



# The Higher Learning Commission

A Commission of the  
North Central Association  
of Colleges and Schools



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602-2504 | 312-263-0456  
800-621-7440 | Fax: 312-263-7462 | [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

Serving the common good by assuring and advancing the quality of higher learning

November 2, 2004

Dr. Richard D. Ringeisen  
Chancellor  
University of Illinois at Springfield  
Public Affairs Center 556  
One University Plaza - MS 557  
Springfield, IL 62703-5407

*Harry,  
Well done!  
Rick*

*cc: Mike*

Dear Chancellor Ringeisen:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, I accept the report on assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2007 - 2008.

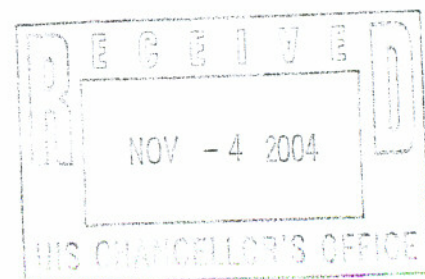
I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at [btaylor@hlcommission.org](mailto:btaylor@hlcommission.org) or by voice at (800) 621-7440 x 139.

Sincerely,

Barbara Pollard Taylor, Mus.Ed.D.  
Assistant Director for Process Integrity

Enclosures

cc: Karen J. Solomon, Assistant Director for Accreditation Services





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## STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: November 2, 2004  
STAFF: Karen J. Solomon  
REVIEWED BY: Barbara Pollard Taylor

INSTITUTION: University of Illinois at Springfield, Springfield, IL

EXECUTIVE OFFICER: Richard D. Ringeisen, Chancellor

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 06/01/04 focused on assessment.

ITEMS ADDRESSED IN REPORT: The Higher Learning Commission received the University of Illinois at Springfield (UIS) report and supporting documentation on 6/11/04. In addition, staff accessed the institution's 2003-04 assessment report on undergraduate programs, from its website.

STAFF ANALYSIS: The team report of the February 2001 focused visit to UIS identified assessment of student learning as a key challenge for both the Doctor of Public Administration program and the Capital Scholars undergraduate program. The University's report focused on learning objectives, assessment processes, and the impact of assessment on each program. These focuses are summarized below.

### Doctor of Public Administration (DPA) program.

- ▶ Learning objectives reflect the summative knowledge, skills, and behaviors of the DPA program.
- ▶ Assessment measures are identified at course and program levels and include the comprehensive exam, student outputs (publications), and performances. Indirect measures include job placements.
- ▶ Analyses of assessment results have stimulated curriculum, policy, and operational changes.



Capital Scholars (CAP) program.

- ▶ Summative CAP program objectives are restated as learning outcomes for assessment purposes.
- ▶ Assessment measures include standardized tests such as NSSE, CIRP, and the SSI. These measures do not measure student learning per se. Student surveys and interviews are other indirect measures used. Direct measures of student learning are found in program assessments and in the use of primary trait analyses (PTA).
- ▶ Analyses of assessment results have led to course restructuring and to the introduction of CAP peer mentoring and tutoring.

Conclusion. The UIS report demonstrates that the University is cognizant of what it needs to do to improve student learning, and that it is committed to achieving this goal. The report describes assessment implementation at the graduate and undergraduate levels that seek to link and make more effective the teaching/learning paradigm. With the leadership of an Assessment Task Force and assessment liaisons, who have articulated the goal to make assessment not only systematic, but also systemic and cross-disciplinary, an assessment culture appears to be emerging. Although there remain areas for continued assessment understanding and growth and for including all program areas under the assessment umbrella, staff commends the UIS on its achievements thus far, on its commitment to the work of assessment and to the ongoing growth of the institutions assessment processes.

STAFF ACTION: Accept the report focused on assessment. No further reports are due. The institution's next comprehensive evaluation is scheduled for 2007 - 2008.