

**REPORT OF A
COMMISSION-MANDATED FOCUSED VISIT**

Assurance Section

TO

**Southern Illinois University Carbondale
Carbondale, Illinois**

April 22-23, 2013

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT**A. Purpose of Visit**

The team conducted a focused visit to Southern Illinois University Carbondale (SIU) as a follow-up to the comprehensive visit that took place March 22-24, 2010 and the progress report of August 15, 2011.

B. Accreditation Status

SIUC is accredited by The Higher Learning Commission.

C. Organizational Context

A new Chancellor, Rita Cheng, arrived June 1, 2010 and immediately initiated a comprehensive strategic planning process in response to the HLC report of the comprehensive visit of March 2010 that required the institution to submit an Interim Report in 2011 and to receive a follow-up focused visit in 2013. The Interim Report was submitted on time and accepted by HLC staff. Under the Chancellor's leadership, SIU is undergoing transformational change that will position the institution for greater success in the future.

D. Unique Aspects of Visit

There were no unique aspects to this visit.

E. Interactions with Organizational Constituencies

It should be noted that several of the following groups included several faculty and a few student representatives. The current Chancellor has made it a point to regularly include faculty and students.

- Assistant Director of Assessment and Program Review
- Associate Provost for Academic Programs; Director of Assessment and Program Review
- Chancellor
- Chief of Staff and Assistant to the Chancellor
- Focused Visit Report Committee, Chair
- Group on Assessment (8)
- Group on Branding and Marketing (10)
- Group on Budget (7)
- Group on Employee Relations (9)
- Group on Enrollment Management (8)

- Group on Research Mission (10)
- Group on Strategic Planning (9)
- Group on Student Access ((9)

F. Principal Documents, Materials, and Web Pages Reviewed

- Assessment of Student Learning (Summary Report)
- Employee Handbook
- Factbook, 2012-2013 (published by Office of Institutional Research and Studies)
- Financial Progress Report to HLC, August 15, 2011
 - HLC Response to this Progress Report
- Focused Visit Report, including Appendices
- Graduate Catalog, 2012-2013
- Organizational Profile
- Report of a Comprehensive Evaluation Visit, 22-24 March 2010, Advancement Section
- Report of a Comprehensive Evaluation Visit, 22-24 March 2010, Assurance Section
- Strategic Plan (Draft – No Date)
- Student Conduct Code
- Team Recommendations for the Statement of Affiliation Status
- Undergraduate Catalogs, 2012-2013 and 2013-2014

II. AREA(S) OF FOCUS

A-1. Strategic Planning

The team was asked to review the institution's comprehensive strategic planning process. Specifically, SIUC was to undertake long-term planning to revise *Southern at 150* in the context of decreased financing. Further, the process was to include input from all campus constituents, to ensure that both "bottom-up" and "top-down" ideas are well integrated.

B-1. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - The new Chancellor launched an institutional strategic planning process soon after receiving the final report of the 2010 HLC visiting team. The Chancellor appointed a Strategic Planning Steering Committee to lead the planning process. The two-year long planning initiative included participation from a broad range of both internal and external constituents. The process has transformed the University, and people with whom the team met

noted a “culture change” as a result of the strategic planning initiative. The planning process will next focus on developing an implementation plan, although some implementation was already in process.

- At the time of the team visit, SIU had completed a strategic plan, *Pathways to Excellence: A Strategic Plan*. The plan had been approved at all levels within the University and was simply awaiting acceptance by the Board of Trustees.
- This strategic plan includes six major areas: Student Success; Research, Scholarship & Creative Activity; Diversity and Inclusiveness; Campus Community; Community Relations; and Finance, Infrastructure, and Resource Allocation. Each area includes specific goals, each goal lists objectives, and each objective includes action items. Also, the areas address the six specific topics identified as needing attention by the HLC team that visited in 2010 (these six topics are discussed below).
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - Although SIU has developed a sound strategic plan, the University needs to continue to devote attention to implementation by developing: 1) matrices and measures by which to assess progress in meeting the goals; 2) a timetable for implementation; and 3) assignment of individuals/groups responsible for each of the areas and goals.
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-2. Budget

The expectation of the comprehensive review was to have the budget align to the institution’s mission and its economic conditions.

B-2. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - What is most evident from both the written documentation and the information gathered during this team visit, is that SIU has gotten control of its budget; such was not the case during the time that the team visited in 2010. This does not mean that the institution has all of the resources it needs (indeed, it continues to face reductions in state appropriations), rather that the University is managing its resources well and not continuing to eat away at its reserves. Budgetary issues have become more transparent, e.g., the agendas and minutes of the Chancellor's Planning and Budget Advisory Committee (whose membership includes broad representation, including faculty and students) are available on the Chancellor's website to both internal and external audiences.
 - SIU submitted the required follow-up report on a timely basis to the Higher Learning Commission and HLC staff reviewed and accepted the report. This report documented the many initiatives that the University had taken to gain control of its budget, including eliminating the \$15 million structural deficit.
 - The University has undertaken numerous initiatives that permit it to better manage the budget, including centralizing faculty lines so that they can be allocated strategically in support of the institution's needs and priorities and in concert with the strategic plan. The team found much other evidence that SIU is planning for the future relative to its (realistic) budget, including making investments in classrooms and teaching labs.
 - SIU continues to explore ways to both reduce costs and increase revenue, and in the latter case through expanding distance education (specifically online) and fundraising (the development office was reorganized and new staff have been hired). Although early in the process, both initiatives are generating additional resources for academic units and the University as a whole. Other areas that are expected to generate additional financial resources include enrollment growth and extramural funds from grants and contracts.
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - None

- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-3. Student Access

The expectation of the comprehensive review was to have the institution study whether it is still viable for SIU to continue to enroll 40% special admits, particularly going forward.

B-3. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - As part of the strategic planning process, SIU developed a new and much more focused mission statement. Also as part of this planning process, the institution re-visited and re-affirmed its commitment to its mission to serve a diverse student body, including first generation and low-income students, and is committed to allocating the resources, both financial and human, to serving the students they admit. The University recognizes that this may be challenging within the context of the current economic situation in the state, but it nonetheless is committed to a diverse student body.
 - Students with academic weaknesses and other at-risk students are well supported by the University College (a new unit created specifically to support first-year students) through various programs, including Saluki First Year, Exploratory Students, Online Placement and Computer-Aided Instruction, Flex Syllabus for English Composition, First-Year Seminar, Saluki Cares, Center for Inclusive Excellence, and Student Programming Council, as well as through various other support services, such as tutoring. Additional support programs are under consideration, including specialized advisors and supervised study sessions.
 - The University is aware of and concerned about student persistence. The various initiatives listed in the previous bullet

point are directly aimed at improving retention rates, which will be monitored closely.

- SIU realizes that many of its first generation and low-income students require financial assistance and, thus, it is in the process of implementing a financially sound and sustainable strategic plan to support these students.
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - None
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-4. Enrollment Management

The expectation of the comprehensive review was that SIUC develop a strategic goal for student recruitment and retention.

B-4. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - SIU has reviewed and revised a number of practices pertaining to enrollment management. For example, it is now ready to connect to u.Select, a state-supported transfer application for prospective students. Additional enrollment management initiatives include centralized academic advisement, the Student Services Center, and the Center for International Education.
 - The institution has implemented new freshman admissions criteria and is targeting students throughout Illinois and its border states (high achieving students from bordering states receive in-state tuition rates). Additionally, new recruitment materials that focus on academic and research opportunities have been developed.

- The Office of Undergraduate Admissions was reorganized and Assistant Directors of Processing and Transfer Relations were appointed to better serve students and support enrollment management.
- Although given the timing of this visit there could not be several years of data to reflect the changes the University has made to address enrollment including both recruitment and retention, the team believes that the new and/or enhanced initiatives will have favorable impact in both areas. For example, the team learned that new registrations are significantly up for fall 2013.
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - None
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-5. Research Mission

The expectation of the comprehensive review was that SIU determine and plan for its research mission, resolving the tensions between research and effective teaching and research and student accessibility, and establishing realistic goals and addressing research infrastructure.

B-5. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - The current team did not find any of the tensions between research and teaching (and student accessibility to faculty) noted in the comprehensive review in 2010. Additionally, the initiatives described below were well supported by the faculty. Students did not note any issues of accessibility to faculty; on the contrary they found professors to be quite accessible.

- The research administrative team is using the institution's new strategic plan as its basis for direction for the future. SIU has a goal of maintaining and enhancing a national ranking as a Carnegie Research University (High Research Activity). The strategic plan outlines specific ways to achieve this goal, including the use of Academic Analytics to monitor research productivity across colleges and departments, hiring faculty with ambitious research agendas, and promoting and supporting interdisciplinary research.
- In the strategic planning process, consideration was given to the ways in which the research and teaching missions overlap and enhance one another. A major part of the University's research vision is to engage undergraduate and graduate students in research and mentoring relationships with faculty, using the positions of Director of the Graduate School and Director of Undergraduate Research to foster this goal.
- At the end of 2011, SIU reorganized its administrative support for research and graduate education to better serve both areas and additional steps are being taken to improve research grant administration. For example, Electronic Research Administration is being evaluated as a means to streamline proposal submission and grant management, and staff assignments are being adjusted to improve service. The long-term goal is to provide more efficient proposal submission and grant administration procedures and training.
- In February 2013 the Chancellor commissioned campus administrative leaders to conduct an assessment of accomplishments to date for the six strategic content areas of the institution's new strategic plan. The institution concluded that many positive actions were taking place in direct support of the research component of the strategic plan. For example, the scholarship, recruitment and enrollment efforts, successful hiring of a Director of the Office of Sponsored Projects Administration, strategic faculty hiring, and grant writing workshops were having a positive impact on furthering the University's research agenda.
- Since 2010, recognizing the urgent need for renovation of research space, SIU has conducted a survey of research space and established priorities for renovations, including the McLafferty Annex. This project will begin the process of converting the Annex to flexible laboratory space, following a model established at other universities to foster interdisciplinary collaborations.

- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - None
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-6. Marketing and Branding

The expectation of the comprehensive review was that planning address how the theme of being accessible to underserved populations and being a research university may enhance the university's ability to recruit a diverse student population and promote fundraising.

B-6. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - In the summer of 2010 a thorough review was initiated of SIU's external and recruitment-related communications and the institution's staffing model for communications. The first tangible results of these initiatives were manifested in August 2011 and included a fully integrated marketing campaign in southern Illinois, Chicago, and St. Louis. The overarching theme of the new brand identity was communicated via multiple marketing channels.
 - The University entered into a 5-year contract with Lipman Hearne, a leading marketing firm that specializes in non-profit organizations and educational institutions, to implement a sustained effort to tell the institution's story and to help build enrollment. Chosen to perform a variety of qualitative and quantitative assessments of the University's brand, this firm created a vibrant new platform for SIU Carbondale, centered on the brand slogan: "Big Things are Within Reach." The messages developed by Lipman Hearne are being disseminated on campus, in the community, and to the University's entire target market.

Almost every piece of printed marketing collateral, including billboards and online advertising, campus signage, and SIU gear, is viewable by the general public at a new website.

- In 2011, SIU released contemporized institutional identity standards and a new logo, and wrote related identity guidelines to be consistent with its mission. This new branding effort has already become part of the campus conversation and campus life. People with whom the team met commented on how the branding effort was “unifying” the University and giving it a clear identity. Marketing and branding activities at SIU have extended the brand message to all parts of the University, and colleges and other units, including the Alumni Association and the Foundation, are modeling their brands on the University’s.
- After a social media audit was conducted and in an effort to spread SIU’s message across numerous channels such as Instagram, Google+, Tumblr, and Pinterest, the University created an administrative position of Social Media Strategist to coordinate institutional efforts across these channels. In 2011, a committee of faculty, staff, and students was charged with creating a social media policy for the University.
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - None
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-7. Employee Relations

The expectation of the comprehensive review was that strategic planning address working relations, communication development, and well being of the institutional community; specifically addressing the gulf between faculty and staff and the administration.

B-7. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - Communication between administration and faculty has improved with the leadership of the Chancellor, Provost and many other administrators who are committed to greater transparency as evidenced by their actions, including discussions of the budget and identification of institutional priorities. Faculty commented that the Chancellor's "Listening Sessions" have given professors an opportunity to be heard, something lacking in the past. These listening sessions as well as the Chancellor's town-halls, state of the university addresses, frequent email communications to the entire community, Facebook page, and regular participation in constituency meetings have contributed to building much-needed trust on campus.
 - Administration has responded to faculty concerns; for example, administration has stopped the use of some policies to which the faculty strongly objected. Faculty have also responded favorably to some administrative initiatives. For instance, when the Provost required all instructional faculty to post syllabi on departmental webpages at least one week prior to each semester, a number of colleagues requested to do so by the first day of classes, a different posting date the Provost accepted. Such give-and-take speaks well for relations between administration and faculty and is an important indicator that relations will continue to improve. The Campus Climate Lens Committee Report lists a number of goals and strategies to further improve employee relations.
 - SIU's new strategic plan identifies "Diversity and Inclusion" as one of the institution's six main areas of emphasis, and the team heard many comments supporting the University's commitment to diversity. The strategic plan commits SIU to "hire and retain" staff, faculty, and administrators who "reflect the population of the state and national statistics."
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - Although the University is aware of the need to enhance the diversity in its faculty and administration and although it has expressed a commitment to continue to do so, SIU needs to continue to devote institutional attention to this issue.

- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

A-8. Assessment

The expectation of HLC was that SIUC address the challenges in assessment of student learning identified through the last (1999) comprehensive evaluation.

B-8. Statements of Evidence

- **Evidence that demonstrates adequate progress in the area of focus.**
 - The University has undertaken a number of initiatives in support of assessment, including creating an office that is headed by the Associate Provost for Academic Programs, Director of Assessment and Program Review. The incumbent noted that this change in title was to indicate how critical successful assessment processes were for SIU. A full-time Assistant Director of Assessment was also added. This office is charged with leading and overseeing assessment throughout the institution. The institution participated in HLC's Assessment Academy (Fall 2009-Fall 2013) and it has sponsored assessment workshops led by outside consultants. Additionally, the Campus-Wide Assessment Committee was restructured to provide better oversight of assessment initiatives, including working with College-Wide Assessment Committees.
 - Since fall 2011, the University has initiated several assessment initiatives, including: development of an electronic newsletter to keep the institution informed of assessment programs and activities; participation in the ETS Proficiency Profile to assess freshman preparedness; participation in the New Leadership Alliance on Student Learning & Accountability; piloted a modified AAC&U Written Communication rubric for the major assignments in writing-intensive courses; developed a standard template for academic programs to submit assessment plans and annual reports (plans and/or reports have been received for 90% of

academic programs); and adopted the AAC&U's LEAP Essential Learning Outcomes for its general education program (faculty will be involved in helping create indicators for each learning outcome).

- In discussion during the team visit, the Assistant Director of Assessment noted that roughly 70% of departments have identified student learning outcomes. It is clear that the University has a significant core of individuals who know assessment well and have demonstrated their determination to both developing assessment as an academic process and building a campus culture of assessment.
- **Evidence that demonstrates that further organizational attention is required in the area of focus.**
 - Although SIU has made great strides in assessment of student learning during the past few years, the University needs to continue to devote attention to fully building a culture of assessment on campus so that all programs develop and implement learning outcomes. The University needs to continue to devote attention, as well, to “closing the loop” on assessment, i.e., analyzing the data gathered and using the results to improve academic programs and student learning.
- **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**
 - None
- **Evidence is insufficient and demonstrates that Commission sanction is warranted.**
 - None

D. Recommendation of Team

- **Evidence sufficiently demonstrated. No Commission follow-up recommended.**

E. Rationale for the Team Recommendation

SIU has fulfilled all of the HLC requirements (and thus meets the criteria), that generated the focused visit, including developing an institutional strategic plan that is in line with both the University's mission and its budget. In the strategic plan, the University also addressed the six

specific areas identified by the team that visited in 2010: Budget; Student Access; Enrollment Management; Research Mission; Marketing and Branding; and Employees Relations. Finally, SIU also addressed the area of assessment where it demonstrated that it has made an institutional commitment to this area and that it has made much progress since the 2010 visit in assessing student learning.

III. STATEMENT OF AFFILIATION STATUS

Affiliation Status: No Change

Nature of Organization: No Change

Legal status: No Change

Degrees awarded: No Change

Conditions of Affiliation: No Change

Stipulation on affiliation status

No Change

Approval of degree sites

No Change

Approval of distance education degree: Current Stipulation

Reports required

None

Other Visits Scheduled

None

Summary of Commission Review

Year for next comprehensive evaluation __2019-2020__

REPORT OF A COMMISSION-MANDATED FOCUSED VISIT

Advancement Section

TO

**Southern Illinois University Carbondale
Carbondale, Illinois**

April 22-23, 2013

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Celestino Fernández, University Distinguished Outreach Professor, School of
Sociology, University of Arizona, Tucson, AZ 85721 (Chairperson)

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Ypsilanti, MI 48197

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State University, Brookings, SD 57007

ADVANCEMENT SECTION

CONSULTATION OF TEAM

A. Observations of Team Regarding Areas of Focus.....3

B. Consultations of Team.....3

i. Strategic Plan.....3

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iii. Employee Relations.....5

A. Observations of Team Regarding Areas of Focus

The visiting team found that Southern Illinois University Carbondale (SIU) took seriously and systematically addressed the issues identified during the comprehensive review of 2010, including in the two main areas of Strategic Planning (and all six components) and Assessment. Under the leadership of Chancellor Cheng, the University engaged broad representation in the development of the strategic plan and in the process transformed the institution and fomented a “culture change” that is “unifying” the University and preparing it to better deal with the future.

The team was much impressed with the rapid progress made by the institution in all areas, including strategic planning, finances, student success, enrollment management, research, marketing and branding, employee relations, and assessment.

The recommendations below are offered in this context of very positive improvements and advances that SIU has made since the comprehensive review of 2010.

B. Consultations of Team

Strategic Plan

- Certainly, the strategic plan will need outcome measurements (metrics) as well as timelines. A critical step will be to identify those accountable and ensure the monitoring of the plan, adjusting goals/strategies as needed in the feedback loop as well as rewarding those who produce positive change.
- With issues such as campus climate, employee relations, branding, student recruitment and retention, SIU could be more effective in measuring success and performing a Return on Investment (ROI) to identify which efforts and associated costs will produce the highest level of results. This may be an appropriate time to begin such analysis since the University is emphasizing the “distribution of resources to academic units using solid measures of productivity and centrality to mission” (Pathways to Excellence: A Strategic Plan 2013, p.18).
- An illustration of an ROI process is student registrations as presented in the “Freshman Funnel” table (Focused Visit Report 2013, p. 54). Applications, admissions and active admits increased over time but the most critical outcome, registrations, did not. In talking to the Director of Undergraduate Admissions, she was thrilled to relay that there are significant increases in registration for the next academic year. She also noted that besides high levels of commitment in her area, the University has provided human

resources and other support. So registrations may have taken time to increase, but the ROI may eventually be highly positive for such efforts. Other areas that may be useful to examine with an ROI:

- Costs of Internet online courses and distance education compared to benefits. Apparently, the statistics of these two types of course delivery systems are clustered together, with some question about whether it is possible to split the numbers out for each. But online programs may be less expensive and more desired by students than distance education. Data is needed for any conclusions.
- Examine whether it is possible to continue veterans' programs considering the declines in state funding. It may be economical to use online courses for this process also and to advertise to the military.

Assessment

As noted in Assurance Section, the University has many dedicated assessment experts. A mentoring process could allow experts and graduate students from quantitative programs to analyze data and discuss multiple change options for departments not accustomed to decision making with data. More comfort and expertise with this process across the institution will create continual improvement of learning as well as process improvement amongst administration, faculty, staff, and students.

- It was estimated that 70% of departments have identified student learning outcomes. Obviously, 30% of departments have not. These departments will need mentoring and help to develop learning objectives and to measure learning outcomes.
- SIU should consider its current status of assessment: data has been gathered but little/no analysis has occurred (this is understandable given the timing of the focused team visit). The data must be analyzed and appropriate actions should be identified to improve student learning.

Reinforcement and rewards might be needed to encourage "closing the loop" in the departments that do not have professional accreditation such as AACSB International and NCATE. Also, support for departments that do not typically work with quantitative data is important. Faculty with the best of intentions may be frozen by a lack of experience and knowledge.

- The University is clearly rewarding departments that are doing well with critical metrics such as the number of majors. A metric related to satisfactory assessment should also be rewarded, perhaps after

the first “closing of the loop.” Program review of departments is done at least once every 8 years. This is a logical venue in which to demonstrate that assessment and closing the loop are occurring. SIU might consider interim reports for assessment, such as every two years. A summary report on assessment for program review would then be sufficient.

Employee Relations

- When the “Campus Climate Survey” is administered, SIU should recognize that expectations for change will increase. If change is not visible, disenchantment will eventually occur and there likely will be a drop in satisfaction that is lower than the survey’s first administration. So if campus climate is not a priority, discontinue the survey. The following quote offers a less than positive approach about attempts to revise campus climate: “In matters of campus climate, it is very difficult to set benchmarks and monitor progress...there are no fixed deadlines in institutional relations” (Focused Visit Report 2013, p. 54).

An example of a successful process of the focus on important perceptions about the organization is that used for “100 Best Companies” in different cities/regions of the U.S. Focus groups are used after the survey to develop clarity about the specifics that should change. Change is measured by specific and measurable goals with time dates for completion. The whole process, with improvements made and institutionalized, can be made within a year with adequate human resources. Again, graduate students with skills in gathering/analyzing data can get experience in an applied issue and the University can gain improved employee relationships and job satisfaction.

For example, for professional/technical employees, a concern may be the endemic perceptions that professionals hold about their lack of status in a university. Simple changes may increase job satisfaction. Typically, though, if there is dissatisfaction with compensation, employees are not likely to be motivated by other changes.

- Although turnover may not be a significant cost for SIU because of the economy in southern Illinois, an increase in satisfaction could correlate with lower absenteeism, higher quality job performance, fewer disputes and/or grievances, and a decreased interest in unionization. If the ROI of other efforts appears to be higher, a focus on good management may contain employees’ concerns until compensation is possible comparable to other local employers.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Southern Illinois University Carbondale, IL

TYPE OF REVIEW (from ESS): Focused Visit

DESCRIPTION OF REVIEW (from ESS): (Spring) A visit focused on Comprehensive Planning.

DATES OF REVIEW: 4/22/13 - 4/23/13

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Off-campus programs on military bases are limited to the Bachelor's level. Non-military international offerings are limited to programs offered at Nakajo, Japan; and the Executive Master of Business Administration. Out-of-state offerings are limited to the MS in Geology at the National Imagery and Mapping Agency in Missouri, the Master of Science in Health Education at the University of Southern Maine and the Master of Science in Behavior Analysis and Therapy in Ohio.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Notification Program is only available for offering existing degree programs at new locations within the state and at military bases throughout the world or for the Master of Science in Education with a concentration in Workforce Education and the Executive Master of Business Administration at locations within the state and at selected international locations to be determined by the institution.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: The Commission's policies and definitions for distance and correspondence education recently underwent significant change. Some institutions are currently under review to ensure conformity with the revised policies. This entry will be updated in the coming months following completion of that review.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: nc

OTHER VISITS SCHEDULED: Focused Visit: 2012 - 2013; (Spring) A visit focused on Comprehensive Planning.

TEAM RECOMMENDATION: None

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2009 - 2010

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2019 - 2020

TEAM RECOMMENDATION: nc

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Southern Illinois University Carbondale, IL

TYPE OF REVIEW (from ESS): Focused Visit __x_ No change to Organization Profile

Educational Programs

| | | Program Distribution | Recommended Change (+ or -) |
|-----------------------------------|--------------------|-------------------------|--------------------------------|
| Programs leading to Undergraduate | Associate | 3 | |
| | Bachelors | 103 | |
| Programs leading to Graduate | Masters | 78 | |
| | Specialist | 0 | |
| | First Professional | | |
| | Doctoral | 34 | |

Off-Campus Activities

| In-State: | Present Activity: | Recommended Change: (+ or -) |
|--|---|---------------------------------|
| Campuses: Additional Locations: | Springfield (School of Medicine) Alton (Lewis and Clark College) ; Benton (Franklin-Jefferson Special Education District) ; Centralia (Kaskaskia College) ; Champaign (Parkland College) ; Chicago (Harry S. Truman College) ; East St. Louis (East St. Louis Higher Education Center) ; Great Lakes (Great Lakes NTS) ; Joliet (Joliet Junior College) ; Joliet (Trinity Service, Inc.) ; Mt. Vernon (Rend Lake College Market Place) ; Peoria (Illinois Central College) ; Red Bud (Southwestern Illinois College - Red Bud Campus) ; River Grove (Triton College) ; Rockton (Goldie Floberg Center) ; Scott AFB (Scott Air Force Base) ; Springfield (Illinois Association of Rehabi) ; | |

Springfield (Lincoln Land
Community College) ; Ullin
(Shawnee Community College)

Out-of-State:

Present Wording:

Recommended Change:
(+ or -)

Campuses:
Additional
Locations:

None
Jacksonville, AR (Little Rock
Air Force Base) ; Orange, CA
(Orange County
Transportation Authority) ;
San Diego, CA (North Island
Naval Air Station) ; San
Diego, CA (San Diego Naval
Medical Center) ; San Diego,
CA (San Diego Naval Station)
; San Diego, CA (San Diego
NS) ; San Marcos, CA
(Palomar College) ; Walnut,
CA (Mount San Antonio
College) ; Groton, CT (Groton
Naval) ; Dover, DE (Dover Air
Force Base) ; Mayport, FL
(Mayport Naval Station) ;
NAS Jacksonville, FL
(Jacksonville Naval Air
Station) ; Pensacola, FL
(Naval Air Station Pensacola)
; Pensacola, FL (Naval
Hospital Pensacola) ;
Grayslake, IL (University
Center of Lake County) ;
Bethesda, MD (Bethesda
National NMC) ; St. Louis,
MO (Barnes Jewish Hospital:
BJC Center for lifelong
Learning) ; St. Louis, MO
(Siteman Cancer Center
Barnes-Jewish Hospital) ;
Camp Lejeune, NC (Camp
Lejeune MCB) ; Cherry Point
MCAS, NC (Cherry Point
MCAS) ; Jacksonville, NC
(Marine Corps Air Station
New River) ; JB McGuire-Dix-
Lakehurst, NJ (Joint Base
McGuire-Dix-Lakehurst Air
Force Base) ; Las Vegas, NV
(Las Vegas Fire Training
Academy) ; Worthington, OH
(Step-by-Step Academy at
OSU/Harding Hospital) ; Joint

Course Locations: Base Charleston, SC (Joint Base Charleston) ; Millington, TN (Naval Support Activity Mid-South) ; Virginia Beach, VA (NAS Oceana) ; JBLM-McChord Field, WA (Joint Base Lewis-McChord) ; Silverdale, WA (NBK Bangor)
None

| | | |
|-----------------------|--|--|
| Out-of-USA: | Present Wording: | Recommended Change: (+ or -) |
| Campuses: | None | |
| Additional Locations: | Singapore, Singapore (Singapore-Asia Pacific Management Institute) ; Taiwan, Taiwan (Taiwan) | |
| Course Locations: | None | |

Distance Education Programs:

Present Offerings:

Associate - 51.0806 Physical Therapy Technician/Assistant (Physical Therapist Assistant) offered via Internet; One-way or Two Way Transmission; Bachelor - 11.0401 Information Science/Studies (B.S. in Information Systems Technologies) offered via Internet; Bachelor - 52.0201 Business Administration and Management, General (Business and Administration) offered via Internet; Certificate - 13.1320 Trade and Industrial Teacher Education (Instructional Systems Design Specialist) offered via Internet; Master - 13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other (M.S. Math and Science Education) offered via Internet; Master - 15.0612 Industrial Technology/Technician (Manufacturing Systems) offered via Internet; Master - 51.0704 Health Unit Manager/Ward Supervisor (Rehabilitation Administration and Services) offered via Internet; Master - 51.0907 Medical Radiologic Technology/Science - Radiation Therapist (M.S. Medical Dosimetry) offered via Internet; Master - 52.0201 Business Administration and Management, General (Master of Business Administration) offered via Internet; Master - 52.0301 Accounting (Master of Accountancy) offered via Internet

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None