

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

22-24 March 2010

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

This visit was conducted 22-24 March 2010, to complete a comprehensive review of Southern Illinois University Carbondale (SIUC) for continued accreditation.

B. Organizational Context

Southern Illinois University Carbondale (SIUC) began as Southern Illinois Normal College established in 1869 and beginning instruction in 1874. The college offered two-year programs until 1904 when four year programs were added. In 1943, graduate course work was added. In 1947, the institution was renamed Southern Illinois University. In 1949, SIU started course work in East St. Louis and established another campus at Edwardsville in 1959. Also, in 1959, doctoral education was added. In 1969, the two campuses became part of the SIU System. SIUC also developed professional programs in law and medicine.

Today, SIUC is classified by the Carnegie Foundation as a Research University (high research activity) and consists of three professional schools and eight academic colleges. SIUC serves over 20,000 students in 32 doctoral and professional programs, 74 masters, 101 baccalaureate, and 2 associate degree programs. SIU was first accredited by the North Central Association in 1913.

C. Unique Aspects of Visit

In a normal sequence, this Comprehensive Visit would have occurred in Spring 2009. However, due to leadership changes, the Institution requested the Comprehensive Visit to occur in Spring 2010.

D. Sites or Branch Campuses Visited

SIUC has a medical campus in Springfield (IL). In addition, SIUC has 32 military sites. Interviews over videoconferencing were held with the medical school and three military sites.

E. Distance Education Reviewed

SIUC had also made a request "...to offer distance learning programs, without prior HLC program-by-program approval...."

SIUC has a 60-year track record providing access to underserved populations including nontraditional students who require flexible arrangements to complete their degrees. Since 2000, SIUC distance education offerings have included synchronous and asynchronous course delivery methods offered by the Division of Continuing Education. The DCE offers an impressive array of 193 courses, accounting for 3603 enrollments. There are no differentiations between on-and off-campus degrees and policies pertaining to admissions standing, and graduation requirements are the same. Currently, college units can develop courses without the support of DCE, leading to uneven offering and administration of programs. The Team recommends a comprehensive strategic plan be developed that ensures consistency in quality, support, and coordination among academic units and that distance education courses be offered exclusively through the Office of Distance Education in the Division of Continuing Education.

F. Interactions with Constituencies

Chancellor
Vice Chancellor for Student Affairs
Vice Chancellor for Administration and Finance

Vice Chancellor for Research and Graduate Dean
Interim Provost and Vice Chancellor
Chancellor's Executive Committee
Associate Vice Chancellor and Dean of Students
Assistant to the Chancellor, Office of the Chancellor
Assistant Vice Chancellor for Enrollment Management
Deans Council
Interim Dean, College of Agricultural Sciences
Dean, College of Education and Human Services
Interim Dean, School of Law
Dean, Library Affairs
Dean, College of Business
Dean, College of Mass Communication and Media Arts
Interim Dean, College of Applied Sciences and Arts
Dean, College of Science
Dean, College of Liberal Arts
Interim Dean, College of Engineering
Associate Dean, Research and Graduate Studies, College of Science
Assistant Dean, Student Affairs, College of Mass Communications and Media Arts
Associate Dean, Undergraduate Affairs, Research and Outreach, College of Education and Human Services
Director, University Core Curriculum
Interim Director, Assessment and Program Review
Director, Disability Support Services
Director, Student Judicial Affairs
Director, Financial Aid
Director, Student Development
Director, Annual Fund
Director, Supplemental Instruction and Student Affairs Assessment
Director, Counseling Center
Director, Student Center Administrative Office
Director, University Housing
Director, Rainbow's End Child Development Center
Director, Recreational Sports and Services
Director, Student Health Center
Director, Students' Legal Assistance
Director and Professor, School of Allied Health
Director, Enrollment Management/Academic Support Services
Director, Undergraduate Admissions
Director and Associate Professor, Graduate Studies, College of Mass Com. and Media Arts
Director and Associate Professor, School of Journalism
Director, Department of Public Safety
Director, Disability Support Services
Director, Plant and Service Operations

Director and Professor, Cooperative Wildlife Research Laboratory
Director, Biomechanics & Integrative Movement Laboratory
Director, Graduate School
Co-Director, Environmental Resources and Policy, Departments of Geology, Geography, and Agribusiness Economics
Interim Director, International Programs & Services
Interim Director, Career Services
Interim Director, Rehabilitation Institute
Associate Director of Facilities
Associate Director, Study Abroad
Associate Director, Agricultural Sciences
Associate Director, Education & Outreach, University Housing
Assistant Director, Registrar's Office

Coordinator, Student Development
 University Engineer
 Executive Director, WSIU Public Broadcasting
 Chair and Associate Professor, Cinema and Photography
 Interim Chair and Associate Professor, Radio-Television
 Professor emeritus, Department of English
 Students (18)
 Alumni (2)
 Chief Academic Advisor, College of Science Advisement
 Chair, Department of Zoology
 Accountant IV
 Accountant IV, Plant and Service Operations
 University Engineer, Physical Plant Engineering Services
 Residence Hall Directors, University Housing
 Coordinators, Academic Initiatives, University Housing
 Coordinator, Conference Services, Division of Continuing Education
 Coordinators, Student Development
 Department Chairs
 Department Faculty
 Editor, *The Journal of the International Association of Special Education*
 Business Manager
 Administrative Assistant to the Dean
 Assistant to the Dean for Academic Affairs, College of Agricultural Sciences
 Chief Academic Advisers and Records Personnel
 AP Council (3)
 Director, Intercollegiate Athletics
 Assistant Athletic Director-Compliance
 Assistant Athletic Director
 Associate Athletic Director – Finance
 Campus-Wide Assessment Committee

G. Principal Documents, Materials, and Web Pages Reviewed

Southern at 140: A Progress Report Towards *Southern at 150*. SIUC Self-Study
 Campus Climate Task Force Document
 2020 Vision Report 2005
 Affirmative Action Hires Report 2005
 All Hazards Emergency Operations Plan
 Campus Life and Safety Team: Purpose & Protocol
 Campus Master Plan 2006
 Enrollment Documents
 External Review Team Report on Student Conduct 2008
 Institutional Snapshot 2007
 Regional Profile: Illinois Southern Region
 SIU Student Recruitment, Retention & Persistence
 SIU 2007 Performance Report
Southern at 150: Building Excellence Through Commitment
 SIUC Web page (extensive review)
 Audited Financial Statements (FY07 & FY08)
 Employee Handbook
 Federal Compliance Materials (Ad Posting, Audit Findings, & Student Assistance Process)
 On-line Program Request

Student Handbook
 Graduate Catalogue 2009-10
 Undergraduate Catalogue 2010-11
 Faculty Senate meeting minutes (various)
 Guidelines for Review of Existing Units of Instruction, Research and Public Service at Public Institutions (IBHE)
 Program Review Overview (SIUC)
 HLC Assessment Academy- SIUC Project Overview
 Teaching Handbook- College of Liberal Arts
 Curriculum 21 – College of Liberal Arts
 Operating Papers -Colleges of Liberal Arts and Science
 Board of Trustees Agreement with Faculty Association
 White Paper on Governance 12/08
 SIUC at 150
 SIUC at 150 Progress reports (2008)
 Graduate Council meeting minutes (various)
 Program review reports (2006)
 State of the University Address- (9/2009)
 Online course syllabi – BIO 135, AJ330, POLS352i
 Course syllabi- Soc 101, ANT, FIN,
 FY07-08 Audited Financial Report
 Institutional Snapshot
 Fact Books – AY06-07 to AY09-10
 Office of Vice Chancellor for Student Affairs
 CIRP Longitudinal Report (2001-2006)
 Office of Institutional Research and Studies-website
 Task Forces for Agility and Efficiency reports
 “Land of Lincoln AmeriCorps”
 “Saluki Volunteer Corps”
 “Southern Illinois University Carbondale Service Learning: FY 2005 Report on Self Assessment”
 “Service Learning in the Curriculum”
 “College of Education and Human Services: College Highlights” (March 2010)
 Minutes of the Special meeting of the Board of Trustees, SIU, July 15, 2009
 Sustainability Initiatives (Development of Plant and Science Operations), 07/28/08
 Washington Advisory Group Report 07/09/03
 Discussion of the Washington Advisory Group Report (Vice Chancellor for Research) 12/02/03

Websites visited (plus underlying pages):

Website links:

<http://www.siu.edu/>
<http://cola.siu.edu/documents/FAcontractFY07-FY10.pdf>
<http://www.siu.edu/future/salukiWay/index.html>
<http://news.siu.edu/news/September05/090905pd5119.jsp>
<http://web.coehs.siu.edu/public/>
<http://www.geology.siu.edu/outreach/index.html>
<http://news.siu.edu/news/July08/072108cjm8139.html>
<http://communityoutreach.siu.edu/>
<http://news.siu.edu/news/March10/031810cjm10071.html>
<http://news.siu.edu/news/February10/022210cjm10048.html>
<http://crhssd.siu.edu/projects/ruraltransport.html>
<http://www.connectsi.us.com/>
<http://econdev.siu.edu/>
<https://www.dce.siu.edu/index.php/Policies/SIUC-Continuing-Education-Unit-Policy>
<http://www.siu.edu/~asaocap/>

Faculty Senate – website
 Office of Assessment and Program Review- website

Saluki First Year (website)
 University Core Curriculum (website)
 Graduate School –website
 College of Business –website
 Online MBA program website
 Office of the Provost and Vice Chancellor-website
 Office of the Chancellor – website
 SIU Office of President-website
 Division of Continuing Education-website, information sheets
 Morris Library –website
 Instructional Support Services-website

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self-study process involved more than 100 of SIUC's constituents – administrators, faculty from all programs, staff, students, and community members. The Steering Committee was organized with a faculty member as chair. Each Criterion had an assigned committee and chair. An external consultant was also engaged.

The Team judged the process as thorough and inclusive of the institution's employees and involved all aspects of the institution.

B. Integrity of the Self-Study Report

The Self-Study Report is comprehensive, descriptive, and evaluative. It was very well written and literate.

Within each Criterion, challenges were identified. The Team found that the Report adequately reflected the evidence verified during the visit.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Team conducting the 1999 visit cited nine challenges to be addressed. The Institution has addressed each challenge – some with more success than others. Progress has been made with addressing physical facilities (notably, the Morris Library and Saluki Way); however, facilities for a research institution remain inadequate. Likewise, assessment, establishing institutional priorities (e.g., teaching v. research) and allocating resources have been partially addressed but each needs considerable work (this Team makes recommendations). The most progress has been made in fundraising, garnering over \$100 million in a just completed campaign. Leadership issues in defining the relationship between the positions of the President and Chancellor remain and need to be addressed with the hiring of a new Chancellor 01 Jun 2010. In addition, trust issues between faculty and staff and the central administration hinder institutional progress.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements fulfilled. There was only one (1) third party comment. It was a very positive, supportive comment about the Institution.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

See special section regarding components of Federal Compliance (pp 27-29).

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. *The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

1. Evidence that Core Components are met

- The SIUC mission statement emphasizes student access, quality teaching, research excellence, and a commitment to service in the community, the state, and the region. With regard to access, the institution has a special commitment to provide access to a large portion of the student body from the working and middle class and a high number of first generation students. The university's commitment to access of students is broad and sincere, as shown through conversations with its senior administrators, members of the Faculty Senate, and the Board of Trustees. Its student profile thus requires SIUC to expend a considerable amount of resources on remediation and also makes student retention a challenge. Given the prominence of this section of the mission statement, it is laudable that SIUC's commitment to its diverse and far from privileged student body is so strong.
- Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and the schools of medicine and law.
- SIUC has made solid progress in the past decade with regard to diversity, a significant goal in the Institutional mission. There has been an increase in the number of students from diverse backgrounds (22.4%). Programs such as the Center for Academic Success, the pre-college summer program, and Future Scholars, were created to aid their success. There has also been an increase in the number of faculty from diverse backgrounds (22.7%) and the creation of a new administrative post, the Associate Chancellor for Institutional Diversity. This progress has occurred in the absence of a shared definition of diversity, and, these advances could erode without development of institutional consensus about diversity goals.
- Understanding of SIUC's mission with its commitment to access, research, and service to the larger region is better understood by some campus constituencies than others. Faculty, administrators, and board members have little problem highlighting components of the mission statement, though most mentioned teaching or "student responsiveness" first when queried about the core elements of the mission. In the 2008 Campus Climate Survey, 58 percent of the campus community agreed with the statement that "the mission statement adequately reflects what this University should be doing." The wording of this survey item does not convey respondents' breadth of understanding of the mission statement elements, or whether there is agreement on priorities arising from that statement.
- The university has a broad set of policies and processes in place that help ensure the institution's commitment to integrity. The university has an ombudsman's office, which has existed for over 40 years and which is staffed by well-qualified persons. The director of the ombudsman's office reports directly to the chancellor, rather than to any particular unit, in order to better ensure impartiality. The university also has several judicial boards to hear and adjudicate conflicts. Each board has its own purview, covering faculty, A/P staff, and student affairs. The university also handles information in a manner that is generally open and transparent, such as putting IPEDS data in an open section of its website. Despite high-profile cases involving

issues such as plagiarism accusations against prior upper administrators, there is good evidence of institutional integrity.

2. Evidence that one or more specified Core Components need organizational attention

- The University's mission statement is a central feature of the self-study "Southern at 140" document. While it is a clear statement, it is not a source of consensus among campus constituencies. The institution's self-study comments on "two separate and competing cultures" arising from what is increasingly perceived as competing mission priorities of student access and strengthening the research profile of SIUC. The tension between these priorities was acknowledged by members of the Board of Trustees, faculty, and staff. There were a number of comments during our campus visit that SIUC could not maintain its dedication to student access and continue to develop its research profile, particularly in the face of declining enrollments and resources. Upon arrival of the new Chancellor, the Institution should revisit the mission statement in view of these competing cultures.
- Effective leadership has suffered as SIUC has experienced administrative leadership turnover with four presidents, six chancellors, and six provosts since the last HLC visit in 1999. This rapid turnover in leadership generates multiple issues including interruption in collaboration with area community colleges, discontinuity in the friend-and fund-raising process, and lapses in the energy and direction needed in campus wide initiatives and planning. During good times, these problems generate serious problems for an institution; but during hard times, they can be devastating. Furthermore, this pattern of rapid turnover at the presidential and chancellor levels can have a ripple effect at the vice chancellor and dean levels. In fact, the self-study points out that each college has had at least three deans in the past ten years.
- The commitment of members of the Board of Trustees and the President to SIUC is admirable and a reflection of their strong personal attachment and loyalty to the University. Because of rapid turnover of leadership in recent years, both Board members and the President may have felt it necessary to get more involved in the day-to-day operation of the campus than is necessary or helpful. To reinforce the leadership effectiveness with the arrival of the new chancellor, it will be important for the President and the Board to communicate effectively with the Chancellor and to respect the Chancellor's authority on the SIUC campus. This stance reflects policy approved by the Board of Trustees on July 15, 2009.

3. Evidence that one or more specified Core Components require Commission follow-up.

N/A

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

N/A

Recommendation of the Team:

Criterion One has been met; organizational attention needed; no commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. *The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its*

mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

- The Institution has engaged in strategic planning with the development of *Southern at 150: Building Excellence Through Commitment* which has served as SIUC's first comprehensive strategic plan since its completion in 2003. Following a year-long process that included over 200 participants, the plan articulated a bold vision for the next 20 years, in preparation for the university's sesquicentennial (2019). The plan identified 10 areas of priority, with over 35 specific goals.
- As the first comprehensive growth plan for the Carbondale campus, *Southern at 150*, has served the campus well as a guide to initiate and catalyze change. Perhaps more importantly, *Southern at 150* has served as the fabric that has maintained cohesion for the campus during times of uncertainty brought about by turnover in senior leadership. It is evident from the current self study that excellent progress has been made toward a number of the overarching commitments and many of the goals stated within the commitments.
- The 2006 SIUC Campus Master Plan integrates the 2001 Land Use Plan, the 2004 University Housing Facility Master Plan, the Athletics Facility Master Plan, and the Saluki Way Plan. As such, the Master Plan provides direction for the physical growth of the university and demonstrates evidence of the university's coordinated use of the planning process in enhancing its operations.
- The Saluki Way plan was successfully executed by the combined funding from internal and external constituents. Funding includes: 25% from the City of Carbondale through a tax levy (\$20 million), 25% from private donations (50% of which are in-hand), and the remaining 50% from student fees for facilities and planning. This collaborative funding initiative demonstrates the university's ability to involve both internal and external constituents in its planning and financing of its growth.
- The Department of Public Safety has recently created an All Hazards Plan, in accordance with Illinois state statute. As part of this plan, the department of Public Safety established the Wireless Emergency Notification System (WENS) to notify faculty, staff and students of an emergency and advise if actions need to be taken. Modes of delivery include: telephone, Internet, e-mail, radio, loudspeakers, person to person, and text messaging. The development of a system that effectively uses current social media and technology clearly indicates the university's innovation and ability to change, while promoting a safe learning environment for students, staff and faculty.
- SIUC has experienced financial challenges over the last few years, relating to loss of tuition from decreased enrollment and timely payments from the State of appropriated funds. However, SIUC has had some success and relief through other endeavors:

SIUC has recognized the connections to global communities and has developed memoranda of understanding agreements with universities in China that can lead to new international ties for SIUC students and enhance the Institution's enrollment.

SIUC has a proud heritage of serving the economically disadvantaged communities of Southern Illinois. All levels of the institution express a strong commitment to providing access to and an opportunity for success to an ethnically and economically diverse student population.

The SIUC Foundation exceeded its goal of raising \$100 million in its initial capital campaign. Although private gifts and donations account for only 1% of the school's

annual budget, the university is wise to cultivate alternate financial resources as other resources diminish.

External grants and contracts have provided a much needed source of revenue as state funding has diminished. Growing from approximately \$33 million in FY1999 to \$70.1 million in FY2008, this source of funds has allowed the school to enhance programs in ways that are responsive to external needs.

- The combination of externally mandated reviews of educational programs, including the 8-year review cycle established by the Illinois Board of Higher Education and specialized professional accreditation reviews, as well as internal assessment through the office of program review, provide processes and data that can drive continuous assessment.
- Having recognized that it could benefit from enhanced use of evaluation and assessment, the institution has embarked on a training program and participation in the HLC Assessment Academy. The reconfigured Office of Assessment and Program Review, and the hiring of a director for that program, provide opportunities for finding more effective ways to gather and use assessment data.
- Ongoing evaluation and assessment originating from within the Institution have identified areas of concern, such as decreasing enrollments and low academic success rates in undergraduate programs. Assessment and program review can drive the development of strategies to improve Institutional effectiveness.
- The university has established a process of assessing its campus climate, having administered a Campus Climate survey twice in the past 12 years. The 2008 survey of faculty, staff, and students indicates both strengths and challenges for the university in the future. It provides an effective tool with which to monitor current, as well as longer term trends on work-place issues of importance to the campus. The university's use of climate surveys on a regular basis indicates its active pursuit of knowledge and strategies for continuous improvement.

2. Evidence that one or more specified Core Components need organizational attention

- Although SIUC leaders, faculty, and staff are strongly oriented by the *Southern at 150* plan, there is a need for greater availability of data and support for the use of data to assess the extent to which the university and its programs are achieving specified goals. More effective use of institutional data and development of broad-based practices of assessment will be increasingly important as SIUC makes difficult decisions about investments of increasingly limited resources.
- Although the *Southern at 150* proposes that SIUC should be among the top 75 research universities, this specific goal has not been embraced throughout the institution and was identified as unrealistic in the 2003 report of the Washington Advisory Group. Moreover, SIUC leadership has not developed a realistic plan to secure the necessary resources to realize this goal. Now, the institution has the opportunity to redefine this goal as a new chancellor takes office and to establish a direction for the future.

3. Evidence that one or more specified Core Components require Commission follow-up.

- As SIUC prepares for its future, serious changes in its financial condition must be considered and adopted. During the past year, SIUC has a budget shortfall ranging from \$4 million to \$15 million; an additional \$15 million are needed for FY 2011. To meet these financial needs, the university has suggested possible solutions such as furloughs, layoffs, across-the-board budget cuts, and programmatic cuts. However, reasonable

steps to address these financial stringencies long term have not been implemented. Thus, the Team recommends that, with the arrival of the new Chancellor, the Institution begin strategic planning to address the financial shortfall. The Team recommends that the Institution submit a Progress Report on its financial planning by August 15, 2011.

- Lack of comprehensive planning pervades the institution, resulting in substantially autonomous departments. This makes academic and other planning difficult. In the face of a pressing need to develop comprehensive plans to address important financial issues, student access, enrollment management, the research mission, and employee relations, the Team recommends a Focus Visit in 2013 (see pp 23-24).

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

N/A

Recommendation of the Team:

Criterion Two has been met. Organizational attention is needed. Commission follow-up in the form of a progress report in 2011 concerning finances and a Focus Visit in 2013 in Comprehensive Planning are recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. *The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

1. Evidence that Core Components are met

- The university commitment to student learning is demonstrated through its investment in programs to enhance the student learning experience such as the University Honors Program and the new Saluki First Year Experience. SIUC's long standing University Core Curriculum (UCC) is intended to promote best practices in undergraduate education through design of articulated, integrated, and coherent learning experiences from the first year through graduation. Capped by integrative courses that engage students with interdisciplinary inquiry, diversity, and multiculturalism, UCC has great promise to be a signature program. SIUC's investment in program leadership and infrastructure position the program to be a catalyst for stronger alignment of learning goals and assessment of outcomes throughout the university.
- SIUC has a well qualified faculty – the self-study indicated that eighty-four percent of the faculty were full-time and eighty-two percent of the full-time faculty held doctorates, professional degrees, or other terminal degrees in their disciplines in fall 2008.
- The university takes great pride in the accomplishments of its faculty and students. Various awards, displays, and university publications recognize students and faculty for their scholarly and other achievements. The Honors Program has focused support to assist student in application for prestigious scholarships, fellowships, and awards. Faculty and administrators indicated that the university recognizes outstanding teaching each year by presenting awards for excellence to faculty in each college, in the University Core Curriculum, among non-tenure track faculty, and among graduate assistants.
- Undergraduate and graduate students who were interviewed by the team consistently reported that faculty are good teachers, willing advisors, accessible to students, and care about student success. Students also reported that they are receiving an excellent education at SIUC and indicated that they enjoy working with faculty.

- The Writing Center (WC) at the university is well staffed with faculty, graduate assistants, and well-trained undergraduate tutors who extend writing support to students through three campus locations. Students interviewed by team members reported that having three locations makes it easy for them to access these services.
- The University Honors Program (UHP) benefits from dynamic, energetic leadership which has engaged over 300 honors students university-wide. The program appears poised to grow with new, visible space in Morris Library, efforts to expand scholarship support, and a broadening of curricular offerings. The UHP's Office of Major Scholarship Advisement continues to prepare SIUC's best students to compete for nationally competitive scholarships. Pictures of these top award recipients were evident in Morris Library and in the Student Center which provide excellent visibility for the success of SIUC students.
- SIUC has developed a number of distance learning opportunities to serve place bound students. The Office of Military Programs has served personnel of the U.S. military for many years. Six degree programs are offered to students on 32 bases. As reported in their self-study, and as confirmed through conversations with personnel in the Division of Continuing Education, students served by the programs, and site coordinators located literally from coast to coast, the quality of the programs is high. Students expressed satisfaction with advising and other academic and student support services. They also expressed satisfaction with curriculum content and the level of instruction.
- The Office of Distance Education, through the Division of Continuing Education offers credit and non credit programs. Credit courses are offered in multiple formats, including individualized and semester-based. Students report a high level of support, strong faculty, and relevant programs of learning that enhance their professional success. The recent growth of online (e-learning), semester courses and the success of a limited number of fully online degree programs, has sparked greater interest in expansion of online programs. Growing more online programming will require further development of infrastructures supporting curricular planning, design of web-based courses, and assessment.
- The university conducts regular reviews of academic programs, as mandated by the Illinois Board of Higher Education. The process involves external and internal reviewers and is designed to produce recommended actions for improvement of programs. While evidence of actions pursuant to program reviews was limited, minutes of past Graduate Council meetings included documentation of reports of program reviews.
- The self-study indicated that technology is available to support student learning through numerous computer labs and wireless access in various areas of the campus and students reported satisfaction with the availability of technology support for their learning.
- A range of student services is available to assist students to achieve success both in and out of the classroom. Interviews with students verified that support services are available, that they know where to seek assistance, and they use these services when needed.
- Learning-living communities in the housing system provide opportunities for students to live with individuals who have similar academic interests related to special interest groups, scholarship halls, and academic colleges. These collaborations between

University Housing and faculty have improved the learning environment within the residence halls and have resulted in new connections between residents and faculty outside of the classroom.

- Most centrally scheduled classrooms have been renovated and have technology presentation capabilities to support learning. However, many of the departmental and college controlled classrooms, labs, and studios are in need of renovation and updating. Interviews with students revealed that many of these academic spaces need improvement although resources to complete these projects are not currently available.
- SIUC has invested heavily in restoration and expansion of Morris Library since 1999. The result is a facility that provides flexible, inviting space, enabling library faculty and staff to deliver a wide range of traditional and contemporary services to enhance instruction and research. The library's operations reflect national best practices. There is active engagement in the life of the campus and in the universe of libraries and other information providers in the state and nation which brings many valuable information resources to SIUC and promotes visibility of SIUC's library resources in the region and beyond. The library also provides a full range of support for distance education students.
- Programs with specialized accreditation and some other academic areas have systematic processes for assessing learning outcomes and utilizing such evidence for improvement of courses and curriculum. The university's Campus-Wide Assessment Committee is a forum for sharing successful practices and cultivating broader commitment to assessment among faculty and staff. There is enthusiasm among these champions of assessment to promote what they have found to be useful more broadly. The efforts of this group need the support of leadership and recognition of assessment as valued faculty work to be successful.

2. Evidence that one or more specified Core Components need organizational attention

- Student advisement and academic support programs are provided through the colleges and through programs offered through the provost's office. Interviews demonstrated that advisors are highly committed to students and their success. The decentralization of advisement and academic support has encouraged strong ownership of advising functions by the colleges and innovative practices. However, it also risks inconsistency in availability and character of services. Ratios of students to professional advisors as reported to the team vary widely from a little over 90:1 to as much as 474:1. Advisors also noted the need for career counseling services. SIUC should consider development of university-wide advisement principles or goals, targets for levels of service, formal training opportunities for professional advisors, protocols for assessment of advising effectiveness, and recognition for advisors.

3. Evidence that one or more specified Core Components require Commission follow-up.

- SIUC recognizes that it has not adequately addressed challenges in assessment of student learning identified through the last comprehensive evaluation. The university's enrollment in the **Commission's Academy for Assessment of Student Learning** and consistent, explicit articulation of the need to strengthen assessment by leaders, signals that the institution is prepared to pursue this agenda. The University intends to fill the vacant position of Director of Assessment and Program Review. In addition, it will be critical for the new Chancellor to work with university leadership to ensure that this commitment is reinforced in unit operating papers and in program review and planning

processes. Should SIUC not complete the Academy expectations, the Team recommends a Focus Visit.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

N/A

Recommendation of the Team:

Criterion Three has been met; organization attention is recommended; no Commission follow-up is recommended, provided successful completion of the Assessment Academy.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

- At the time of the 1999 site visit, SIUC's research productivity was lagging, as is well documented in the self-study. Since then, this self-study, policy statements, and interviews with numerous individuals from faculty and staff constituencies documented that the institution has a well defined research mission that is integrated with the teaching mission at both the undergraduate and graduate levels of education. The research mission was a core component of discussions with every constituency interviewed by the team, including administration, faculty, staff, students, and Board of Trustees; and was widely understood as a means of defining institutional excellence and establishing an international academic reputation
- The institution has invested significant resources in research over the past decade, and overall productivity has been higher in the first decade of the 21st century, as compared to the 1990's. While the institution does have a strong commitment to research, conversations with faculty including members of the Faculty Senate make clear that the depth of that commitment varies sharply from department to department. Still, the university's significant gains in this area are worthy of note.
- Since the last HLC visit, the institution has also begun to develop an appropriate infrastructure for research. A Vice Chancellor for Research and Graduate Dean has been appointed, giving a single individual primary responsibility for the mission-critical activities of graduate education and the research enterprise.
- Both faculty and students have demonstrated excellent research productivity as documented in exhibits provided. External grant funding has, since the previous Team visit, increased 50% in total research awards and more than doubled in federal research awards. This level of productivity is expected to continue and increase as additional faculty and students are identified and recruited, and as collaborations increase.
- The Office of Research Development and Administration, part of the Office of the Vice Chancellor for Research and Graduate Dean, established a granting program that provides seed funding for interdisciplinary research and enhances competitiveness for external funding. Annual financial commitments provide matching funds and travel funds to attend international or national meetings for the purpose of presenting research or to meet with funding agencies. There are internally competitive research funds for faculty, graduate students, and undergraduate students. These actions indicate that SIUC clearly promotes a life of learning for its students, faculty, and staff by supporting

initiatives that are on the forefront of disciplinary knowledge through exploration of interdisciplinary scholarship.

- Overall the institutional focus on research and inquiry provides an excellent teaching mechanism to train its students to value a life of learning as exemplified by the regular involvement of undergraduates in institutional research activities. The Vice Chancellor for Research and Graduate Dean is a strong champion of undergraduate research.
- A strong commitment to undergraduate participation in research pervades the institution. Opportunities abound at SIUC for undergraduate students to participate in research. The establishment of the Saluki Research Rookie program, whereby freshman students are supported to conduct mentored research with faculty, exemplifies the university's efforts allocated to support these types of out-of-classroom or experiential learning for students. Overseen by the Office of Research Development and Administration as part of the REACH (Research-Enriched Academic Challenges) initiative, the program supported 21 students during the 2009-2010 academic year. Funding for the 2009-2010 year was provided by the Office of the Vice Chancellor for Research, the Office of the Chancellor, the Office of the Provost and Vice Chancellor, the Office of the Associate Chancellor for Diversity, and the Office of the Vice Chancellor for Student Affairs. Individual colleges and schools also promote these types of opportunities for students, with the College of Science establishing a goal of 100% participation in its undergraduate research program by the time the student graduates. Noteworthy, also, is the undergraduate assistantship program that provides students with much needed financial support and outstanding learning experiences. Efforts such as these enhance recruitment and positively correlate with retention of students, and these programs clearly demonstrate linkages between curricular and co-curricular activities that support inquiry, practice, and creativity.
- The Graduate School established the Graduate Enrollment Working Group (GEWG) in 2007 and charged it with preparing a Graduate School enrollment plan. The plan, completed in October of 2008, laid out a blueprint for increasing graduate student enrollment by 5%, in accordance with SIU system goals. The GEWG conducted a strengths, weaknesses, opportunities, and threats (SWOT) analysis to help identify priorities. As a result, the graduate school now has a comprehensive plan, including quantifiable metrics and timelines, with which to guide its energy and allocation of resources.
- The Graduate Council, comprised of 25 elected members of the graduate faculty, serves as the link between the graduate faculty, graduate students and the administration. With one of its primary goals of reviewing programs and centers every 5-7 years, the Council ensures that the graduate programs promote the research mission of the university. The Council's continual monitoring of graduate program assessment, as it is linked to specific programmatic learning outcomes, ensures that graduate programs further succeed in fulfilling the research mission of the university. These processes also clearly indicate that the university maintains effective systems for collecting, and analyzing, and using organizational information, while also indicating its attention to currency and relevance of courses and programs.
- The institution provides adequate resources to assure the ethical and compliant performance of research. The Vice Chancellor for Research administers pre-award support, IRB and IACUC and RCR instruction and oversight and development of intellectual property. Faculty are generally satisfied with these services.
- There is active engagement between the faculty on campus and the Office of Economic and Regional Development Office (OERD) in support of faculty interested in entrepreneurship and building their own companies and businesses. This support structure, which is located adjacent to the campus, provides the equivalent of a business

incubator/research park to the southern Illinois business community. The exceptional investment in infrastructure, including some \$1.5 million for site developments and roadways, provides a significant base for future expansion and increased interaction between SIUC faculty and the entrepreneurial business community. Intellectual property policies and procedures for involving faculty with economic development issues through OERD appear to be well defined and understood by faculty to support those activities.

- The Board of Trustees has in place and the administration has implemented a broad array of policies dealing with research, intellectual policy, grants administration, and general research compliance.

2. Evidence that one or more specified Core Components need organizational attention

- The Team questions the feasibility of the stated goal of becoming a top 75 research institution in the near future. Comments made by the Board of Trustees, campus administrators, and faculty echoed this view point. This issue needs to be addressed in the development of a new strategic plan as recommended by the Team (pp 24-25).
- Growth of the research enterprise is severely limited in the immediate future by the financial condition of the institution. Longer term limitations are lack of dedicated research space and the outdated condition of available space. For example, an assessment of space, conducted by the Office of the Vice Chancellor for Research and Graduate Dean in 2006, determined that SIUC has 41% less net assignable square feet of space for research in science and engineering than the average of public, doctorate-granting institutions as estimated by the National Science Foundation. This shortage of space appears to have limited or at least impaired the growth of its research enterprise, a concern articulated by several deans. If SIUC endeavors to expand its research mission, particularly in the STEM disciplines, then it must allocate additional resources to expand the current space available for research. There are parallel challenges in the limitations in academic support services for research, notably the level of funding to provide a full range of traditional library collections (books, several publications, etc.) and electronic information (data sets, e-journals, etc.).

3. Evidence that one or more specified Core Components require Commission follow-up.

N/A

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

N/A

Recommendation of the Team:

Criterion Four has been met; organizational attention is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. *As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

1. Evidence that Core Components are met

- Repeated throughout the self-study is SIUC's long-standing commitment to civic engagement, a value and tradition that the University traces to its 1869 founding as a two-year, teacher training institution. To demonstrate that the institution is deeply rooted

in and connected to this founding ethic, SIUC is careful to highlight in the self-study how service to community is a constitutive part not only of its mission, but also of its current “*Southern at 150*” strategic plan.

- SIUC offers an impressive array of events and services to its many constituencies, including athletic events, theater performances, musical concerts, library services, public broadcasting, and many targeted services that draw on the skills and expertise of SIUC faculty and staff (e.g., sign language interpreter services).
- Close reading of the self-study and other information available on the website suggest that many of the programs mounted to pursue SIUC’s mission have emerged directly from specific concerns facing southern Illinois communities that the university has identified through feedback from constituencies (e.g., through advisory boards), surveys, and analyses of demographic trends, and other environmental scanning methods. In 2006, for example, to address emerging economic development needs, as well as the increasing demand for high-speed internet access in the region, SIUC launched Connect SI to serve the twenty-county region. Working as a collaborative composed of a diverse group of internet providers, health care agencies, and organizations from business, education, and government, Connect SI aims to link and convert the diverse capital in Illinois’s southern region into “a driving force in the world economy.”
- Overall, SIUC provides evidence that it extends both credit and non-credit program offerings to constituencies in the local area, across southern Illinois (e.g., through the Southern Illinois Collegiate Common Market), and in some targeted areas elsewhere in the state, as well as at military bases in sixteen other states to address identified needs.
- The SIUC self-study articulates a broad range of ways in which the institution engages with its external constituencies in a manner consistent with its mission statement. The university’s commitment to its service mission clearly extends back decades and is still shown today. Conversations with a range of SIUC personnel and the SIU Board of Trustees, reflected that commitment to service and engagement. SIUC students spoke of programs they participate in that engage with local residents and support services. It is clear SIUC has been quite active in forging partnerships that help the institution extend its reach and respond to its constituencies. The depth of commitment to SIUC’s constituencies is widely shared and is commendable.
 - In response to the region’s health care needs, the SIU School of Medicine has expanded outreach to no fewer than 108 sites serving 50 communities. The school’s Rural Health Initiative currently provides services to address a variety of health care demands in primary and specialty medicine.
 - The need for medical legal services among the elderly, veterans, immigrants, and other disadvantaged groups has led the SIU School of Law to provide outreach through its own set of programs: the Legal Services to Older Persons Clinic; the Domestic Violence Clinic; the Veteran’s Legal Assistance Program (VLAP); and the Immigration Detention Project.
 - Projects addressing community education and human service needs include the six associated with the College of Education and Human Services (COEHS): ManTraCon; Saluki Kids’ Academy; Illinois workNet are initiatives of the Workforce Education and Development (WED) department.
 - The beneficiaries of Saluki Kids’ Academy and the Southern Region Early Childhood Program are “at-risk” youngsters; students in grades 4-6 in the former case, and children from birth to seven-years of age in the latter.

- The purpose of the Center for Autism Spectrum Disorders is to provide outreach services to children, families, schools, and service providers touched in some way by autism disorders. The Department of Kinesiology developed Strong Survivors to serve the needs of cancer survivors.
- Notable is OERD which works in a coordinating capacity to facilitate the economic development efforts of a diverse constituency (e.g., government, education, business and industry) aiming to advance southern Illinois regional development.
- There is also strong evidence of student participation in civic engagement. Service learning through the Saluki Volunteer Corp and Land of Lincoln involve over 5,500 students contributing about 34,023 hours of service.

The university applies a non-centralized approach to community engagement for purposes of efficiency and for remaining flexible and agile in mobilizing capacity and resources, as well as in responding rapidly to community requests and needs. No fewer than sixteen units and programs are highlighted in the self-study to demonstrate the university's execution of this approach in engaging and serving the counties in southern Illinois. The establishment of the Southern Illinois Research Park, as well as the various OERD projects in business and industry housed there, are prime examples of the university's accomplishments in this regard.

- A collaborative venture with the Illinois State Board of Education includes the "Grow Your Own Teacher Program" in special education, which includes the school's Department of Special Education and Shawnee Community College in an effort to facilitate entry of interested students into coursework leading to certification in special education.
- In keeping with state law and IBHE mandate, SIUC holds articulation agreements with all community colleges and four-year public institutions in Illinois for the University Core Curriculum and career-oriented programs.
- There is ample evidence in the self-study to suggest that the institution's outreach into the communities of southern Illinois is programmatically diverse, wide-ranging, and responsive to regional needs. It also seems clear from the report that the institution's apparent commitment to improving the quality of life in the region has substantive support from community leaders.

Recommendation of the Team:

Criterion Five has been met; no organizational attention or Commission follow-up is needed.

V. STATEMENT OF AFFILIATION STATUS

[Refer to instructions for standardized language and team options to insert here.]

A. Affiliation Status

No change

B. Nature of Organization

1. Legal status

No change

2. Degrees awarded

No change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change

2. Approval of degree sites

No change

3. Approval of distance education degree

No change

4. Reports required

Progress Report.

The Team recommends that the Institution submit a Progress Report due August 15, 2011.

During the last 2-3 years, SIUC has been confronted with dwindling financial resources resulting from declining enrollments and reduced state support. For Fiscal Year 2011, SIUC faces a deficit of approximately \$15 million. Such financial challenges have existed for several years and may continue to exist for several more years. Given the coming of a new Chancellor (01 Jun 2010), the Team specifically recommends that the Institution immediately undertake a planning process to address the financial situation focusing on longer term strategies, dealing with specific measures to increase revenues as well as to develop plans to reduce expenditures through retrenchment/reorganization to bring longer term financial stability to the Institution. To date, actions to address the financial challenge have largely been short term (using unrestricted funds, not filling positions, etc.) as well as the discussion of other short-term measures.

5. Other visits scheduled

Focus Visit on Planning during Spring 2013.

As the first comprehensive growth plan for the Carbondale campus, *Southern at 150: Building Excellence Through Commitment* has served the campus well as a guide to initiate and catalyze change. Perhaps more importantly, *Southern at 150* has served as the fabric that has maintained cohesion for the campus during times of uncertainty brought about by turnover in senior leadership. It is evident from the current self-study that excellent progress has been made toward a number of the overarching commitments and many of the goals stated within the commitments.

However, it is also evident that the university has failed to make progress with respect to several of the priorities and now finds itself nearly rudderless during these turbulent economic times. *Southern at 150* has reached a point where its vision, priorities and goals must be re-evaluated to ensure that the university not only maintains unambiguous alignment with its mission, but also establishes realistic and attainable goals consistent with changed times. In addition, discussions with all groups revealed certain tensions as to whether SIUC could continue to emphasize student access and continue to advance its research agenda. It was noted that most of the units--especially the colleges--also engaged in strategic planning, but there was little evidence of coordination across the units in either their planning processes or implementation of their outcomes. Other issues arose such as whether the Institution could continue to admit up to 40% special admits and still pursue its research agenda. Attempting to maintain the goal of increasing the overall research productivity of the campus to elevate SIUC into the top 75 of all

research universities is unrealistic given the long-term decline in state support, exacerbated by declining enrollment. While the aspiration of this particular goal is laudable, it is not realistic given the current environment.

Thus, the Team encourages SIUC to begin long-term planning to revise *Southern at 150* to take full account of these times of decreased financing. Further, the Team believes the Institution might be better served by centralizing a regular planning process with alignment of unit planning. Further, the process must include input from all campus constituents, to ensure that both “bottom-up” and “top-down” ideas are well integrated. Such a process is often successful when coupled with the 10-year reaccreditation efforts, by either preceding or, in this case, following the self-study. Priorities identified during a self-study may then be folded into a campus strategic plan that becomes the guide for the development of unit-specific plans. Budget and financial planning efforts must also be linked to the academic planning in a concurrent process to ensure alignment between priorities and resources. Regular evaluation of the goals, accompanied by an evaluation of its success, followed by adjustments or adaptations in future directions, will ensure that the campus succeeds in its goal for continual improvement.

Specifically, the planning process must address the following subjects:

- a) Budget. It must align to mission and to economic conditions. Part of this issue is also related to enrollment.
- b) Student Access. SIUC has a special mission to students of low-and medium-income families. There was discussion whether SIUC should continue to enroll 40% special admits. Is this a viable alternative for the future?
- c) Enrollment Management. SIUC should develop a strategic goal for student recruitment and retention.
- d) Research Mission. SIUC needs to determine and plan for its research mission. Tensions between research and effective teaching and research and student accessibility need to be resolved. Realistic goals need to be set. Research infrastructure needs to be addressed.
- e) Marketing and Branding. SIUC has a dual mission of being accessible to “underserved” populations and to be a major research university. This theme has potential for special “branding” as a type of institution that cares about students, yet contributes basic and applied research to benefit and improve the state, region, and beyond. Planning should address how this theme may enhance the university’s ability to recruit a diverse student population and promote fund raising.
- f) Employee Relations. It was apparent that a gulf existed between faculty and staff and the administration. This has led to a plethora of unions and has diverted attention from important decisions. Strategic planning should address working relations, communication development, and well being of the Institutional community, as these are important foundations for institutional effectiveness.

The Team recommends this process be completed by Spring 2013 and that HLC schedules a Focus Visit.

6. Organizational change request

Assessment

SIUC recognizes that it has not adequately addressed challenges in assessment of student learning identified through the last comprehensive evaluation.

Team interviews with leaders, staff, and faculty indicate that the university community would benefit from development to support advancement of the practice of assessment. Conversations with university representatives suggest that there is limited recognition of the difference between course or student evaluation and assessment of student learning. Nor is there wide spread recognition of how different forms of evidence (direct and indirect) of student achievement of outcomes can be utilized for assessment. Course syllabi and program descriptions convey learning goals or objectives, but with few exceptions, do not articulate measureable learning outcomes. Encouraging the practice of formulating and articulating outcomes for courses and programs is a requisite for strong assessment practice.

Reviews of programs that do not have specialized external accreditation, need to have a strong focus on student learning and accomplishments. Ongoing assessment of the usefulness of the university's curricula requires greater attention to provide evidence of student outcomes, including competencies at graduation, placement and professional accomplishments.

Programs with specialized accreditation and some other academic areas have systematic processes for assessing learning outcomes and utilizing such evidence for improvement of courses and curricula. Practices utilized by accredited programs to assess program outcomes should be extended to those subject to internally driven review processes. The university's Campus-Wide Assessment Committee is a forum for sharing successful practices and cultivating broader commitment to assessment among faculty and staff. There is enthusiasm among these champions of assessment to promote what they have found to be useful more broadly. The efforts of this group need the support of leadership and recognition of assessment as valued faculty work to be successful.

SIUC also has the opportunity to build on a platform already in place for assessment of the University Core Curriculum. The assessment plan and protocols developed for UCC, if fully implemented, could generate data useful for advancement of student learning and serve as a model for assessment in degree and co-curricular programs. The program has rubrics and systematic cycles for collection of data. What remains to be developed is a mechanism that ensures that the evidence is used for improvement on an ongoing basis. The plan for engagement with faculty described on the program's website, if fully implemented and sustained would suffice for that purpose. However, SIUC should consider how alternative approaches would work in the context of the university's culture and organizational structure.

The Institution's enrollment in the Commission's Academy for Assessment of Student Learning and consistent, explicit articulation of the need to strengthen assessment by leaders signal that the institution is prepared to pursue this agenda. The Institution intends to fill the vacant position of Director of Assessment and Program Review. In addition, it will be critical for the new Chancellor to work with university leadership to ensure that this commitment is reinforced in unit operating papers and in program review and planning processes.

In addition to conducting a comprehensive review, the Team was directed to review a request to offer on-campus programs on-line without prior approval.

In background, SIUC offers many programs at distance with instructors on site. This request is "...to offer distance learning programs, without prior HLC program-by-program approval...."

SIUC operates many forms of distance educational programming through numerous administrative auspices: a number of colleges, the Office of Distance Education, and the Office of Military Programs. Program planning is initiated by multiple local units, with little central coordination. The infrastructure supporting development of online courses

and services to online learners is similarly distributed. There are no central policies or procedures in place that ensure consistency, quality of instructional design, student services, regulatory compliance, or strategic use of institutional resources.

SIUC is poised to take online educational programming to the next level. However, the university needs first to develop an infrastructure or infrastructures to support programs of consistent quality, assessment of student learning, student services, and compliance with regulatory requirements. Before granting blanket approval for online programming, the Team recommends that the university report progress to the HLC in development of systems for planning, coordinating, developing, assessing, and sustaining online programs, as well as provision of services to online learners.

After careful review, the Team does not recommend a change to the current HLC approval process.

The Team informally recommended that SIUC withdraw this request until the comprehensive plan is developed to incorporate strategies for online delivery of programs.

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

The Team recommends continued accreditation for Southern Illinois University Carbondale. The next Comprehensive Visit: 2019-2020.

Rationale for recommendation:

SIUC meets all of the criteria for continued accreditation. The Institution has an appropriate and special mission, educating an often underserved group of students; it operates with integrity; it has a strategic plan that has helped guide it through very difficult times; it values and supports effective teaching and offers an excellent learning environment. It supports academic freedom and, in an excellent manner, engages and serves its community and region in mutually beneficial manners. It looks forward to the arrival of a new Chancellor. It does need to revisit its strategic plan; it needs to reassess its financial situation; it needs to focus on its research mission; and it needs to create an effective process for assessment of student learning.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None

WORKSHEET ON Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

(list)

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The Team has reviewed this component of federal compliance: SIUC is compliant with normal standards.

Comments: SIUC uses standard measures of (1) credit hours (50 min for classes; 90 for laboratories), (2) academic program length (15 weeks/semesterly); (3) minimum credits for baccalaureate degree (120 credits); and (4) differential tuition for graduate and professional degrees and for undergraduate business. By Illinois law, "tuition charged a first-time undergraduate public university student who is an Illinois resident must remain at the same level for four continuous academic years following initial enrollment..." Tuition is set by the SIUC Board of Trustees and varies by degree: baccalaureate, graduate, and professional. It is program-specific for graduate and professional degrees. The information is available in catalogs and website.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The Team has reviewed this component of federal compliance.

Comments:

SIUC is compliant with federal law. The Institution has a form for complaints. Students may take their complaints to a myriad of individuals. The Provost is the final arbiter of academic complaints. The Institution has an ombudsman.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.

Comments: SIUC meets the standards. The Institution has an extensive policy in accepting credits in transfer from regionally accredited institutions. SIUC also has a myriad of articulation agreements and Illinois state law covers transfer within Illinois by the use of course codes. Transfer policies are found in all student catalogs and the Institution's webpages. Criteria are clearly explained.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.

Comments: SIUC meets current standards. The Institution uses BlackBoard for its LMS. This requires a sign-in and password. Other forms of identification include signature form at graduation, picture ID for exams, proctor approval, and LMS passwords.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

Comments: SIUC meets all of the above-referenced compliance responsibilities. The Institution has an audit annually by the DOE to insure compliance of Title IV regulations. Likewise, the Institution is audited by state agencies. Student loan defaults varies from 3.7-5.7%. This is lowest in the Illinois system. The Annual Campus Safety and Security Report is posted on the SIUC webpage. Satisfactory student progress is also posted. There is no university attendance policy but faculty must disclose their attendance policy in their syllabi. No programs are contracted out.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.

Comments: All disclosures were compliant with this standard.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.*

The team has reviewed this component of federal compliance.

Comments: SIUC has many programs accredited by special accrediting agencies. Each program is accredited and hosts accreditation visits on a regular basis set by the accrediting agency.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

The team has reviewed this component of federal compliance.

Comments: SIUC has made an appropriate notification. Only one comment was received and it was supportive of the Institution.

**REPORT OF A COMPREHENSIVE EVALUATION VISIT
ADVANCEMENT SECTION**

TO

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

22-24 March 2010

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

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ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Southern Illinois University Carbondale (SIUC) has a long and proud history of serving the southern region of Illinois. The Institution has a special mission of providing access to economically low- and middle-income students, bringing them into an environment of research and dedicated service to the region. Residents of the region and alumni were effusive in their praise of the Institution and its importance to the geographical area. During the last decade, SIUC has suffered due to a lack of sufficient state funding, enrollment declines, turnover of central leadership, and a lack of trust between the faculty and staff and the administrative leadership. Despite these negative influences, the Institution at the unit levels has continued to meet the mission and effectively educate students. Important in this period, the strategic plan *Southern at 150* held focus for advancement in areas such as renovation and expansion of Morris Library and creation of Saluki Way. The current Chancellor has provided stability in leadership over the last two years and has worked to mitigate the negative effects of the loss of funding. Now, a new Chancellor has been appointed. There is great anticipation at all levels of the institution to embrace her leadership. In this spirit, the Team offers the following suggestions to help the Institution to refocus its efforts to meet its unique mission.

II. CONSULTATIONS OF THE TEAM

Faculty Development

SIUC's self-study and a number of academic leaders and faculty noted the need for stronger faculty development focused on teaching and learning. The most passionate champions of assessment the Team encountered during the site visit spoke about how assessment had transformed their teaching practice. SIUC should consider forging stronger linkage between teaching and assessment through an integrated approach to advancing learning that connects curriculum, pedagogy, and assessment. The scope of Office of Assessment and Program Review could be expanded to include teaching and learning development. Alternatively, faculty development activities should be aligned with efforts to promote assessment as part of a scholarly approach to teaching.

Enrollment Management

With mission tension around the goals of becoming a top Carnegie research institution and remaining an accessible university for those living in the community, Southern Illinois University Carbondale finds itself in a 10-year struggle to halt undergraduate enrollment declines and reduce retention losses. These declines and losses make even more fragile a financial situation complicated by pervasive state budget woes. Some of the enrollment decline may be attributed to the closing of military centers that once furnished students and to the loss of 2-year degree programs, shifted to the area community colleges.

Also, technology implementation issues (Banner) and cost (Search) have hurt student recruitment in the short-term, and Banner implementation might also have caused the university's decision to allow most students past their freshman year to register for class without seeing an advisor.

In any regard, recognizing a need to meet the enrollment challenges, SIUC has moved to potential student markets in the surrounding states and internationally (China mentioned in particular). The use of discounted tuition for non-resident students provides a tool to SIUC that other state institutions are now using, as well. Involving students in academic activities such as those offered in the University Honors Program might help with retention and graduation rates. An aspect of this retention (perhaps not intentional) is seen in the fact that 55% of the undergraduates in the College of Science are reported to be engaged in research with the faculty.

It will also be important that SIUC spend for and embrace what technology can bring to improving recruitment and retention. The right technologies with appropriate staff training in enrollment management are important in the establishment and achievement of realistic goals in this area. As the Strategic Enrollment Planning Committee, a group of 30 people from divergent offices and with no clear direction is not the way to increase or even stabilize enrollment.

For the Fall Semester, 2009, SIUC attracted 13,000 undergraduate applications yielding around 2400 new freshman and 2000 new transfer students. These positive figures in a period of enrollment decline point out what more could be achieved with clear realistic and administratively supported recruitment goals. A number of units and operations are already in place to help with recruitment and retention. For example, the SIUC transfer centers, the University Honors Program, faculty recruitment activities (e.g., Music and Architecture) in collaboration with the Admissions Office and undergraduate research activity already in place can be prompted to help with the vital responsibility for recruitment and retention.

In addition, given SIUC's special, dual mission of being accessible to educate "underserved" populations and of being a major research university has potential for special "branding" as a type of institution that cares about students, yet contributes basic and applied research to benefit and improve the state, region, and beyond. The Team advises the university to develop a strategic, institutional marketing plan built upon this special mission to be used to develop integrated publications and marketing materials to support recruitment and fund raising strategies. Top leadership at the institution needs to review and improve financial aid support for undergraduate students, to improve technology support for the recruitment effort, and to focus more staffing in admissions to take advantage of the out-of-state tuition waiver. While each of these ideas has a cost, it is important for the university to invest in these long-term strategies to ensure future financial viability.

Leadership Development/Succession

SIUC would benefit from conducting a close review of its developmental programming for faculty and staff, both to help develop a new generation of leaders, but also to better prepare those who are assigned duties that involve supervision of others. The complex environment of changing federal and state law and regulation, evolving university policy, and the requirements of several collective bargaining agreements calls for continual updating of all who have supervisory responsibilities. In particular, such an effort could better tap into the commitment of staff to work alongside the faculty to promote the welcoming and helpful environment that SIUC seeks for its students.

The Team also observed that the senior leadership of the university lacks diversity in terms of gender, race, and ethnicity. The current composition of the full time undergraduate student body is 25% minority, and 42% women. The current composition of the 2009 full time faculty is approximately 14% minority and 41% women. While the university allocated \$5 million through its Strategic Faculty Hiring Initiative since 2003, to hire a diverse faculty to help SIUC achieve the goal of improving diversity, it has not adequately addressed diversity in its senior leadership. At present, all but one of the deans and vice chancellors are men.

It should also be noted that while proportionate representation by gender or minority status among senior leadership is desirable, appointments should, of course, not be made solely in an effort to diversity. When this occurs, it is possible that appointees will lack the proper preparation to succeed in critical leadership positions, quite possibly be set up to fail, thus leading to a culture whereby women and minorities avoid leadership positions.

Consequently, concerted effort must be made in the future to focus on leadership development and the creation of pipelines to prepare a wider diversity of leaders. Drawing upon a diverse set of faculty by the departmental chairs will create cadres of well-qualified leaders in the future. Leadership development for women, minority, or other underrepresented faculty might also include a faculty fellows program in the Provost's office, or on-campus sabbaticals that allow faculty to apprentice or lead campus initiatives outside of their academic homes. Other options include participation in a myriad of leadership

experiences at peer institution or organizations. Only by doing such things will the university realistically prepare for its future as shaped by a multicultural and diverse society.

Research

Although the university successfully implemented a new research infrastructure via the Office of the Vice Chancellor for Research and Graduate Dean, similar restructuring at the schools and colleges is mostly absent. Only two of the eleven schools and colleges (Colleges of Science and Agricultural Sciences,) have established a research infrastructure that includes an associate dean for research. The absence of a clearly defined infrastructure to oversee the research activities at the school or college level, poses challenges in adequately coordinating with the Office of Institutional Advancement and the Office of Research Development and Administration. It further diffuses the ability of the school or college to ensure accountability and compliance. Last, it makes it more difficult to ensure that research productivity is adequately recognized and rewarded. Evidence was found to suggest that the Faculty Association is perhaps at odds with the college-level administration in the establishment of such infrastructure within the College of Science. The research enterprise at the University would be better served if the administration, faculty, and Faculty Association worked collaboratively to address the growing need for research infrastructure within the schools and colleges and then codified this through proper amendments of the operating papers.

Library

SIUC leaders are aware that the lack of funds to complete the sixth and seventh floors as well as the basement level of Morris Library prevents the return of eighty percent (80%) of the book collection to central campus – and so impedes ready access for faculty and students to these collections. Similarly, even as SIUC has held harmless the library materials budget from reductions over the decade, the sharp reduction in purchasing power of the budget has put at risk the library's ability to provide support for research and graduate studies in many fields. SIUC may wish to consider a variety of strategies to address this serious issue, as the library has all but exhausted remedies within its control, especially consortia purchases/licensing. There is the prospect of academic program discontinuation, narrowing of academic specializations, and targeted private fundraising to support high profile research needs. Absent careful planning of this kind, the threat to academic support of high quality is real and substantial.

Alumni/Development

Foundation officers acknowledge that the level of alumni giving to SIUC is low (less than 10 percent) compared to similar research institutions. This low level in giving is explained, in part, by the relatively recent entry of SIUC into fund-raising and the need to develop a culture of giving among alumni. There is an organizational foundation for alumni through 26 clubs and chapters, 16 of which are distributed across Illinois. Stabilizing administrative leadership on campus, beginning with the Chancellor, will be essential to strengthening and expanding the network of alumni organizations. Given the pattern of leadership turnover, it is fortunate that many in Institutional Advancement have long service to the institution and are able to maintain the relationships critical to the fund-raising process. Advancement staff are already exploring the utility of social media and expansion of these efforts will be important. The Team strongly encourages the development of systematic data to inform the campus about the return on investment of advancement efforts, including comparisons with comparable and aspirant institutions.

Service Learning

There is much evidence to suggest that the university effort in the area of service is quite admirable. There are, for example, no fewer than fifty-three service learning oriented courses available to students for gaining a deeper understanding of course material and the role of civic engagement in community life. This capacity is augmented by excellent coordination of field placements and faculty engagement in service learning activities.

However, the university could be well-served with additional support and integration of these efforts. Establishing a center for service learning to provide increased focus, integration, and needed expansion to this curricular component is an option that has worked extremely well at other institutions, and that SIUC is advised to consider.

Student Services

The university offers a range of student services that provide important support for students. As funding for these services has eroded in the past few years, staff has been creative in finding ways to maintain necessary service levels. However, this cannot continue indefinitely. While everyone on campus contributes to student success and retention, engaging students actively in the co-curricular life of the university, providing important support services that enable students to be successful both in and out of the classroom, and managing environments to support learning are the “heart” of student affairs work. SIUC has a capable student affairs staff; investing resources in their efforts and encouraging new collaborations between student affairs staff and faculty are institutional strategies that will improve student success and retention.

Retention/Graduation Rates

During the course of the site visit, leaders, faculty, and staff spoke to the importance of increasing undergraduate retention and graduation rates. Some believe that the remedy centers on adjusting admission practices. Another frequently mentioned factor is the financial challenges faced by many SIUC students. Student disengagement--poor attendance, failure to participate--was also cited by many in relation to retention. SIUC would benefit from reframing the issue of student engagement. If construed as a pattern of behavior shaped by institutional experience, SIUC might find that there are many strategies, such as the Saluki First Year and the Saluki Cares programs, the institution can use to promote higher levels of engagement among first-year students. An audit of policies, processes, and instructional practices might reveal that there are ways that the university might create an environment that provides stronger guidance to students about how to be successful at SIUC. For instance, activities in courses within the first few weeks of the semester are potent agents of socialization. A systematic examination of placement, curricular design, and student progression through programs, may also yield insights valuable for promoting student retention and graduation. As resources become more scarce, an analysis of course schedule planning and design may be helpful for determining how well the university is serving students in relation to demand for courses and patterns of course offerings.

Community College Relationships

SIUC and the region's community colleges enjoy positive relationships, as reflected by the numerous transfer and articulation agreements currently in place. While students who spoke to members of the site visit team sometimes expressed frustration with the transfer process, the sheer number of transfer students, in addition to supportive comments from a local community college leader, show that the overall process works. Yet, SIUC could pursue closer collaboration and partnerships with the region's community colleges, including through the systematic exploration of the possibility of SIUC courses, and even degree programs, being taught on community college campuses. This could act as a recruitment effort, letting community college students and recent college graduates see SIUC faculty in action. Such courses and potential degree program delivery may be especially beneficial in high-demand areas such as elementary education and business administration. For its part, community colleges hosting such SIUC courses could commit to providing academic support services on their campuses to SIUC students, so that students could access the college library, writing center, and other services.

Promotion and Tenure

The culture of the university promotes a highly decentralized process of evaluating faculty for tenure and promotion. Guidelines and criteria are specified by departments in their individual Operating Papers while each school and college is guided by an Operating Paper that further articulates school and college expectations. This has resulted in eleven different

sets of tenure and promotion guidelines in the Operating Papers among the schools and colleges, in addition to guidelines specified by departments. Given the university's desire to elevate and enhance its research mission, indeed to accomplish the priorities of the *Southern at 150* plan, the university may wish to institutionalize more centrally-articulated guidelines for the achievement of tenure and promotion. These guidelines might be defined broadly at the campus level for the biological, physical, and social sciences, as well as the arts and humanities. Guidelines should address research, teaching, outreach or service in an interdisciplinary context as well. Embracing a more centrally-determined set of guidelines, while not meant to diminish the wide variety of scholarly products for various disciplines, will encourage a more consistent set of expectations and ensure that the highest caliber of faculty are retained at the university. It is expected that the university's mission will guide the reward of differential faculty contributions. During several meetings with various groups, there appeared to be support for the development of a university-wide committee that would have oversight over the tenure process.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The Team commends Southern Illinois University Carbondale for progress made since the last Comprehensive Visit. Despite numerous leadership changes during the last decade, the Institution has advanced in some very significant areas; for instance, the major improvements in Morris Library and creation of Saluki Way. Students are valued, as is effective teaching and learning. Faculty and staff are dedicated and loyal to the Institution. Academic integrity, scholarship, research, and creative activity are strongly supported. The athletics program is strong and creates a positive image for the Institution. The Institution is held in high regard by the populace of the region and offers a large array of programs and services to the region and is an integral part of the culture. The Institution listens to its external constituents, learns from them, and is responsive to their needs. An excellent example of this engagement is found in the Office of Economics and Regional Development (OERD) which works to support faculty interested in entrepreneurship by working with companies and businesses of the region. The Team is quite convinced that with new leadership, SIUC has a bright future and great opportunity even in the face of its daunting challenges that can be met and conquered with appropriate teamwork. The Institution needs to heed the lessons of the past but, more importantly, must give sustained, strong attention to focus on its future.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Southern Illinois University Carbondale, IL

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS): Will include multiple site and sequential visits, including overseas. Visit will also include a request to offer on-campus programs on-line without prior approval.

DATES OF REVIEW: 3/22/10 - 3/24/10

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: No Change

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 and the Master of Science in Health Education at the University of Southern Maine.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites 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 sites within the state and at selected international sites to be determined by the institution.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission Approval Required

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: August 15, 2011; Progress Report on Finances

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: Spring 2013; Focused Visit on Comprehensive Planning

Summary of Commission Review

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

YEAR OF LAST COMPREHENSIVE EVALUATION: 1998 - 1999

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

TEAM RECOMMENDATION: 2019-2020

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Southern Illinois University Carbondale, IL

TYPE OF REVIEW (from ESS): Continued Accreditation __X_ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	2	
	Bachelors	101	
Programs leading to Graduate	Masters	74	
	Specialist	0	
	First Professional		
	Doctoral	32	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Springfield (School of Medicine)	
Additional Locations:	Alton (Lewis and Clark College) ; Belleville (Whiteside Middle School) ; Benton (Franklin-Jefferson Special Education District) ; Champaign (Parkland College) ; Chicago (El Valor) ; 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.) ; Lake County (University Center of Lake Coun) ; Libertyville (Butterfield School) ; Mt. Sterling (TRM at Mt. Sterling) ; Mt. Vernon (Rend Lake College Market Place) ; Peoria (Illinois Central College) ; River Grove (Triton College) ; Rockton (Goldie Floberg	

Center) ; Scott AFB (Scott Air Force Base) ; Springfield (Illinois Association of Rehabi) ; Stanford (TRM at Stanford) ; Ullin (Shawnee Community College)
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Course
Locations:

Out-of-State:

Present Wording:

Recommended Change:
(+ or -)

Campuses:
Additional
Locations:

None
Jacksonville, AR (Little Rock Air Force Base) ; Coronado, CA (North Island Naval Air Station) ; Edwards, CA (Edwards Air Force Base) ; Riverside, CA (Progressive Products) ; San Diego, CA (San Diego Naval Medical Center) ; San Diego, CA (San Diego NS) ; San Marcos, CA (Palomar College) ; Travis, CA (Travis Air Force Base) ; Walnut, CA (Mount San Antonio College) ; Groton, CT (Groton Naval) ; Dover, DE (Dover Air Force Base) ; Bldg 634 Ste 13, FL (Pensacola Naval Hospital) ; Hurlburt Field, FL (Hurlburt Field) ; Jacksonville, FL (Jacksonville Naval Air Station) ; Mayport, FL (Mayport Naval Station) ; Pensacola, FL (Pensacola Naval Air Station) ; Tyndall AFB, FL (Tyndall Air Force Base) ; Fort Gordon, GA (Fort Gordon) ; Bethesda, MD (Bethesda National NMC) ; Lewiston, ME (University of Southern Maine) ; St. Louis, MO (Barnes-Jewish Hospital) ; Camp Lejeune, NC (Camp Lejeune MCB) ; Havelock, NC (Cherry Point MCAS) ; Jacksonville, NC (New River Marine Air Station) ; McGuire, NJ (McGuire Air Force Base) ; Albuquerque, NM (Kirtland Air Force Base) ; Charleston, SC (Charleston Air Force

Base) ; Millington, TN
(Memphis Naval) ;
Goodfellow, TX (Goodfellow
Air Force Base) ; Virginia
Beach, VA (FCTCL Dam
Neck) ; Fairchild, WA
(Fairchild Air Force Base) ;
McChord, WA (McChord Air
Force Base) ; Silverdale, WA
(Bangor Naval Submarine
Base)
None

Course
Locations:

Out-of-USA:

Present Wording:

Recommended Change:
(+ or -)

Campuses:
Additional
Locations:

None
Hong Kong, China (Hong
Kong) ; Singapore, Singapore
(Singapore-Asia Pacific
Management Institute) ;
Taiwan, Taiwan (Taiwan)
None

Course
Locations:

Distance Education Programs:

Present Offerings:

Bachelor - 11.0401 Information Science/Studies (B.S. in Information Systems Technologies) 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