for a degree.

Graduate College Process for Awarding Credit for a Previously Approved Master's Degree

Students admitted to doctoral programs (i.e., PhD, DA, EdD) may have already earned a master's degree. In those situations, the student may be granted 32 hours (the minimum hours requirement for a master's degree at UIC) Advanced Standing credit. (For example, a student entering a PhD program that requires 96 semester hours from the baccalaureate may be granted 32 hours

Advanced Standing credit, leaving 64 semester hours.) Advanced Standing credit is not considered transfer credit, as it is simply a recognition of the student's academic work.

The Director of Graduate Studies/Admissions Committee in the admitting program reviews the previously earned master's degree to determine whether the degree is equivalent to the UIC master's in their program. If it is determined that it is equivalent, the information is provided to the Graduate College. The Graduate College verifies the institution's accreditation and that the earned degree is posted on the transcript. If approved, the 32 hours are entered into Banner by the Office of Admissions (or Office of the Registrar if done after admission).

**Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:
or attach as **Appendix F**.**

Appendix F contains the following documents:

1. Transferology Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) Degree Audit: Used to verify whether a transfer student has completed the IAI GECC for transfer to UIC (intended for advisers and students)
2. UIC Equivalencies with Moraine Valley Community College, Report from the Transferology System: Demonstrates how a transfer institution's courses articulate to UIC courses (as a direct course articulation, interdepartmental or general education credit, departmental elective credit, elective credit, or no credit). This is a summary report intended for advisers and others interested in analyzing course equivalencies from a specific transfer institution. Only pages 1-4 (of 27 pages) are included in the Appendix.
3. DARS Report for an Incoming Transfer Student: Degree Audit Reporting System (DARS) document, showing how eligible transfer work will apply toward a particular student's degree program, and indicating which transfer courses are in the process of being articulated to UIC (intended for both students and advisers)
4. E-mail from the Director of the Transfer Assistance Center Explaining the Availability and Use of the DARS Audit to Transfer Students (intended for students)
5. Graduate Petition for Transfer Credit toward an Advanced Degree: (intended for graduate students to complete in order to request the application of transfer credit toward a graduate degree)
6. Report of Transfer Institutions for Undergraduate Transfer Students, Fall 2015: Policy requires that transfer coursework must be completed at institutions accredited by a regional or national

accrediting organization recognized by the Council for Higher Education Accreditation (CHEA); foreign institutions must be recognized by the Ministry of Education in the home country.

7. Report of Number of Transfer Hours Transferred into UIC by Undergraduate Students for Fall, 2015: Campus policy typically requires a minimum of 24 hours of transfer credit for admission.
8. Report of GPAs for Undergraduate Students for Fall, 2015: Campus policy typically requires a minimum of 2.5/4.0 transfer GPA for admission.

For more information see Federal Requirement 34 CFR §602.249(e) (602.24(e)).
Related HLC Requirement: Assumed Practice A.5.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes (distance courses)

No

12. How does the institution verify the identity of students enrolled in these courses?

The identity of all students participating in distance education courses at UIC is verified with an individual, secure login and password through Blackboard Learn, the University's learning management system. Blackboard's secure login is powered by the Shibboleth system, a federated identity solution that allows UIC to make informed authorization decisions for individual access of protected online resources in a privacy-preserving manner.

Access to Blackboard requires the same UIC NetID and password that is needed to access other services, such as e-mail and the UIC wireless network. Setting up a campus identity involves strict password policies and required annual password changes.

- Password changes require both the login and current password. Recovery options (e-mail, text, or phone notifications) must be established by the user and used if either the login or current password is not known (or users must visit the Computer Center helpdesk in person to change a password). A confirmation e-mail is sent to the user's university e-mail account once the password is successfully changed in order to confirm that the password change was made by the owner of the login.
- Access to a personal user account by someone else through sharing a password is against university policy, and users have a responsibility to use their university computer account in an

efficient, ethical, and legal manner (see [Academic Computing and Communications Center Acceptable Use Policy](#)).

Additionally, UIC is working on an [Identity and Access Management](#) project, a multi-year, System-wide project aimed to create business processes and support infrastructure for the creation, maintenance, and use of digital identities to make sure that the right people have access to the right information.

Faculty can use additional verification processes in Blackboard, including the course photo roster, where a picture ID can be imported from the UIC ID system and available before the start of the semester. This feature is available to classroom and online courses. Video chat could be used to compare the picture from the id with the participating student.

Blackboard Learn uses SafeAssign to review assignment submissions for plagiarism. SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap. Student submissions are compared against different sources, including all UIC papers submitted to SafeAssign; 15 million papers from Blackboard client institutions; more than 1,100 publication titles and about 2.6 million articles from the 1990s to the present; and the broader internet.

UIC's Extended Campus is in the process of developing online instructional materials and short workshops for faculty regarding best practices in online education. Included is information regarding possible methods faculty may use to verify student identity.

In addition, selected online programs employ additional safeguards to ensure student identity. The Department of Biomedical and Health Information Sciences in the College of Applied Health Sciences recently signed a contract with ProctorU, an online proctoring service for online exams. The department has used this service for proficiency exams and started to use it in Summer 2016 for major exams taken by new students enrolling in the online BS in Health Information Management and Post-Baccalaureate Health Information Management Certificate. Test-takers register and schedule exams directly with ProctorU. During the test, a multi-step process for verification requires the test-taker to connect with a live proctor via webcam. The proctor checks and takes a picture of the student with a photo ID and reviews the test-taker's room, person, and computer screen. Finally, the test-taker is asked to answer a few public-information questions about himself/herself. The proctor monitors the student for the entire time the student takes the online exam, watching the screen, the computer, and the test-taker's eye movements.

The College of Engineering offers a distance education degree program and several campus certificate programs. Students enrolled in the distance education graduate engineering courses who cannot come to

campus take exams utilizing a proctor arranged at a public library, local college, or testing center. Students are required to show a photo ID.

In the Bachelor of Science in Nursing online program, students are required to upload their picture at the beginning of the program and later record video of themselves performing a physical assessment.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

- Yes
 No

14. What are these additional costs?

Some courses in the programs offered by the Department of Biomedical and Health Information Sciences require proctored exams using ProctorU for a nominal fee. Proctoring fees are based on the length of the exam and time scheduled. A typical exam costs \$25. A part-time student enrolled in two courses per semester can expect to spend about \$50 per semester, while a typical full-time student enrolled in five courses can expect to spend about \$125 per semester. In addition, students pay the proctoring fee if they desire to take proficiency tests. Students have the option to secure an alternative proctor if acceptable to the instructor.

Proctoring fees for students enrolled in distance education graduate engineering courses are covered by the graduate program up to \$40.00 per exam per student. Some public libraries do not charge for the proctoring service. Reimbursement by the University, as necessary, takes place after the exam. A small percentage of proctoring locations insist on payment from the student at the time of service, which then cannot be reimbursed by the program and must be covered by the student. During Spring/Summer/Fall 2015, about 9% of students utilizing a proctor paid for this service themselves.

There are no additional costs for students to use Blackboard Learn.

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Disclosure about additional ProctorU costs to students interested in enrolling in the Health Information Management programs (BS and Post-Baccalaureate Certificate) offered by the Department of Biomedical and Health Information Sciences is included on the webpage advertising these programs at <http://ahs.uic.edu/biomedical-health-information-sciences/admissions-and-programs/>.

Students also receive information about the additional ProctorU costs at orientation, along with information such as required textbooks and other materials, and in the syllabus for each course that includes a proctored exam. Disclosures are available in Appendix G.

Students in the Master of Engineering program are notified of a possible proctoring fee on their program information webpage at http://meng.uic.edu/program_info.htm (last paragraph). In addition, new students are e-mailed at the beginning of their program about how to work with the program staff to select a proctor organization.

Provide copies of the disclosures and the web address where the public can access such information as Appendix G.

16. How does the method of verification make reasonable efforts to protect student privacy?

Faculty submit instructional materials to Blackboard Learn courses via encrypted connections. Instructors have the ability to set parameters and limits as to what course information can be viewed by others. Additionally, the course instructor has the ability to connect with students via video chat in a one-on-one format using Blackboard Instant Messaging, and with a group of students at once via a Blackboard Collaborate session. Photo IDs imported from the UIC system are visible only to faculty, not students.

Students submit assignments via encrypted connections and lose access to courses after the semester. All student information is handled in accordance with the Family Educational Rights and Privacy Act (FERPA).

In the contract signed by UIC and ProctorU, UIC agrees ProctorU is an authorized agent of the University for the purpose of receiving, storing, and distributing personally identifiable information and educational records protected under FERPA. ProctorU agrees to collect and store data including an examinee's name, address, e-mail address, phone number, and institution when the examinee creates an account. This and other information, such as photos of the examinee used for verification and video recordings taken during the exam, as necessary, are maintained on a secure server, only accessible via password. ProctorU agrees to authorize UIC individuals with access as designated by UIC and not to provide access to unauthorized persons or any third party, as indicated in the contract. ProctorU also agrees to protect confidential information according to commercially accepted standards as designated in the contract. ProctorU will implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically managed confidential information.

For more information see Federal Requirement 34 CFR §602.17(g).

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

- a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

A program review was conducted by the U.S. Department of Education in 2012 to determine UIC's compliance with Title IV statutes and regulations. An Expedited Final Program Review Determination letter was issued with no significant findings. The letter dated 4/5/2013 is found in Appendix H.

- b. When was the institution's most recent Title IV program review?

The U.S. Department of Education conducted a review of the University of Illinois at Chicago (UIC) from September 11, 2012 through September 13, 2012.

- c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

Yes

No

- d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.
- e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

No such actions have occurred.

- f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

No such actions have occurred.

- g. What response and corrective actions has the institution taken in regard to these Department actions?

Does not apply.

- h. What are the consequences of these challenges for the institution's short- and long-term financial health?

Does not apply.

- i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

The Single Audit for the University of Illinois is consolidated for the three University of Illinois Campuses (Chicago, Springfield and Urbana) and found at:
<https://www.obfs.uillinois.edu/grants/a-133-audit-reports/>.

In the opinion of CliftonLarsonAllen LLP, the University complied, in all material respects, with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Uniform Guidance that could have a direct and material effect on each of the University's major federal programs.

The results of the 2016 auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and which are described in the schedule of findings and questioned costs. The auditor's opinion on each major federal program was not modified with respect to these matters. The University is in the process of implementing corrective action plans for the following FY 2016 findings, synopsised below and detailed in <https://www.obfs.uillinois.edu/common/pages/DisplayFile.aspx?itemId=688009> and in Appendix I:

Finding 2016-005 – Inadequate Procedures for Closing out Federal Projects

Finding 2016-008 – Failure to Communicate Required Information to Subrecipients or Obtain Required Information from Subrecipient

Finding 2016-009 – Untimely Submission of Financial Reports

Finding 2016-010 – Errors in Reporting for National Student Loan Data Systems (NSLDS)

Finding 2016-012 – Inadequate Return of Title IV Fund Calculation

Finding 2016-013 – Incomplete Documentation in Client Eligibility Files

Note that the findings listed above are those specifically related to UIC.

j. In which of the following Title IV federal financial aid programs does the institution participate?
Select all that apply:

- Pell Grant
- Federal Family Education Loan
- Federal Direct Stafford Loan
- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I**.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

- a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?

Composite Financial Index

The Composite Financial Index for the last three years is as follows:

FY 14: 4.14

FY 15: 3.37

FY 16: 1.76 (to be reported in this year's HLC update)

The Composite Financial Index and related financial data from the System's audited financial statements, as reported to the Higher Learning Commission for the past three fiscal years and FY 2016 pending reporting with this year's update, is included in Appendix J. A solid financial position is indicated by these ratios. The CFI decline in FY16 is due to a loss of 73% of the System's state appropriation due to the state budget impasse.

State of Illinois University of Illinois Compliance Examination

A single audit is conducted annually, in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, which standardizes compliance and audit requirements for government entities, non-profit organizations and institutions of higher education. As stated above in item 17i, in the auditor's opinion, the System complied in all material respects with the audit requirements. Copies of the audit are submitted annually to the Federal Audit Clearinghouse and the eZ-Audit website, as required by the Single Audit Act.

- b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?

There have been no fines, penalties, letters of credit or other requirements imposed by the Department.

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

- c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

No concerns were raised.

Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

Institutions and teams should use the three-year default rate to complete this section.

- a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: 4.2 (FY 2011)

Year 2: 3.2 (FY 2012)

Year 3: 2.8 (FY 2013)

Year 4: 2.7 (FY 2014 draft default rate provided by the Department of Education)

- b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

Does not apply.

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

There is no correspondence with the Department related to default rates to include in Appendix K.

- c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

Yes

No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

Does not apply.

The webpage that describes alternative loans and the fact that UIC does not have a preferred lender list is at <http://financialaid.uic.edu/altloans.shtml>

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

Campus Crime Information – Office of the Vice Chancellor for Administrative Services

Athletic Participation – UIC Athletics Department within the Office of the Chancellor [Equity in Athletics Data Analysis information is provided by the U.S. Department of Education from data submitted by the UIC Athletics Department annually.]

Financial Aid – Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs [In addition, the *College of Medicine Office of Financial Aid* serves students in the Doctor of Medicine program at all sites. This office works closely with the Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs to ensure accuracy of all disclosed information.]

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?
- Yes
- No
- c. Does the institution have any findings from the Department regarding these disclosures?
- Yes
- No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

There are no findings to explain.

- d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

Graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data – Office of Institutional Research (OIR) within the Office of the Associate Chancellor for Budget and Resource Planning

Information about the process for withdrawing as a student – Office of the Registrar within the Office of the Vice Provost for Academic and Enrollment Services

Cost of attendance – Tuition is approved by the University of Illinois Board of Trustees, and published on the web by the Office of the Registrar within the Office of the Vice Provost for Academic and Enrollment Services annually. The Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs publishes additional information about student costs.

Policies on refund and return of Title IV financial aid – Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs

[In addition, the *College of Medicine Office of Financial Aid* serves students in the Doctor of Medicine program at all sites. This office works closely with the Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs to ensure accuracy of all disclosed information.]

Current undergraduate academic programs and graduate/professional academic programs; and undergraduate faculty, graduate faculty, dentistry faculty, medicine faculty) – Office of the Registrar within the Office of the Vice Provost for Academic and Enrollment Services is responsible for publishing approved academic program and faculty information in the catalogs. The Office of Programs and

Academic Assessment within the Office of the Vice Provost for Planning and Programs is responsible for transmitting approved academic program information to the Office of the Registrar.

[Note that the Colleges of Medicine and Dentistry are responsible for disclosing their own faculty lists for the professional programs in their colleges.]

Names of applicable undergraduate accrediting/approving agencies and graduate/professional accrediting/approving agencies – Office of the Registrar within the Office of the Vice Provost for Academic and Enrollment Services publishes accrediting/approval agency information in the catalogs. The Office of Programs and Academic Assessment within the Office of the Vice Provost for Planning and Programs is responsible for transmitting this information to the Office of the Registrar.

Description of facilities for disabled students – Disability Resource Center within the Office of Diversity

Policy on enrollment in study abroad –The Office of Financial Aid within the Office of the Vice Chancellor for Student Affairs is responsible for disclosing procedures related to financial aid awards used for study abroad. The Study Abroad Office publishes a statement that financial aid may be applied toward study abroad on their webpage.

Athletic participation rates and financial support data - UIC Athletic Department within the Office of the Chancellor [Equity in Athletics Data Analysis information is provided by the U.S. Department of Education from data submitted by the UIC Department of Athletics annually].

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

- d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.

There are no findings to explain.

- e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

a. Are these policies readily available to students?

Yes

No

b. Do they satisfy state or federal requirements?

Yes

No

c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.

There are no findings to explain.

d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.

e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

Yes

No

In Banner, UIC's student information system, a faculty member cannot enter an F or U (Unsatisfactory) grade without a "last date of attendance," so the Financial Aid Office can determine if a monetary calculation is relevant for the possible return of funds. Appendix O contains an e-mail note sent to the faculty each term from the Office of the Registrar explaining this requirement.

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

UIC does not currently have any contractual relationships.

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

UIC does not currently have any consortial relationships.

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R**.

26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.

The [Consumer Information](#) website, which includes most of the information below, can be accessed at the bottom of the [UIC homepage](#), (www.uic.edu), as the last item under the section "Resources." To access Consumer Information, click on "Student Information Disclosures."

More specifically, disclosure information for each of the required disclosures is available from the following UIC websites:

Catalogs:

Published every two years, the undergraduate and graduate catalogs function as fundamental planning tools by providing academic calendar, degree requirement, and academic policy information. The catalogs are available online and contain updates to degree programs which are approved between publication dates.

The 2015-2017 Undergraduate Catalog is at <http://catalog.uic.edu/ucat/>.

The 2016-2018 Graduate Catalog is at <http://catalog.uic.edu/gcat/>.

Course Descriptions are included in each catalog. All course descriptions are included at the website <http://catalog.uic.edu/all-course-descriptions/> and updated each term.

Student Handbooks:

Published by the Dean of Students (DOS), the campus Student Handbook is available online at <http://dos.uic.edu/handbook.shtml>. The DOS has recently revamped this document to create a more comprehensive, useful, and easy-to-use resource for students. The revised handbook briefly explains and describes UIC policy and resources, and directs students to websites for more information. The revised handbook contains the following sections:

- Official Campus Policies, including but not limited to the Policy on Academic Integrity, the Policy on Non-Discrimination, the Student Sexual Misconduct Policy Statement, and the many resources available from the DOS to support students and resolve student concerns, including Student Ombuds Services
- Tutoring and Academic Services
- Support Programs
- Centers for Cultural Understanding and Social Change
- Staying Safe
- Financial Matters
- Student Life
- Student Services

- Student Organizations
- Student Health and Wellness

A committee consisting of members from Student Affairs and Academic Affairs has been convened to manage the Student Handbook to ensure that annual updates reflect current policy and student information, and to ensure that it continues to be relevant and is well publicized to students.

In addition, various colleges and departments publish student handbooks specifically for their students. A few examples follow:

The Department of Theatre Student Handbook is at <http://theatreandmusic.uic.edu/sites/default/files/TheatreHandbook2016-17Oct11Update.pdf>

Handbooks in the College of Applied Health Sciences are at <http://ahs.uic.edu/inside-ahs/student-resources/>.

Handbooks in the School of Public Health are at <http://publichealth.uic.edu/academics/sph-student-handbooks>

The Master of Urban Planning and Policy Handbook is at http://upp.uic.edu/current_students/current_students.html.

Academic Calendars:

The UIC Senate approves the academic calendar.

The UIC Academic Calendar is available from the online Undergraduate Catalog at <http://catalog.uic.edu/ucat/academic-calendar/>. This calendar is also accessible from the UIC homepage at the bottom under "Resources".

The UIC Academic Calendar (with Graduate College deadlines) is at <http://catalog.uic.edu/gcat/academic-calendar/>, and is also online at the Graduate College website on Academics and Programs.

The College of Medicine (at Chicago, Peoria, Rockford, and Urbana) and Dentistry have slightly different calendars to meet the needs of these programs.

The [Doctor of Dental Medicine \(DMD\) calendar](#) is at <https://dentistry.uic.edu/sites/default/files/IMCE/academics-training/UIC-College-of-Dentistry-DMD-Academic-Calendar-2015-2017.pdf> and can be accessed from the [Dentistry Student Life webpage](#). The calendar is under "Curriculum Resources."

The [Doctor of Medicine \(MD\) academic calendar for Chicago](#) is at <http://chicago.medicine.uic.edu/cms/One.aspx?portalId=506244&pageId=32513718> and can be accessed from the Chicago [Scheduling and Calendars webpage](#). The calendar is under "Calendars and Lottery Information."

The [Doctor of Medicine \(MD\) academic calendar for Peoria](#) is at http://peoria.medicine.uic.edu/UserFiles/Servers/Server_442934/Image/Peoria/Departments%20and%20Pr ograms/Academic%20Affairs/DES/Ac%20Calendar%20Peoria%20Ac%20Year%202016%202017.pdf and can be accessed from the Peoria COM [Academic and Student Affairs webpage](#).

The [Doctor of Medicine \(MD\) academic calendar for Rockford](#) is at http://rockford.medicine.uic.edu/UserFiles/Servers/Server_442934/File/Ac%20Calendar%20Rockford%20Ac%20Year%202016%202017.pdf and can be accessed from the [Rockford COM Registrar's website](#).

The [Doctor of Medicine \(MD\) academic calendar for Urbana-Champaign](#) is at https://www.med.illinois.edu/depts_programs/academic_affairs/calendar/Ac%20Calendar%20Urbana%20Ac%20Year%202016%202017.pdf and can be accessed from the [Urbana COM Academic Affairs webpage](#).

Grading:

The grading system is approved by the UIC Senate. It can be found on the Office of the Registrar's website and is included in the graduate and undergraduate catalogs. The College of Medicine uses a different grading system than the one used for undergraduate and graduate students and is also on the Registrar's website.

Information about [UIC's grading system](#) is at https://registrar.uic.edu/student_records/grading_system.html and can be found on the Registrar's website under the [Student Records section](#).

The [grading and grade point system](http://catalog.uic.edu/ucats/degree-programs/academic-standing/#gradinggrade-pointsys) is also included in the Undergraduate Catalog at <http://catalog.uic.edu/ucats/degree-programs/academic-standing/#gradinggrade-pointsys>, along with an explanation of how to calculate the Grade Point Average (GPA).

Finally, the [Graduate Catalog includes a description of the grading system](http://catalog.uic.edu/gcat/graduate-study/graduate-study/#Grades) at <http://catalog.uic.edu/gcat/graduate-study/graduate-study/#Grades>.

Admissions:

[Admissions and Aid information](http://www.uic.edu/admissions-aid) is available from a link on the [UIC website](http://www.uic.edu); at <http://www.uic.edu/admissions-aid>; and includes admission requirements for undergraduate, graduate, and professional students.

In addition, the [Admissions website: Aspire and Achieve](https://admissions.uic.edu/) includes comprehensive information for undergraduate, graduate, and professional students at <https://admissions.uic.edu/>.

Finally, the Undergraduate Catalog includes admission information at <http://catalog.uic.edu/ucats/admissions-registration-finances/admissions/>, and the Graduate Catalog includes admission information at <http://catalog.uic.edu/gcat/graduate-study/graduate-study/#Admissions>.

Academic Program Requirements:

Undergraduate and graduate program degree requirements require approval through campus governance, as explained in #27 below. Only upon final approval are new or revised requirements advertised in the UIC catalogs.

Program requirements are listed in the [Undergraduate Catalog](http://catalog.uic.edu/ucats/degree-programs/degree-minors/) at <http://catalog.uic.edu/ucats/degree-programs/degree-minors/>, and in the [Graduate Catalog](http://catalog.uic.edu/gcat/degree-programs/) at <http://catalog.uic.edu/gcat/degree-programs/>.

Program information is also available from the [Programs of Study](http://www.uic.edu/academics/programs-of-study) link at <http://www.uic.edu/academics/programs-of-study>, which can be accessed from the Academics link on the [UIC homepage](http://www.uic.edu). Separate links list academic program requirements for the [undergraduate degree program and minor list](http://catalog.uic.edu/ucats/degree-programs/degree-minors/) (<http://catalog.uic.edu/ucats/degree-programs/degree-minors/>) and [graduate and](http://catalog.uic.edu/gcat/graduate-study/graduate-study/#Admissions)

[professional degree programs \(http://catalog.uic.edu/gcat/degree-programs/grad-prof-degree-programs/\)](http://catalog.uic.edu/gcat/degree-programs/grad-prof-degree-programs/). To ensure accuracy, *Programs of Study* links map to the official catalog information.

The [Graduate Catalog](#) contains limited information about professional programs that are administered by the home college, not the Graduate College. Additional information on professional programs is on the colleges' webpages. This includes academic program requirements for the following:

- [Master of Business Administration \(MBA\)](http://business.uic.edu/liautaud-programs/liautaud-mba-programs) at <http://business.uic.edu/liautaud-programs/liautaud-mba-programs>
- [Doctor of Dental Medicine \(DMD\)](https://dentistry.uic.edu/programs/doctor-dental-medicine-dmd) at <https://dentistry.uic.edu/programs/doctor-dental-medicine-dmd>
- [Dentistry Certificate Programs for Advanced Specialties](https://dentistry.uic.edu/programs/advanced-specialty-programs) are at <https://dentistry.uic.edu/programs/advanced-specialty-programs>
- [Master of Engineering \(MEngr\)](http://meng.uic.edu/program_info.htm) at http://meng.uic.edu/program_info.htm
- Doctor of Medicine (MD, at all four sites) at <http://medicine.uic.edu/cms/One.aspx?portalId=443021&pageId=30407009>
- [Doctor of Nursing Practice \(DNP\)](http://www.nursing.uic.edu/academics-admissions/doctor-nursing-practice#program-overview) at <http://www.nursing.uic.edu/academics-admissions/doctor-nursing-practice#program-overview>
- [Doctor of Occupational Therapy \(OTD\)](http://ahs.uic.edu/occupational-therapy/admissions-and-programs/doctor-of-occupational-therapy/what-to-expect/) at <http://ahs.uic.edu/occupational-therapy/admissions-and-programs/doctor-of-occupational-therapy/what-to-expect/>
- [Doctor of Physical Therapy \(DPT\)](http://ahs.uic.edu/physical-therapy/admissions-and-programs/doctor-of-physical-therapy/what-to-expect/) at <http://ahs.uic.edu/physical-therapy/admissions-and-programs/doctor-of-physical-therapy/what-to-expect/>
- [Master of Public Health and Doctor of Public Health](http://publichealth.uic.edu/academics/sph-student-handbooks) at <http://publichealth.uic.edu/academics/sph-student-handbooks>
- [Master of Social Work \(MSW\)](https://socialwork.uic.edu/academics/msw-program-overview/master-of-social-work-plan-of-study/) at <https://socialwork.uic.edu/academics/msw-program-overview/master-of-social-work-plan-of-study/>

Although the [Doctor of Pharmacy](#) is considered a professional program, degree requirements are listed in the Undergraduate Catalog at <http://catalog.uic.edu/ucat/colleges-depts/pharmacy/pharmd/>.

Tuition and Fees:

Tuition and fees are approved by the University of Illinois Board of Trustees annually. A comprehensive table of [tuition and fees](#) is published annually by the UIC Registrar at <https://registrar.uic.edu/tuition/>.

Costs are listed on the UIC Admissions page [Paying for College](http://www.uic.edu/admissions-aid/paying-for-college) at <http://www.uic.edu/admissions-aid/paying-for-college>) and on the [Admissions and Aid](#) website, which is linked from the [UIC homepage](#). The undergraduate tuition and fees link on the Paying for College page is interactive.

The Office of Financial Aid has a webpage that helps students [estimate costs](#) at <http://financialaid.uic.edu/costestimates.shtml>.

Finally, tuition and fees are listed in the [Undergraduate Catalog](#) at <http://catalog.uic.edu/ucat/admissions-registration-finances/student-tuition-fees/#a>.

Refund Policies:

UIC's [Policy on refunds](#) is at http://registrar.uic.edu/campus_policies/refund_policy.html. [Refund schedules](#) are listed at https://registrar.uic.edu/financial_matters/refund_schedule.php.

The Registrar publishes the [Withdrawal Policy](#) at http://registrar.uic.edu/financial_matters/withdrawal.html, and [withdrawal procedures](#) are at https://registrar.uic.edu/registration/policies_procedures.html#withdrawal.

[The Office of Financial Aid – Disbursement](#) website at <http://financialaid.uic.edu/disbursement.shtml> addresses refunds of financial aid awards in general. [The Office of Financial Aid – Withdrawal](#) website at <http://financialaid.uic.edu/withdrawal.shtml> includes information about how unofficial withdrawal and a reduction of hours affects a student's financial aid package.

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

UIC has extensive approval procedures and processes in place to ensure that information advertised to students is timely and accurate.

The University has a rigorous [program approval process](#) in place which is based on [IBHE statutory authority](#), the [University of Illinois Statutes](#), and the [Bylaws of the UIC Senate](#). UIC guidelines for program approval are included in the [Levels of Governance](#), which describes the governing bodies that need to be

involved in proposals for various types of academic items, and whether review only or approval is required.

Specifically, the [Senate Bylaws](#) describe the structure of the Senate and the various committees that focus on specific areas to make recommendations to the Senate. The Senate Committee on Educational Policy (SCEP) acts on requirements for the awarding of degrees and certificates; grading; and also plays a role in monitoring admission requirements (p.13). The specific duties of SCEP are listed in the [SCEP Guidelines for Adding, Eliminating, Suspending, Revising, and Reorganizing Programs and Units](#). The Student Recruitment, Admissions, and Retention Committee reviews and makes recommendations regarding admission requirements (p. 14 of the [Senate Bylaws](#)). Finally, the Committee on Support Services develops and presents the academic calendar for Senate review and approval (p. 18 of the [Senate Bylaws](#)). The campus has an [approval process](#) for new and revised course proposals as well.

The [University of Illinois Board of Trustees](#) has the statutory authority to set tuition and fee rates for all students in the System, ([University of Illinois Statutes](#), Article I, Section 1).

UIC uses the Courseleaf Academic Catalog Management Software to manage the compilation of the undergraduate and graduate catalogs, as well as course descriptions. Staff in academic units and colleges review and update programmatic and other catalog information periodically. The Office of the Registrar only publishes information that is approved through UIC governance, as appropriate. Office of the Registrar works with the Office of Programs and Academic Assessment (OPAA), which manages the approval processes for courses and academic programs. Courses and academic program changes are assigned effective terms upon approval. For course descriptions, this is ordinarily the term of the next published *Schedule of Classes* for which students may register. Course descriptions are updated before each term of registration and uploaded to the website <http://catalog.uic.edu/all-course-descriptions/> for student reference.

The effective term for program revisions and new programs allows reasonable time to implement the change. To ease transitions, both for students and university systems, Fall-term implementation is assigned whenever possible. Changes to the program requirements since the last published catalog are summarized for students on the catalog websites ([undergraduate program updates and changes](#) are at <http://catalog.uic.edu/ucat/degree-programs/program-updates/> and [graduate program updates and changes](#) are at <http://catalog.uic.edu/gcat/degree-programs/program-updates/>). In addition, program changes are often communicated directly to students by individual college or program staff. For example, in the College of Liberal Arts and Sciences, curricular changes or new programs are communicated to

current students via e-mail by the students' advisers. The College of Pharmacy (COP) maintains specific webpages for current students on <https://pharmacy.uic.edu/>, and staff have the ability to edit them in real time to provide accurate and timely information to current students. Furthermore, COP also maintains class listservs and has the ability to e-mail its entire student body or to segment the message by class or location (i.e., Rockford or Chicago).

Staff in the Office of the Vice Provost for Academic and Enrollment Services are responsible for maintaining Admissions information on the UIC website and communicate regularly both with the academic units and OPAA. The Admissions Office adheres to the "Statement of Principles of Good Practice" established by the National Association of College Admission Counseling (NACAC). As part of those principles, members agree to accurately represent and promote their schools, institutions, or services by providing precise information about their academic majors and degree programs, describing in detail any special programs, including overseas study, credit by examination, or advanced placement.

Tuition and fees are published annually by the Registrar and only when approved by the University of Illinois Board of Trustees. Grading policies listed on the Registrar's website are changed only when approved by UIC governance. The Student Handbook is managed by the Office of the Dean of Students and updated regularly. As mentioned above, the Student Handbook has recently been revamped to cover the wide range of policies and resources available at UIC in a guide that is easy to read and more useful to students.

Upon the recommendation of UIC's Committee on Policy, the Chancellor recently approved a policy requiring any unit responsible for producing or distributing information to current or prospective students on UIC's programs, fees, locations, and policies to have a written set of procedures that explain how the unit ensures accuracy, timeliness, and appropriateness. Because units manage their own websites and may distribute information to students and the public directly, the policy will help ensure that information is correct and current.

Appendix S contains the following documents:

Illinois Statutes ([referenced section only](#))

[University of Illinois Statutes](#)

[Senate bylaws](#)

[Levels of Governance](#)

[SCEP Guidelines for Adding, Eliminating, Suspending, Revising, and Reorganizing Programs and Units](#)
[UIC Course Approval Process](#)
[Policy on Ensuring the Accuracy of Public Information for Current and Prospective Students](#)
[Statement of Principles of Good Practice, Office of Admissions Webpage](#)

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

Yes

No

UIC has not been placed on academic sanction, nor has its programmatic accreditation been withdrawn.

The University of Illinois at Chicago conducted its first comprehensive institutional advertising campaign in 2015.

Several sample ads from the 2015 campaign are included in the Appendix. The ads point to the webpage <http://discover.uic.edu>, which provides a form for students to request more information about UIC's undergraduate program, encouraging [them to learn more by downloading](#) the [UIC Undergraduate Viewbook](#), or the [College Comparison Guide](#) (which is a part of the UIC *Viewbook* on page 31). Ads have aired on WBEZ, a Chicago public radio station, and appeared on CTA buses and billboards along local highways. Ads have also run in the Chronicle of Higher Education and been displayed at O'Hare Airport—placements designed to reach prospective faculty and the media. Digital ads on social media channels Pandora, Facebook, and SparkNotes target high school students.

The [UIC Undergraduate Viewbook](#) (in the Appendix) is a recruiting piece that includes information about Student Life, Campus Housing, Athletics, and the Chicago area, as well as academic programs and opportunities. Also in the Appendix are first-year and transfer student companion pieces to the *UIC Viewbook*, which outline the admissions requirements, academic programs, and financial information for

both populations. These are distributed directly to students at high school and community college visits. The *UIC Viewbook* is distributed on a more limited basis, primarily for on-campus events or as requested by students. All of these materials are produced by the Office of Recruitment and Outreach, within the Office of the Vice Provost for Academic and Enrollment Services. The Office of Recruitment and Outreach makes announcements and provides updates on social media and produces many more materials, such as mass e-mails, open house notices, admission and financial aid deadline reminders, and special program brochures. For example, see the following YouTube videos:

UIC Overview - <https://www.youtube.com/watch?v=JQlahSJEMUw> and

UIC Bound Students Reach Higher - <https://www.youtube.com/watch?v=gAAbVmvA724>

Printed marketing materials from the Office of Recruitment and Outreach are available upon request.

Other units also produce advertising and recruiting materials. For example:

- The College of Business Administration engages in external media advertising with Google, Crain's Chicago Business, Pandora, Intersection, Facebook, Centro Programmatic Advertising, and LinkedIn. College Viewbooks are given to students who request them via the website or visit campus; or at high schools and community colleges where recruiters visit students or guidance counselors. Sample ads and the college's Viewbook are included in Appendix T.
- The College of Liberal Arts and Sciences recently produced five recruitment brochures to highlight LAS academic programs, including a college brochure, and brochures for academic areas covering the sciences, humanities, and social sciences; and one focused on pre-health educational opportunities. Sample brochures are in the Appendix. The college uses the recruitment brochures at prospective and admitted student events and high school visits and distributes the brochures at the UIC Visitor's Center. The college annually mails 20,000 brochures to prospective students in Illinois to increase awareness of the college and UIC.
- Finally, the College of Pharmacy has a robust social media initiative (Facebook, Twitter, LinkedIn, Instagram) and the college uses these mediums to supplement e-newsletters and printed materials. Using Hootsuite (a platform for managing social media), the college can review content and posts prior to making them public.

Appendix T includes a wide variety of recruiting material examples from the colleges of Applied Health Sciences; Architecture, Design and the Arts; Dentistry; Education; Engineering; Medicine; Public Health; and Urban Planning and Public Affairs.

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each.

Advertising and recruiting information is posted on UIC's website by campus offices, the colleges, and other units.

Advertised on the [UIC Admissions-Aid website \(http://www.uic.edu/admissions-aid\)](http://www.uic.edu/admissions-aid) is UIC's ranking of [#17 among the nation's 1,500 four-year schools](#) in a measurement called the "comparative-value grade" in Money Magazine's 2016-2017 College Planner. The ranking is based on comparative-value grades for graduation rates, earnings, and student loan repayment, eliminating schools with any negative grades or a graduation rate below 50%. [Money Magazine](#) compiled a list of the 64 top "comparative-value grade" schools that can help students do far better than would be expected based on their academic and economic backgrounds.

[Explore UIC \(http://admissions.uic.edu/explore-uic\)](http://admissions.uic.edu/explore-uic) is an Admissions webpage devoted to information about academic programs, housing, student activities and sports, volunteer activities, and the UIC urban environment for parents, prospective students, and the public.

For both prospective and current students, the [Undergraduate Catalog \(http://catalog.uic.edu/ucats/\)](http://catalog.uic.edu/ucats/) and [Graduate Catalog \(http://catalog.uic.edu/gcat/\)](http://catalog.uic.edu/gcat/) are the source documents for detailed information about programs, locations, and policies.

Listed below are a few examples of recruiting websites from colleges and other units across campus:

- The MEd in Measurement, Evaluation, Statistics, and Assessment (MESA) is the College of Education's only fully online program. UIC Extended Campus, in conjunction with the College of Education, develops and maintains the program's publications, recruiting and advertising materials, which are on the [MEd in Measurement, Evaluation, and Statistics program information page](https://mesaonline.ec.uic.edu/) at <https://mesaonline.ec.uic.edu/>.
- The College of Liberal Arts and Sciences has developed a [Prospective Undergraduate Student website](http://las.uic.edu/prospective) at <http://las.uic.edu/prospective>, with information about LAS admissions, areas of study, undergraduate research, internships, and other unique academic opportunities.

- The College of Nursing (CON) advertises [Memorable UIC CON Facts](https://www.nursing.uic.edu/about-us/about-us#memorable-uic-con-facts) (see <https://www.nursing.uic.edu/about-us/about-us#memorable-uic-con-facts>), including rankings in [U.S. News & World Report](#) for many nursing programs.
- The [College of Pharmacy homepage](https://pharmacy.uic.edu/) advertises the college and its programs at <https://pharmacy.uic.edu/>.

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U**.

The [UIC Office of Marketing and Brand Management](#) within the Office of Public and Government Affairs provides guidance to help ensure that each unit's marketing and communication initiatives are aligned with the University's brand and identity, including UIC-specific terminology and facts.

As previously noted, the major campus undergraduate recruiting documents provided in Appendix T ([UIC Viewbook](#) and the first year and transfer companion pieces) are developed by the Office of Recruitment and Outreach, a unit that reports to the Vice Provost for Academic and Enrollment Services. The recruiting pieces are updated annually and are used in recruiting activities and college fairs.

During the last academic year, the Office of Recruitment and Outreach and the Office of Public and Government Affairs hired a shared graphic designer in order to support campus undergraduate recruitment efforts. Marketing and Brand Management has supported efforts with marketing campaigns and modified the [UIC homepage](#) to drive prospective students to the admissions web ecosystem, by adding prominently placed buttons for prospective students to visit campus, request information and "apply now." The homepage was also designed with prospective students as the primary audience, rather than as a secondary or tertiary audience. The University's homepage highlights information, programs of study, and core values of the University that are important to prospective students.

Across campus, the procedures used to maintain advertising and recruiting materials are typically established by each unit. For example:

- In the College of Business Administration, all advertising is done in coordination with the UIC Office of Marketing and Brand Management. All recruitment efforts are coordinated with the UIC Office of Admissions.

- In the College of Education (COE), all recruiting materials are produced by the Assistant Director of Marketing and Media. Requests for recruiting or advertising materials usually originate from the Director of Recruitment. The Director of Recruitment and staff in the COE Office of Student Services review all documents for accuracy. Each summer, updates are made to recruiting materials to ensure accuracy for the next recruiting cycle.
- In the College of Liberal Arts and Sciences, materials for prospective and current students are typically reviewed and updated annually to ensure accurate and up-to-date information is provided. To that end, the college's data analyst provides updated relevant student data (enrollments, race/ethnic breakdown, faculty student ratios, etc.) that are shared with the various audiences. Additionally, materials and the website are updated to reflect any changes in academic programs.
- The College of Pharmacy Office of Student Affairs works closely with the College of Pharmacy Office of Advancement and Alumni Affairs and, specifically, with the Assistant Director of Communications to ensure that accurate, timely, and appropriate information is disseminated to current and prospective students. This is facilitated, in part, through bimonthly marketing meetings. During these meetings, current publications are reviewed for accuracy and appropriateness and modified as necessary.

In addition, the Office of Student Affairs sends out monthly e-newsletters to prospective students with updated information to ensure this audience is receiving accurate and timely information regarding the admissions process. If there is a change in admissions requirements (i.e., the prerequisite coursework has changed), the Office of Student Affairs immediately e-mails the prospective students and advisers via Constant Contact (an e-mail marketing system used to send a monthly newsletter to the college's prospective students). The content is updated on the college's website as well.

The new [Policy to Ensure Accuracy of Public Information for Current and Prospective Students](#), referred to in #27 above, also applies to advertising and recruiting materials. The policy requires that any unit responsible for producing or distributing information to current or prospective students on UIC's programs, fees, locations, and policies have a written set of procedures to explain how the unit ensures the content's accuracy, timeliness, and appropriateness. The new policy will ensure accountability for ads and recruiting information across the University.

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

Reference to UIC's accreditation status with the Commission is included on the [About UIC](http://www.uic.edu/about) webpage, (<http://www.uic.edu/about>) under the section "Key Facts."

In addition, HLC accreditation status is available in the Undergraduate Catalog at <http://catalog.uic.edu/ucat/the-university/uic-welcome/#accreditation> and the Graduate Catalog at <http://catalog.uic.edu/gcat/the-university/uic-welcome/>.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

UIC is committed to student success and gathers the following information about student outcomes for program review and institutional improvement:

- The Office of Institutional Research provides *retention rates, graduation rates, and grade distribution and course-completion data*.
- The Graduate College generates a *time-to-degree/attrition report* and gathers *aggregate job-placement data* for doctoral programs and is developing methods to expand this in the near future.
- The Office of Career Services has initiated the First Destination Survey to gather *employment and acceptance-to-further-study data*. Data collected includes employment status, type of employment, and graduate/professional school status.
- The Council on Teacher Education gathers and reports pre-service teacher *license assessment pass rates* for each of the licensure programs.

- The Office of Program and Academic Assessment gathers and reports *licensure-exam pass rates, general education outcome-assessment results, and degree-program learning outcome-assessment results.*

Individual colleges also gather and review student outcome data. Examples include:

- All colleges gather and review PhD students' *academic progress*, a process mandated by the Graduate College. For example, the College of Education conducts an annual formative assessment of all doctoral students. All students submit documentation of their year's activities and progress. This assessment is then reviewed by a faculty committee. Students receive immediate feedback, and the data gathered from the assessment is used to inform program improvement. For instance, last year's data revealed that too few students had access to teaching assistantships. As a result, a teacher apprenticeship program was created to support students.
- The College of Liberal Arts and Sciences generates its own reports on *retention rates, faculty early alerts, midterm grades, final grades, academic standing, total degree progress, graduation rates, recipients of scholarships, honors, awards, fellowships, notable professional activities or placements, and matriculation into professional schools.*
- Colleges that offer programs with specialized accreditations also gather and review outcome data such as *retention rates, graduation rates, licensure-exam pass rates, and employment rates* through self-study and reaccreditation reviews. For example, the colleges of Medicine, Dentistry, and Nursing collect *U.S. Medical Exam Step-2, National Dental Board Exam, Part II, and National Council Licensure Examination for Registered Nurses pass rates*, respectively, and send them to the Illinois Board of Higher Education through the Performance Report annually. Some UIC colleges have also published student outcome data at the respective programs' websites. For example:
 - The College of Applied Health Sciences publishes *graduation, licensure-exam pass, and employment rates* for its CAPTE (Commission on Accreditation in Physical Therapy Education) accredited Doctor of Physical Therapy.
 - The College of Business Administration posts *CPA pass rates* for its AACSB (Association to Advance Collegiate Schools of Business) accredited BS and MS in Accounting.
 - The College of Pharmacy publishes *graduation, licensure-pass rates, residency appointments, job-placement rates, and further-study rates* for its Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy.
 - The College of Urban Planning and Public Affairs publishes *retention, graduation, and certification pass rates* for its Planning Accrediting Board (PAB) accredited Master of Urban Planning and Policy.

- The Jane Adams College of Social Work publishes *assessment data of students' mastery of the competencies* which comprise the accreditation standards of the Council on Social Work Education (CSWE) for its Master of Social Work.

33. List the types of student outcome data available to the institution or attach as Appendix V.

As described above, the types of student outcome data available to the institution include:

- retention rates
- graduation rates
- grade distribution and course completion
- academic progress
- time to degree/attrition
- job placements
- residency appointments
- employment rates
- acceptance to further study
- licensure exam pass rates
- learning outcome assessment results
- student awards
- student publications

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

UIC does not simply gather the above listed student outcome data, but has utilized the data to inform its planning and decisions for institutional improvement and student success.

In 2012, UIC launched an [Undergraduate Student Success Initiative](#) as a result of review of *retention* and *graduation rates* at peer institutions and at UIC. The purpose of the initiative is to increase retention and graduation rates for all undergraduates with full parity among all ethnic/racial and gender groups. The initiative has entered its fourth year. Since August 2014, 20 projects have been initiated, of which 12 have been completed. Examples of completed projects include the first-year seminar project (designed to enhance and strengthen first-year seminars) and the pilot test of the co-requisite writing model (designed to provide a supplemental writing workshop as a co-requisite to the regular writing course for first-year students who ordinarily would enroll in a preparatory writing course in the first term. This gives these students the opportunity to earn three hours of graduation credit for the first half of the University Writing Requirement in their first term of enrollment at UIC). With 91% of the students succeeding in earning

credit in the pilot test of the co-requisite writing model, the English department decided to expand the number of co-requisite workshops in order to serve more students. Students' *grades and course completion data* and *retention and graduation rates* have been closely monitored during the implementation of the initiative to inform planning and decisions for adjustment.

All UIC degree programs undergo an academic program review process on an eight-year cycle coordinated by the Office of Programs and Academic Assessment on behalf of the Provost. Student outcome data such as *retention, degree awards, time to degree/attrition, job placements, acceptance to further study, licensure-exam pass rates, and students' publications and awards* are part of the data elements used by departments for self-study. These data are also built into a rubric for the internal faculty review committee (a subcommittee of the Educational Policy Committee of the Faculty Senate) to evaluate whether a program meets the norms, needs improvement, or needs major changes. External reviewers also use the data to judge the quality of programs and students and make recommendations for program improvement.

Based on the academic program review schedule, the Graduate College hosts a face-to-face meeting with department heads and directors of graduate studies to discuss outcome data including *application, matriculation, diversity, degree awards, time to degree/attrition, and student funding* for doctoral programs under review. The Graduate College's dean, associate deans, and staff provide explanations of the data to heads and directors and share resources available to support graduate programs. Programs are encouraged to explain anomalies and inform the Graduate College about specific issues and trends in their disciplines.

Directors of undergraduate studies and directors of graduate studies are involved in reporting *assessment of student program learning outcomes* annually. Randomly selected general education instructors are required to report *assessment of student achievement of general education outcomes* every semester. This process allows the program director to analyze the student learning results and identify and implement strategies to improve teaching and learning.

The directors of graduate studies conduct an annual review of PhD students' academic progress and performance. A typical review ensures an annual assessment of *student performance in required coursework and qualifying exams*, an assessment of *the student's timely progression through the program*, and a discussion of the student's overall academic and professional development. The review includes a student self-assessment, an adviser assessment of student progress, a review of student performance and progress by the Director of Graduate Studies (DGS), and if needed, an opportunity for

discussion of the review that includes the student, the DGS, and the adviser. The annual review provides an opportunity to identify any challenges the student may be encountering in order to identify corrective action and supportive resources.

In the College of Liberal Arts and Sciences, cohort advisers are provided with data reports on their advisees at critical periods during the term. The college closely monitors the course fill rate of all classes and allocates additional resources for classes that are in high demand and that are important to the students' timely graduation. Each department head and director of undergraduate studies review *course grade distributions*, with a focus on the D, F, and W rates. When high DFW rates are detected, departments have addressed the issue in a number of ways:

- Revising introductory courses in order to ensure comprehension of materials and success in upper-level coursework
- Enforcing course prerequisite checking to ensure that students are successful in the coursework they undertake
- Improving pedagogy; for example, collaboration with the Learning Science Research Institute faculty and staff has improved teaching in Organic Chemistry I, a key course, with an annual roster of more than 1,000 students.

The College of Liberal Arts and Sciences also supports four learning centers (math, science, writing, and foreign languages) and offers freshman seminars that help students transition from high school to college. The college's graduation and retention rates have significantly increased (by 10% from the 2004 to the 2008 cohort) due in large part to increasing instructional funds to open "bottle neck" courses, increasing the number of advisers and tutors, and creating freshman seminars.

Colleges that offer programs with specialized accreditations review and use the *outcome data* as part of the self-study for reaccreditation. Examples of programs using this data include:

- the Liaison Committee on Medical Education (LCME) accredited Doctor of Medicine (MD)
- the Commission on Dental Accreditation (CODA) accredited Doctor of Dental Medicine (DMD)
- the Commission on Collegiate Nursing Education (CCNE) accredited nursing programs
- the Accreditation Board for Engineering and Technology (ABET) accredited engineering programs
- the National Architectural Accrediting Board (NAAB) accredited architecture program
- the Council on Education for Public Health (CEPH) accredited School of Public Health programs

Some also review outcome data for curriculum improvement. For example, faculty who teach in the CSWE accredited Master of Social Work program review *assessment data* on a semi-annual basis to monitor the adequacy, feasibility, and utility of the curriculum for developing students' CSWE-required *competencies* as well as the assessment plan. Based on this review, the faculty affirm or revise the curriculum.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the [College Scorecard](#).

Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

The Office of Financial Aid publishes a link to the Department of Education's [College Scorecard](#) on the [Student Outcomes section of the Consumer Information website](#), to inform current and prospective students about the average annual cost, graduation rate, and salary after attending.

Note that according to the Scorecard, the percentage of UIC students paying down their debt is above the national average.

In an effort to improve the retention and graduation rates listed in the Scorecard, the [Student Success Initiative \(SSI\)](#) was launched in 2012. During the planning phase in 2013, more than 200 representatives of stakeholder groups—faculty, staff, administrators, and students—reviewed the extant research and submitted evidence-based recommendations through eight task forces: data analysis and assessment; targeted first-year curriculum; support for student learning; faculty engagement; advising; financing college; campus life; and pre-matriculation issues. Since August 2014, 20 projects have been initiated, of which 12 have been completed. Many of these projects are focused on three outcomes: improving students' progress toward degree completion, implementing a data-driven advising model, and enhancing the transition to college.

Projects include the following initiatives:

- enhancing the new student orientation experience by launching a website that provides checklists and web-based orientation informational modules
- assessing the needs of commuter students
- promoting collaboration between UIC advising units
- creating a teaching and learning center

- launching a marketing campaign to encourage students to attempt at least 15 credit hours each semester
- increasing the number of courses with early alerts, which notify advisors about students who are struggling early in the semester

For more information on the SSI and its various projects, see <http://opmssi.uic.edu/>. New initiatives will be undertaken as the data is reviewed further and new support programs and improvements for existing student programs are identified. By initiating this iterative evidence-based process, UIC hopes to mitigate barriers to student success, resulting in increases in UIC's retention and graduation rates. UIC closely monitors these metrics.

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

Yes

No

The [Consumer Information](#) website, which includes [Student Outcomes](#), can be accessed from the bottom of the [UIC homepage](#), (www.uic.edu), as the last item under the section "Resources." To access the link to the Student Outcomes section, click on "Student Information Disclosures."

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

The outcome data published at the institutional website covers undergraduate, graduate, and professional programs as follows.

- Students' retention and graduation rates generated by the Office of Institutional Research include all undergraduate programs. Student athlete graduation rates are also published on the Athletics Compliance website.
- The grade distribution and course completion reports contain all courses (with an enrollment of 10 or more students) by semester.
- Time-to-degree/attrition and job-placement reports are currently used for doctoral programs only and will include master level programs later.
- Employment and acceptance- to- further-study data collected by the Office of Career Services are currently focused on every graduating class of undergraduate students. The College of Business Administration Career Center currently conducts its own stand-alone outcomes survey. Data are shared between the Office of Career Services and the College of Business Administration.
- Pre-service teacher-license-assessment pass rates include all teacher licensure programs (elementary and secondary).
- Licensure-exam pass rates are published within selected colleges that offer programs with specialized accreditations.
- General education assessment results are based on assessment reports submitted by instructors of randomly selected general education courses every semester.
- Degree program outcome assessment summary reports include all levels of programs (bachelor, master, and doctoral).

38. Provide a link to the webpage(s) that contains the student outcome data.

[Student outcome data available to the public](#) (on the [Consumer Information website](#)) within the top three levels of the institution's homepage:

- students' retention rates <http://www.oir.uic.edu/?q=RetentionPage>
- students' graduation rates <http://www.oir.uic.edu/?q=GraduationPage>
- [student athlete graduation rate data](#)
http://sidearm.sites.s3.amazonaws.com/uicflames.com/documents/2016/9/26/GSR_UIC.pdf?id=7199
- grade distribution and course-completion data
<http://www.oir.uic.edu/?q=DataApplicationsPage2> (password protected)
- time-to-degree/attrition for doctoral programs <https://grad.uic.edu/phd-time-degreeattrition>

- aggregate job placement for doctoral programs <https://grad.uic.edu/doctoral-student-assessment>
- employment data, and acceptance-to-further-study data
http://www.oir.uic.edu/sites/all/pdf_files/Tab5_SURVEYS/SubTab1_University_Surveys/FirstDestinationSurvey/UICFirstDestinationSurvey2015PilotReport.pdf
- pre-service teacher license assessment pass rates <http://cte.uic.edu/title-ii-reports/>
- general education outcome-assessment results
<http://academicprogramreviewandassessment.uic.edu/ge-assessment/general-education-assessment-report/>
- degree program learning-outcome assessment results
<http://academicprogramreviewandassessment.uic.edu/degree-program-assessment/program-assessment-report/>

Examples of program-specific student outcome data posted at the programs' websites:

- graduation, licensure-exam pass, and employment rates of the Doctor of Physical Therapy
<http://ahs.uic.edu/physical-therapy/admissions-and-programs/doctor-of-physical-therapy/>
- job placement rates for the following doctoral programs:
 - PhD in Economics <https://econ.uic.edu/economics/graduate-students/other-information/placement>
 - PhD in English <https://engl.uic.edu/english/phd-program/job-placement/placements>
 - PhD in Philosophy <https://phil.uic.edu/philosophy/graduate-program/placement-record>
- graduation, licensure-pass, residency appointment, job placement, and further study rates of the Doctor of Pharmacy <https://pharmacy.uic.edu/programs/pharmd-professional-program>
- retention, graduation, and certification pass rates of the Master of Urban Planning and Policy
http://upp.uic.edu/prospective_students/pdf_doc/Public%20Information%202015.pdf
assessment data of students' mastery of the CSWE competencies of the Master of Social Work
<https://socialwork.uic.edu/msw-accreditation/>

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Specialized and Institutional Accreditation

There are 20 specialized accrediting agencies that accredit various academic programs across the institution. The MS in Public Health/MPH Concentrations are accredited by Accreditation Board for Engineering and Technology (ABET) - Applied Science Accreditation Commission (ASAC) with a Show Cause standing. The November 2016 draft report from ABET has indicated that all deficiencies and weaknesses have been resolved, but the final decision regarding the status of this program will be made at the July 2017 meeting of the accrediting agency.

Agency Name	Applicable Programs	Accrediting Until (next review)	Standing
Association to Advance Collegiate Schools of Business (AACSB) International – Accounting	BS and MS in Accounting	2017-2018	Accredited
Association to Advance Collegiate Schools of Business (AACSB) International - Business	All degree programs in the College of Business Administration	2017-2018	Accredited
Accreditation Board for Engineering and Technology (ABET) - Applied Science Accreditation Commission (ASAC)	MS in Public Health and MPH, Industrial Hygiene Concentration	9/30/2017	Accredited with Show Cause Review Report
Accreditation Board for Engineering and Technology (ABET) - Computing Accreditation Commission (CAC)	BS in Computer Science	2020-2021	Accredited

Agency Name	Applicable Programs	Accrediting Until (next review)	Standing
Accreditation Board for Engineering and Technology (ABET) - Engineering Accreditation Commission (EAC)	BS in Bioengineering; Chemical Engineering; Civil Engineering; Computer Engineering; Electrical Engineering; Industrial Engineering; Mechanical Engineering	2020-2021	Accredited
Accreditation Commission for Midwifery Education (ACME)	Nurse-Midwifery Program (MS, DNP, Post-Graduate Certificate)	2021-2022	Accredited
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	BS in Nutrition Science (Didactic Program); BS and MS in Nutrition (Coordinated Programs)	2017	Accredited
Accreditation Council for Occupational Therapy Education (ACOTE)	MS in Occupational Therapy (Professional Program)	2024-2025	Accredited
Accreditation Council for Pharmacy Education (ACPE)	Doctor of Pharmacy Program	2022-2023	Accredited
Accreditation Review Committee for the Medical Illustrator (ARC-MI)/Commission on the Accreditation of Allied Health Education Programs (CAAHEP)	MS in Biomedical Visualization	2024	Accredited
American Psychological Association (APA)	PhD in Psychology (Clinical)	2022	Accredited

Agency Name	Applicable Programs	Accrediting Until (next review)	Standing
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	MS in Health Informatics; BS in Health Information Management	Required to submit Annual Program Assessment Reports for continued accreditation. Reports submitted in 2016.	Accredited
Commission on Accreditation in Physical Therapy Education (CAPTE)	Doctor of Physical Therapy (Professional)	2017	Accredited
Commission on Accreditation of Healthcare Management Education (CAHME)	Master of Healthcare Administration	2022	Accredited
Commission on Collegiate Nursing Education (CCNE)	BS in Nursing; MS in Nursing; Doctor of Nursing Practice (DNP)	2019 for the BS in Nursing and MS in Nursing; 2024 for the Doctor of Nursing Practice	Accredited
Commission on Dental Accreditation (CODA)	Doctor of Dental Medicine; Advanced Certificate in Endodontics; Advanced Certificate in Orthodontics and Dentofacial Orthopedics; Advanced Certificate in Pediatric Dentistry; Advanced Certificate in Periodontics; Advanced Certificate in Prosthodontics;	2017 for the Advanced Certificate in Oral and Maxillofacial Surgery; 2020 for the Doctor of Dental Medicine; Advanced Certificate in Endodontics; Advanced Certificate in Orthodontics and Dentofacial Orthopedics; Advanced Certificate in Pediatric Dentistry; Advanced Certificate in Periodontics; Advanced Certificate in Prosthodontics;	Accredited

Agency Name	Applicable Programs	Accrediting Until (next review)	Standing
	Advanced Certificate in Oral and Maxillofacial Surgery	Periodontics; Advanced Certificate in Prosthodontics	
Council on Education for Public Health (CEPH)	All Graduate Degree Programs in the School of Public Health (BA in Public Health; Master of Public Health; MS in Public Health; MS in Clinical and Translational Science; Master of Healthcare Administration; Doctor of Public Health; PhD in Public Health)	2022	Accredited
Council on Social Work Education (CSWE)	Master of Social Work	2020	Accredited
Forensic Science Education Programs Accreditation Commission (FEPAC)	MS in Forensic Science	2019	Accredited
Liaison Committee on Medical Education (LCME)	Doctor of Medicine	2017-2018	Accredited
National Architectural Accrediting Board (NAAB)	Master of Architecture	2023	Accredited
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	Master of Public Administration	2020-2021	Accredited
Planning Accreditation Board (PAB)	Master of Urban Planning and Policy	12/31/2019	Accredited

Agency Name	Applicable Programs	Accrediting Until (next review)	Standing
Higher Learning Commission (HLC)		2017	Accredited

State Approvals

<u>State Agency</u>	<u>Applicable Programs</u>	<u>Standing</u>
Illinois State Board of Education (ISBE)	Teacher education programs: BA in Urban Education; BA in the Teaching of English; BA in the Teaching of French; BA in the Teaching of German; BA in the Teaching of Spanish; BA in the Teaching of History; BS in the Teaching of Math; BS in the Teaching of Physics; EdD; MEd in Instructional Leadership; Special Education; Science Education; Early Childhood Education; Literacy, Language, and Culture	Approved for state teacher licensure
Illinois Board of Higher Education (IBHE)	Click here for an inventory of UIC IBHE-approved degrees and certificates.	Approves UIC degree programs and Certificates

State Authorization

As of November 12, 2015, UIC is approved as an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

The letter welcoming UIC as a NC-SARA participant is included in Appendix W. As a recognized SARA institution, UIC is authorized to deliver distance education courses and programs as indicated on the [State Authorization website managed by the UIC Extended Campus](#).

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

- [Undergraduate accrediting agencies, state agency standing, and state authorization information](#) is listed in the Undergraduate Catalog at <http://catalog.uic.edu/ucat/the-university/uic-welcome/#accreditation>; and [graduate/professional accrediting agencies, state agency standing, and state authorization](#) information is listed in the Graduate Catalog at <http://catalog.uic.edu/gcat/the-university/uic-welcome/>.
- Accreditation information is also listed on the websites for individual program and college websites. A few examples of these are:
 - BS in Health Information Management, accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM): <http://ahs.uic.edu/biomedical-health-information-sciences/admissions-and-programs/bs-in-health-information-management/>
 - Master of Social Work, accredited by the Council on Social Work Education (CSWE): <https://socialwork.uic.edu/msw-accreditation/>
 - Doctor of Pharmacy, accredited by the Accreditation Council for Pharmacy Education (ACPE): <https://pharmacy.uic.edu/programs/pharmd-professional-program>
- Information about accreditation and state authorization is available from the [Consumer Information website section on academic programs](#).
- [Information about state authorization is available](#) on the [UIC Extended Campus Online Learning website](#) at <http://ec.uic.edu/state-authorization/>.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the [Procedure on Third-Party Comments](#).

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

UIC's outreach efforts are designed to notify a range of stakeholders including, faculty, staff, students, alumni, and community members. A variety of print and digital media were utilized to reach out to these stakeholders:

- UIC faculty, staff and students – the Office of Public and Government Affairs sent an e-mail to all faculty, staff and students
- UIC faculty, staff, students; general public – notice in *UIC News* (web and print versions); notice on UIC webpage; tweet from @uicnews
- Alumni, other stakeholders – notice placed on UIC LinkedIn page (157,000 followers); *UIC Alumni newsletter* (via e-mail, on average sent to 13,000 alumni)
- General public including taxpayers, community groups, local businesses - notice in Classified sections of *Chicago Sun Times* and *La Raza* newspapers
- General public – news release in *Newswise* (primarily for journalists and news outlets), with subsequent news releases picked up by the web news forums *Public* and *WorldNews (WN) Network*

42. What media did the institution use to solicit comments?

- e-mail to faculty, staff, and students sent on October 12, 2016

- Print and web versions of *UIC News* (print newspaper on October 5, 2016, p. 9 (also available online); website notice at <https://news.uic.edu/uic-seeks-public-comments-before-accreditation-visit> on October 4, 2016
- Local media - *Chicago Sun Times* notice in the classified section of the newspaper from October 22 through October 28, 2016 and online from October 22 through November 4, 2016
- Local media - *La Raza* notice in the classified section of the newspaper and online from November 9 through November 15, 2016
- *UIC LinkedIn* page on October 17, 2016
- *UIC Alumni Newsletter* published December, 2016
- Tweet from *UIC News @uicnews* on October 7, 2016
- News release in *Newswise* (primarily for journalists and news outlets, with 23,665 subscribers) on October 7, 2016, with news release picked up by the web news forums Public and the [WorldNews \(WN\) Network](#).

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as **Appendix Y**.

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

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

Yes

No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

Yes

No

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

46. Provide a list of direct assessment or competency-based programs offered by the institution.

Master of Social Work (MSW). Program was approved as a competency-based program through HLC's survey to grandfather existing CBE programs that were initiated prior to May 2015. UIC submitted the MSW program for CBE approval on July 7, 2016.

**47. How does the institution ensure that faculty in these programs regularly engage with students?
Please respond to the following questions:**

- a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.**

In the MSW program, the curriculum consists of classroom instruction and field education (an extensive supervised internship). The program has classroom faculty, field liaisons, and field instructors, all of whom work with students. The faculty and field liaisons are employed by the college; the field instructors are employed by the social service setting where the students are placed.

The faculty provide classroom-based course instruction to students each week throughout the semester. They deliver the curriculum that teaches students the knowledge, values, and skills necessary to understand and demonstrate mastery of the program competencies. As classes meet weekly, the faculty have frequent communication and interaction with students.

The field instructors serve as the agency-based instructors/supervisors for the students during the field placement. Field instructors are required to meet with students each week to provide supervision related to the students' acquisition and mastery of the program's competencies.

The field liaisons are employed by the college and serve as the bridge to the field agency. The liaisons coordinate the placement of the student at the field site and meet jointly with the student and the field instructor at least once each semester.

- b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.**

As noted above, students have weekly in-person classroom instruction with the faculty. Attendance is mandatory, and engaged participation is expected of all students.

- c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.**

Through classroom instruction, the faculty present content and respond to student questions about the program's competencies. Using a variety of interactive pedagogical techniques, such as lecture, small-group discussion, role-playing, and standardized patients, faculty work with the students to understand

the practice behaviors necessary to demonstrate mastery of the program’s competencies. Students are encouraged to think critically about the content, and the instructors regularly solicit questions. Students are especially encouraged to draw on experiences in the field as opportunities to master the competencies. Students complete a variety of assignments that are used by the instructor to assess the students' understanding and ability to perform the competencies.

The field instructors work closely with the students during the internships (450 hours in the foundation year of the program and 630 hours in the concentration year). The field instructors are on site with the student and provide highly interactive, hands-on training and supervision. Through direct observation and supervision of students, the field instructors mentor the students and answer questions as the students acquire mastery of the competencies. The field instructors assess student performance through direct observation and review of case notes and process recordings.

- d. **Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.**

Through the program’s required courses and field placements, students interact actively and frequently about program competencies. The competencies serve as the foundation of the curriculum and are operationalized by specific and measurable practice behaviors. The table below lists these practice behaviors. Examples of the practice behaviors related to critical thinking, analytic skills, and communication abilities are in red text below.

Competency	Practice Behaviors
1. Identify as a professional social worker	Advocate for client access to services of social work
	Practice personal reflection and self-correction to assure continual professional development
	Attend to professional roles and boundaries
	Demonstrate professional demeanor in behavior, appearance, and communication
	Engage in career-long learning
	Use supervision and consultation
2. Apply social work ethical principles	Recognize and manage personal values in a way that allows professional values to guide practice
	Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles

	Tolerate ambiguity in resolving ethical conflicts
	Apply strategies of ethical reasoning to arrive at principled decisions
3. Apply critical thinking	Distinguish, appraise, and integrate sources of knowledge, including research-based knowledge and practice wisdom
	Analyze models of assessment, prevention, intervention, and evaluation.
	Communicate effectively, in oral and written form, the analysis of theories for assessment of client systems along critical dimensions of testability, functionality, bias, and practicality
4. Engage diversity and difference	Recognize the extent to which a culture's structures, theories, and values may oppress, marginalize, alienate, or create or enhance privilege and power
	Gain sufficient self-awareness to critically examine the influence of personal biases and values in working with diverse groups
	Recognize and communicate their understanding of the importance of difference in shaping life experiences
	View themselves as learners and engage those with whom they work as informants
5. Advance human rights, social and economic justice	Understand the forms and mechanisms of oppression and discrimination
	Advocate for human rights and social and economic justice
	Engage in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research	Use practice experience to inform scientific inquiry
	Use research evidence to inform practice
7. Apply knowledge of human behavior in the social environment	Utilize conceptual frameworks to guide the processes of strengths-based assessment, intervention, and evaluation in practice

	Utilize conceptual frameworks to recognize and assess the range of social systems and environments in which individuals live, including families, groups, organizations, institutions, and urban communities
	Recognize the impact of social and economic forces on individuals, including the impact of racial and ethnic minority status, disability status, urban location, gender, and sexual orientation
	Critique and apply knowledge to understand person and environment
8. Engage in policy practice	Analyze, formulate, and advocate for policies that advance social well-being
	Collaborate with colleagues and clients for effective policy action
9. Respond to contexts that shape practice	Continuously discover, appraise, and attend to changes in locales, populations, scientific developments, and emerging societal trends to provide relevant services
	Provide leadership in promoting changes in service delivery and practice to improve the quality of services
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
--Engagement	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	Use empathy and interpersonal skills
	Develop a mutually agreed upon focus of work and desired outcomes
--Assessment	Collect, organize and interpret client data
	Assess client strengths and limitations
	Develop mutually agreed upon goals and objectives
	Select appropriate intervention strategies
--Intervention	Initiate actions to achieve organizational goals

	Implement prevention interventions that enhance client capacities
	Help clients resolve problems
	Negotiate, mediate, and advocate for clients
	Facilitate transitions and endings
--Evaluation	Critically analyze, monitor, and evaluate interventions

- e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Through the program’s required courses and field placements, students interact actively and frequently about program competencies. The competencies serve as the foundation of the curriculum and are operationalized by specific and measurable practice behaviors. The table below lists these practice behaviors. Examples of the practice behaviors related to core ideas, important theories, and current knowledge are in red text below.

Competency	Practice Behaviors
1. Identify as a professional social worker	Advocate for client access to services of social work
	Practice personal reflection and self-correction to assure continual professional development
	Attend to professional roles and boundaries
	Demonstrate professional demeanor in behavior, appearance, and communication
	Engage in career-long learning
	Use supervision and consultation
2. Apply social work ethical principles	Recognize and manage personal values in a way that allows professional values to guide practice
	Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles
	Tolerate ambiguity in resolving ethical conflicts
	Apply strategies of ethical reasoning to arrive at principled decisions
3. Apply critical thinking	Distinguish, appraise, and integrate sources of knowledge, including research-based knowledge and practice wisdom

	Analyze models of assessment, prevention, intervention, and evaluation.
	Communicate effectively, in oral and written form, the analysis of theories for assessment of client systems along critical dimensions of testability, functionality, bias, and practicality
4. Engage diversity and difference	Recognize the extent to which a culture's structures, theories, and values may oppress, marginalize, alienate, or create or enhance privilege and power
	Gain sufficient self-awareness to critically examine the influence of personal biases and values in working with diverse groups
	Recognize and communicate their understanding of the importance of difference in shaping life experiences
	View themselves as learners and engage those with whom they work as informants
5. Advance human rights, social and economic justice	Understand the forms and mechanisms of oppression and discrimination
	Advocate for human rights and social and economic justice
	Engage in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research	Use practice experience to inform scientific inquiry
	Use research evidence to inform practice
7. Apply knowledge of human behavior in the social environment	Utilize conceptual frameworks to guide the processes of strengths-based assessment, intervention, and evaluation in practice
	Utilize conceptual frameworks to recognize and assess the range of social systems and environments in which individuals live, including families, groups, organizations, institutions, and urban communities
	Recognize the impact of social and economic forces on individuals, including the impact of racial and ethnic

	minority status, disability status, urban location, gender, and sexual orientation
	Critique and apply knowledge to understand person and environment
8. Engage in policy practice	Analyze, formulate, and advocate for policies that advance social well-being
	Collaborate with colleagues and clients for effective policy action
9. Respond to contexts that shape practice	Continuously discover, appraise, and attend to changes in locales, populations, scientific developments, and emerging societal trends to provide relevant services
	Provide leadership in promoting changes in service delivery and practice to improve the quality of services
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
--Engagement	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	Use empathy and interpersonal skills
	Develop a mutually agreed upon focus of work and desired outcomes
--Assessment	Collect, organize and interpret client data
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	Develop mutually agreed upon goals and objectives
	Select appropriate intervention strategies
--Intervention	Initiate actions to achieve organizational goals
	Implement prevention interventions that enhance client capacities
	Help clients resolve problems
	Negotiate, mediate, and advocate for clients
	Facilitate transitions and endings
--Evaluation	Critically analyze, monitor, and evaluate interventions

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition

Appendix A..... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours \(Credit Hour Worksheet\)](#)

Supplement A0	Degree Program Length
Supplement A1	Credit Hour Report Form
Supplement A2	Credit Hour Policies
Supplement A3	List of Academic Programs Reportable in Clock Hours (N/A to UIC)
Supplement A4	E-App (N/A to UIC)
Supplement A5	ECAR (N/A to UIC)
Supplement A6	Program Review (clock hours) (N/A to UIC)
Supplement A7	Courses 6+ hours, or variable
Supplement A8	Courses Not on Worksheet
Supplement B1	Course Descriptions for Fall, 2015
Supplement B2	List of Compressed Format Courses
Supplement B3	Course Schedules for Summer and Fall, 2015

Institutional Records of Student Complaints

Appendix B..... *Institutional complaint policy and procedure, and web address*

Appendix C..... Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies

Appendix D..... Published transfer policies

Appendix E..... List of articulation agreements, and web address

Appendix F..... *Evidence that decisions regarding transfer align with disclosed policy*

Practices for Verification of Student Identity

Appendix G Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities

Appendix H..... Most recent program review or other inspection or audit reports since last comprehensive evaluation

Appendix I Correspondence with the Department and other documents explaining the institution's general program responsibilities

Appendix J Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements (includes detailed table describing UIC's Composite Financial Index)

Appendix K..... Correspondence with the Department related to default rates and any required default rate management plan N/A to UIC

Appendix L Samples of loan agreements and disclosure information N/A to UIC

Appendix M Disclosures to students about campus crime information, athletic participation and financial aid, and web address

- Appendix N..... Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
- Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address
- Appendix P List of contractual relationships **N/A to UIC**
- Appendix Q List of consortial relationships **N/A to UIC**

Required Information for Students and the Public

- Appendix R..... Course catalogs and student handbooks
- Appendix S..... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

- Appendix T Advertising and recruiting materials
- Appendix U..... Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

- Appendix V..... Types of student outcome data available to the institution (**N/A – included types of student outcome data right on this form**)

Standing With State and Other Accrediting Agencies

- Appendix W..... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies
- Appendix X..... Sample disclosures of institution’s standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

- Appendix Y..... Notices of opportunity to comment