

Southern Illinois University Carbondale - IL

HLC ID 1156

OPEN PATHWAY: Reaffirmation Review

Review Date: 2/17/2020

Dr. John M. Dunn
President

Karen Solomon
HLC Liaison

Cheryl Murphy
Review Team Chair

Linda Samson
Federal Compliance Reviewer

Russell Ayres
Team Member

Adriana Cardoso Reyes
Team Member

James Moser
Team Member

Muhammad Rahman
Team Member

Wesley Tschetter
Team Member

Carleen Vande Zande
Team Member

Context and Nature of Review

Review Date

2/17/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-Campus Review

Institutional Context

Southern Illinois University Carbondale (SIUC) is the flagship campus of the Southern Illinois University System and includes under its jurisdiction a School of Medicine located on the Springfield campus. The institution was founded in 1869 as a teacher's college and began with a dozen academic departments and an inaugural class of 143 students. Recently celebrating its 150th anniversary, today's SIUC is a comprehensive research-intensive university that offers 100 bachelors, 80 masters, and 37 doctoral degree programs across eleven colleges and schools that serve over 11,000 students.

The university's mission focuses upon access and opportunity, inclusive excellence, innovation in research and creativity, outstanding teaching, nurturing student success, promoting regional economic development, and community outreach. Since inception, SIUC has been strongly committed to diversity, and has a 70-year track record of providing access to underserved populations. With 29% of the institution's total enrollment comprised of diverse students, SIUC ranks among the nation's top colleges and universities in the number of degrees awarded to students in ethnic and racial minority groups.

Organizationally, SIUC is governed by the SIU Board of Trustees, who, along with the SIU System President, oversee the Carbondale and Edwardsville campuses. A Chancellor, who reports to the SIU System President, oversees the Carbondale and Springfield campuses, as well as nearly 50 off-campus locations in 11 states. A decade-

long series of leadership changes at the Board, System, and on the Carbondale campus have impacted SIUC, but the much anticipated arrival of a new System President in March 2020, and the potential for a new SIUC Chancellor in April 2020 offers the potential for long-term stability in these critical leadership positions.

SIUC has faced additional challenges since its last comprehensive evaluation. The institution has experienced a 37% decline in student enrollment over the last ten years, along with a 22% decrease in predominantly tenure-track faculty. Furthermore, state appropriations have steadily decreased, and during the fiscal years 2016 and 2017, a budget impasse in the state of Illinois placed SIUC in a financial crisis until funds were ultimately released. To address these issues the institution implemented a variety of recruitment and retention strategies, adopted the 2017 Financial Stability Plan, and is in the process of a re-organization of its academic structures that is meant to generate administrative savings and build synergy that will reinvigorate academic programs.

Unique Aspects of Visit:

In addition to the Federal Compliance and Reaffirmation reviews typical of a year ten site visit, two embedded reports were provided and reviewed by the Team. Additionally, a multi-site visit was completed at the Southern Illinois University School of Medicine, and follow-up on the loss of CACREP accreditation was included within this review.

The first embedded report called for examination of the oversight, planning, and adherence to HLC expectations with regards to the institution's off-campus programs offered by SIUC Extended Campus, particularly those on military bases. The institution was asked to specifically address the following: a) roles, responsibilities, and reporting lines for support site issues; b) staff pay issues; c) deployment and use of an official student complaint log; and d) assessment of student learning at off-campus locations.

The second embedded report related to control and oversight of the SIU School of Medicine (SOM), which was reviewed in conjunction with the multi-campus visit which occurred at SOM.

Findings associated with the two embedded reports and the follow-up relative to loss of CACREP accreditation appear within the appropriate Criteria, as well as in the Conclusion section of this report.

Interactions with Constituencies

President, Southern Illinois University System

Chancellor

Provost and Vice Chancellor for Academic Affairs

Vice Chancellor for Administration and Finance

Vice Chancellor for Student Affairs

Vice Chancellor for Development and Alumni Relations, Chief Marketing and Communications Officer

Vice Chancellor for Research

Chief of Staff

Associate Provost for Enrollment Management Registrar

Associate Provost for Academic Administration

Associate Provost for Academic Programs

Associate Provost for Enrollment Management

Dean, College of Applied Sciences and Arts

Dean, College of Science

Dean, College of Agricultural Sciences

Dean, College of Business

Dean, School of Education
Dean, College of Engineering
Dean, College of Liberal Arts
Dean, School of Law
Dean, College of Mass Communications and Media Arts
Dean, Library Affairs
Dean, Graduate School
Dean of Students
Assistant Dean of Students
Associate Dean and Director, Graduate School
Associate Dean, College of Liberal Arts
Associate Dean, School of Education
Director, School of Health Sciences
Director, Undergraduate Advisement
Exploratory Student Advisement, Center for Learning Support Services
Assistant Director for Communications in Undergraduate Admissions
Recruiter, College of Business
Recruiter, College of Liberal Arts
Recruiter, College of Science
Recruiter, College of Applied Sciences and Arts
President, SIUC Faculty Association
Vice President, SIUC Faculty Association
President, Association of Civil Services Employees
Association of Civil Service Employees
President, Graduate Assistants United
Secretary, SIU Non-Tenure Track Faculty Association
Representative Student Affairs, The Big Event
Representative School of Human Sciences, Strong Survivors
Director of Business Incubator
Representative Office of Student Engagement
Representative Conference and Scheduling Services
Representative Touch of Nature
Representative School of Music
Vice President Academic Affairs, Carnegie Community Engagement
Representative School of Allied Health, Give Kids a Smile
HLC Coordinator; Co-Chair, Criterion 5
Chair, Criterion 1
Chair, Criterion 2
Co-Chairs, Criterion 3
Co-Chairs, Criterion 4
Co-Chairs, Criterion 5
Representative Faculty Athletics
Director, Extended Campus
Senior Lecturer, Workforce Education and Development
Site Coordinator, Rend Lake College Marketplace; Professor Emeritus
Program/Student Advisor (WED); Oceana Naval Air Station, VA
Program/Student Advisor (WED); Joint Base Charleston, SC
Program/Student Advisor (Automotive Technology); Harry S. Truman College, IL
Program/Student Advisor (IMAE), Dover AFB, DE

Program/Student Advisor (EleEd, Special Ed); UCLC, IL
Researcher II, Workforce Education and Development
Academic Advisor, Off-Campus Degree Programs (WED), Scott AFB, IL
Instructor, School of Justice and Public Safety (PSM)
Program/Student Advisor, Dover AFB, DE
Program/Student Advisor, Truman College, Chicago, IL
Representative, Extended Campus
Faculty, School of Analytics, Finance and Economics
Director, Automotive Technology
Director, Aviation Flight Management
MyCourses Administrator
Director, Hospitality, Tourism, and Event Management
Administrative Associate, Office of the Provost
Associate Chancellor for Diversity
Equal Opportunity Officer, Affirmative Action
Title IX Coordinator, Office of Equity and Compliance
Member Hispanic Latino Staff Faculty Council
Member Black Faculty and Staff Council
Director, TRIO Student Support Services
Director, McNair Scholars
Director, Center for International Education
Director, Disability Support Services
Director, Veterans' Services
Director, Hispanic/Latino Resource Center
Director, LGBTQ Resource Center
Director, School of Psychological and Behavioral Sciences
Director, University Core Curriculum
University Core Curriculum Member, Mathematics
University Core Curriculum Member, History
University Core Curriculum Member, Music
University Core Curriculum Member, Mechanical Engineering & Energy Processes
University Core Curriculum Member, Biological Sciences
University Core Curriculum Member, Teacher Education Program
University Core Curriculum Member, Graduate Assistant

Open Listening Session:

8 Administrators
10 Faculty
18 Staff
6 Students

Open Forum Criteria 1 & 2:

21 Administrators
39 Faculty
54 Staff
26 Students
2 Community members

Open Forum Criteria 3 & 4:

27 Administrators
35 Faculty
69 Staff
21 Students

Open Forum Criterion 5:

18 Administrators
17 Faculty
65 Staff
12 Students

Additional Documents

In addition to the materials provided within the Assurance Argument and in the Addendum, the Team reviewed the following:

University Websites:

SIUC Carbondale - <https://siu.edu/>

SIUC Complaint Process - <https://siu.edu/complaints/>

SIUC Extended Campus - <https://extendedcampus.siu.edu/>

Vision 2025 - <https://chancellor.siu.edu/vision2025/>

Student Demographics - <https://irs.siu.edu/interactive-factbook/students/student-demographics.php>

Office of Associate Chancellor for Diversity - <https://oacd.siu.edu/>

Office of Equity and Compliance - <https://equity.siu.edu/>

Faculty Qualifications and Tested Experience - <https://policies.siu.edu/personnel-policies/chapter2/ch2-faps/qualifications.php>

Transfer Equivalencies - <https://articulation.siu.edu/eval/index.php>

Transfer INsight - http://tss.siu.edu/PROD/campus/articulation/int_articulation/

Articulation Agreements - <https://articulation.siu.edu/articulation-agreements/index.php>

Advanced Placement/CLEP/DSST Credit - <https://articulation.siu.edu/nontraditional/index.php>

Forms - <https://articulation.siu.edu/forms/index.php>

Instructions for the Form 90 Course Description - <https://eforms.siu.edu/siuforms/forms/pvc0500i.pdf>

2019-2020 Academic Catalog Undergraduate Curricula - <https://catalog.siu.edu/programs/>

Google Search for “Quality Matters” on SIUC website - https://cse.google.com/cse?cx=011210173396621671545:j1f8bgxu9ia&q=Quality%20Matters&oq=Quality%20Matters&gs_l=partner-

generic.3...3156.5520.0.5775.15.15.0.0.0.0.101.866.14j1.15.0.gsnos%2Cn%3D13...0.2353j561515j17....34.partner-generic..15.0.0.VJhIdE2A30k

Integrative Studies - <https://corecurriculum.siu.edu/program-overview/integrative-studies/>

Operating Paper for the Graduate School - <https://policies.siu.edu/employees-handbook/chapter11/opgs.php>

Research Compliance - <https://ospa.siu.edu/compliance/>

Research Misconduct - <https://policies.siu.edu/personnel-policies/chapter4/ch4-all/rmiscond.php>

Mechanical Engineering - <https://engineering.siu.edu/academics/departments/meep.html>

Student Conduct Code - https://srr.siu.edu/_common/documents/student-conduct-code.pdf

Academic Integrity - <https://srr.siu.edu/faculty-resources/academic-dishonesty.php>

Equal Opportunity Employer - <https://siu.edu/eoe/>

SIUC Accreditations - <https://pvcaa.siu.edu/associate-academic-programs/siuc-program-accreditations.php>

Office of Information Technology - <https://oit.siu.edu/>

Office of Information Technology Strategic Plan - https://oit.siu.edu/crc/_common/documents/it-strategic-plan-2019-to-23.pdf

Writing Center - <https://write.siu.edu/>

SIUC Accreditations - <https://pvcaa.siu.edu/associate-academic-programs/siuc-program-accreditations.php>

Tenure Policies and Procedures - <https://policies.siu.edu/personnel-policies/chapter3/ch3-faps/tenure.php>

Employee Handbook - <https://policies.siu.edu/employees-handbook/>

First Saluki Center What We Offer - <https://salukicenter.siu.edu/services.php>

New Student Orientation Checklist - https://orientation.siu.edu/_common/documents/about-orientation/new-student-orientation-checklist.pdf

New Student Orientation - <https://orientation.siu.edu>

Office of Student Engagement - <https://getinvolved.siu.edu>

Other Websites:

SIU System - <http://siusystem.edu/>

SIU Board of Trustees - <http://siusystem.edu/board-of-trustees/>

SIU School of Medicine - <https://siumed.edu>

SIU Edwardsville - <http://siue.edu/>

IBHE Reports and Studies Academic Programs - <https://www.ibhe.org/academic.html>

SIU System Board Meetings 2016 - <https://siusystem.edu/board-of-trustees/meetings/meetings2016%20new.shtml>

Physician Assistant Program Accreditation Statement - <http://www.siumed.edu/paprogram/accreditation-statement.html>

Accreditation Review Commission on Education for the Physician Assistant, Inc -<http://www.arc-pa.org/>

Liaison Committee on Medical Education - <https://lcme.org/>

SIU Edwardsville Announcements/Updates - <http://www.siue.edu/about/announcements/index.shtml>

NACADA Clearinghouse Advisor to Student Ratio/Caseload Resources -
<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-to-Student-Ratio-Caseload-Resources.aspx>

Agreement between the Board of Trustees of Southern Illinois University and the SIUC Non-tenure Track Faculty Association, IEA/NEA 2015-2020 - https://laborrelations.siu.edu/_common/documents/fy2015-fy2020-nttfa-cba-searchable.pdf –

Documents:

Pyramid State Recreation Area Strategic Planning Report August 2019 - booklet

World Shooting and Recreational Complex Strategic Planning Report August 2019 – booklet

Southwest Illinois Connector Highway Task Force Report December 2019 - booklet

SIU Economic Development Snapshot 2018 - glossy handout

Growing Southern Illinois One Business at a Time from SIU Small Business Development Center - glossy handout

SIUC Strong Survivors Exercise & Nutrition Program for Cancer Survivors and Caregivers -printed advertisement

SIU Give Kids a Smile Day – printed advertisement

SIU Conference and Schedule Services – printed advertisement

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

Southern Illinois University Carbondale's (SIUC) current mission was developed through a collaborative process formed by a 70-member Strategic Planning Committee that included faculty, staff, students, alumni and the community. The results were the development of their current mission statement and strategic plan, Pathways to Excellence which were approved by the Board of Trustees during their July 10, 2013 meeting. SIUC's mission closely aligns with certain phrases "...access and opportunity, inclusive excellence, innovation in research, creativity, and healthcare; and outstanding teaching, focused on nurturing student success..." from Southern Illinois University System's mission statement.

SIUC's strategic plan highlights nine priorities for the institution; "student success, research, scholarship and creative activity, diversity and inclusiveness, campus community, community relations, finance, infrastructure, and resource allocation" which are grounded in the institution's values. The institution's services and supports described in the assurance argument and reviewed onsite are reflective of the mission; the Multicultural Resource Center which encompasses student success, community relations and diversity and inclusiveness planning priorities, provides programming and services to African American, Latina/o, LGBTQ students, and includes a Women's Resource Center. Discussions with faculty and staff affirmed an understanding of how the institution's mission guides their work and the goals of the institution.

The programs of study at SIUC are reflective with its standing as a land grant institution, a Carnegie Classified Research Doctoral and its mission for Access and Opportunity. SIUC offers academic programs at the associates, bachelors, masters, and doctoral levels, as well as undergraduate and graduate certificates, and a professional degree at the School of Medicine (SOM) in Springfield.

There are currently 261 majors and minors at the undergraduate level that span eight colleges; Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, School of Medicine and Science. The Graduate School, School of Law, and School of Medicine offer graduate degrees. There are over 80 master's programs, 4 master of fine arts degrees, and over 30 doctoral degrees. Programs are offered through several modalities such as online, on campus, off-campus, in Springfield, and on military bases. As stated on their website, the institution is in the process of a re-organization of its academic structures that is meant to streamline the administrative structure, support flexibility and responsiveness, reduce administrative costs, and build synergy that will reinvigorate academic programs and generate administrative savings. Interviews with faculty, staff, and administration confirmed the ongoing academic re-organization at the institution.

SIUC demonstrates a strong commitment to the students they serve, and it is demonstrated through the student support services offered on their campus. Developed in response to the high number (40%) of first-generation college students at the institution, the Saluki Center, the institution's quality initiative, began its operation in fall 2019. It provides resource information, peer mentoring services, book stipends and scholarships specifically targeted towards first generation students. Additional institutional supports for students include the Center for International Education, Veteran Services, Center for Learning Support Services, New Student Programs, McNair Scholars, and the Achieve program.

The current strategic plan Pathways to Excellence highlights nine priorities for the institution; "student success, research, scholarship and creative activity, diversity and inclusiveness, campus community, community relations, finance, infrastructure, and resource allocation." Discussions with administrators, staff and faculty confirmed that despite the external financial challenges that have impacted SIUC, the institution's commitment to their strategic priorities have remained their focus. The 2017 Financial Sustainability plan, approved by the BOT on July 12, 2017, outlined permanent budget reductions totaling \$19 million in fiscal year 2018, and outlined future steps to reduce expenses, grow revenue, and realign the University's academic programs and resources for the future.

SIUC has experienced several leadership changes, budgetary concerns, and enrollment challenges that have resulted in difficulties in the implementation and monitoring of the current strategic plan, Pathways to Excellence. Discussions with leadership from the Southern Illinois University System provided insight into emerging actions relative to new SIUC strategic planning. According to SIU System's incoming leadership, seven working groups staffed by faculty, staff, and administrators have recently convened, and will work over the next year to develop a framework for System support. The incoming System President indicated he fully expects this framework to align with a new strategic plan that he will encourage the incoming Chancellor for SIUC and the campus to develop. As the creation of these new working groups indicate, the new System President is already creating opportunities for SIUC to move strategic planning forward on the campus in advance of the new Chancellor coming on board in spring 2020. When the next HLC review team examines SIUC for the Year 4 assurance review, it will be important to see how the institution has progressed in their strategic planning efforts under the new campus and System leadership.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

The mission at SIUC is clearly articulated through a variety of formats. The mission is stated on the institution's website, and certain aspects are visible throughout the campus at building entry ways, and on banner signs on posts. The mission is documented in the undergraduate and graduate catalogs, as well as included on recommended syllabus attachments. The institution's mission, values, institutional priorities, and goals are reflected in the University's strategic plan, Pathways to Excellence.

The current mission and strategic plan that guide the institution were approved in July 2013 by the Board of Trustees. The mission places emphasis on access and opportunity; inclusive excellence; innovation in research and creativity; and outstanding teaching focused on nurturing student success; all of which are in alignment with the institution's current strategic plan, Pathways to Excellence. Nine strategic priorities for SIUC are identified: "student success, research, scholarship and creative activity, diversity and inclusiveness, campus community, community relations, finance, infrastructure, and resource allocation." Mission documents clearly display the connection between the mission and the institution's priorities as evidenced by program offerings in undergraduate and graduate catalogs, as well as with discussions with faculty, staff and administrators on the structures and supports of the campus community such as centralized advising for students, test optional policy change for Admissions, and Saluki Cares, an early alert initiative.

A review of the mission documents and discussions with faculty, staff and administrators indicate that there is an understanding of the mission and that elements of the mission are reflected in the curriculum, programming, co-curricular offerings, and community engagement activities at the institution. The institutional learning outcomes demonstrate the institution's commitment to student development through learning outcomes that are focused on civic and global engagement, diversity and inclusivity, creative and critical inquiry, communicative and technical literacy, ethical reasoning and professional integrity, disciplinary knowledge and application and emotional intelligence and teamwork.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

A review of the institution's activities related to campus life, co-curriculars, the curriculum, and partnerships with community organizations demonstrated that SIUC focuses on its role in preparing future leaders to understand the diversity of the world and community around them. According to SIUC's website, fall 2019 enrollment of 11,965 is made up of 64.6% White, 13.4% African American, and 8.2% Hispanic students. International students make up 8% of the student population.

The Office of Associate Chancellor for Diversity provides the university with the leadership to carry out this aspect of the mission. As stated on the website and in conversations with area leadership, the Office carries out diversity training to students, faculty, staff and departments through initiatives such as the Diversity and Inclusion certificate, Resources booklet, Foundation scholars, and financial resources such as Judge William Holmes Cook professors and Diversifying Higher Education faculty in Illinois program. The Diversity Council under the Associate Chancellor has spearheaded efforts to educate the campus community around issues of diversity. A review of the Chancellor's Diversity Council website and discussions with campus diversity staff and leadership confirmed the ongoing work of the council on advancing their charge. Highlights of the work of the Diversity council include administrator completion of Cross Roads diversity training and advisor diversity training.

A review of the university activities provided evidence that the university offers a broad range of opportunities for both the university community and the surrounding municipalities to engage in diversity related experiences. Activities and programs included Black History Month commemorations, and activities to celebrate Hispanic Heritage among others. Evidence including several institutional websites indicate the Office of Equity and Compliance at SIUC provides training, conducts investigations, and ensures compliance with federal and state laws related to sexual violence, Title IX and discrimination. In conversations with office leadership, the campus trainings for students and staff were confirmed, with records indicating 200 trainings reaching approximately 400 individuals have occurred.

SIUC's institutional learning outcomes include a diversity and inclusiveness focus, and there are many services throughout the campus that engage the community around diversity. Activities that engage the community include close collaborations with local high schools and non-profit organizations, resulting in a variety of service learning, volunteerism, and civic engagement interactions. As evidence these activities are valued by external communities, the institution has

merited recognition for its focus on diversity, as SIUC has been rated five stars in the Campus Pride Rating for 2019, and for several years received the HEED award for diversity and inclusion as a campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

SIUC, an institution governed by the SIU Board of Trustees (BOT), has academic, research, and service programming that provide evidence for their understanding of their role to serve the local and regional community. The development of academic programs is consistent with the priorities and goals of the State of Illinois. All new academic programs are reviewed and approved by a state-wide board, the Illinois Board of Higher Education (IBHE), which ensures that new programs are aligned with state priorities. SIUC extends its mission through its Extended Campus, offering an array of programs in 11 states at 38 locations as well as its School of Medicine in Springfield. Meetings with representatives from programs offered through the Extended Campus programs and the on-campus applied learning programs provided the Team with many examples of how SIUC is serving the interests of the public by providing workforce development programs, certificates, and academic programs that closely align with workforce areas of high need. The university further expands access to higher education across the state of Illinois and throughout the United States by offering 17 online bachelor's level programs, 10 master's programs, and 7 online certificates, a professional development sequence, and non-diploma programs. The School of Medicine was commended by the LCME in the 2015 team report for their "outstanding variety of opportunities for students to participate in community service as well as a structured curriculum for participation in service-learning projects." Future opportunities for SIUC to serve in advancing the public good involve the expansion of programming related to the rural health programming and the establishment of the Family Medicine Center in Carbondale.

In interviews with Board members, System leadership, and administrators it was noted that retention and student success is one of the major goals that unites all services, offices, and campuses. As the SIUC campus moves forward with their planning initiatives under new leadership, keeping students at the center of what the university does will be essential. Interviews with the Campus-wide Retention Committee provided several outstanding examples of how the academic programs, the Dean of Students office, and the newly created Director of Retention have created well-coordinated efforts that focus on students and how the educational enterprise at SIUC focuses on its primary

responsibility for the education of its students. The university backs up its commitment to student success and support its educational responsibilities through the adoption of several assessment and evaluation metrics and reporting mechanisms for student outcomes. As illustrated by examining program review and assessment plans and reports, the focus of SIUC is squarely on the education of its students. The institution does not generate financial returns for investors, contribute to a related parent organization, or support interests external to the institutional mission.

Community engagement is a central part of the current SIUC strategic plan. The community, through participation of the Office of Economic and Regional Development and the Connect SI Foundation, collaborated and consulted with SIUC to identify assets and challenges as well as appropriate responses to meet the identified challenges. As both the System and SIUC transition to new leadership, the community relationships that have already been forged will allow the campus to continue engaging with external communities to meet local, regional, and state challenges. As an example, the Center for Service Learning and Volunteerism, guided by membership from both the community and the university, promotes opportunities for numerous community engagement experiences across all student groups and programs. Similarly, a campus tour and interviews with students and residence life staff indicated that the university supports 11 residence halls for first year students that are living and leaning communities that have opportunities to engage in service projects related to academic programs. Additionally, cultural events are offered through the Skyrock Auditorium, McLeod Theatre, and the Art Museum. Most notable is the Saluki Arena where concerts, job and health fairs and sporting events are offered to the public. As an additional form of public outreach, the University Museum serves as a teaching museum where programming is designed to connect the southern Illinois community with its history. Interviews with students provided evidence that students are encouraged and supported in their community outreach, demonstrating that SIUC values and promotes community engagement at all levels.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Based on the information provided in the HLC Assurance System and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Southern Illinois University Carbondale meets the requirements of Criterion One.

The mission at SIUC is clearly articulated through a variety of formats, and it serves as a guide to all manner of campus programs and activities. Review of documents and onsite interviews confirmed there is an understanding of and commitment to the mission at all levels. As examples, elements of the mission were found to be reflected in the curriculum, programming, co-curricular offerings, and community engagement activities at the institution. Additionally, the SIUC strategic plan, Pathways for Excellence, grounds the institution in specific actions that are directly aligned to their stated mission and values. A review of university activities provided evidence that SIUC offers a broad range of opportunities for both the university community and the surrounding municipalities to engage in diversity related experiences. Similarly, programs at SIUC, such as the Entrepreneur-in-Residence program, reflect the institution's commitment to the students and community they serve.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

Southern Illinois University at Carbondale (SIUC) has structures, policies, and processes in place to operate with integrity. In relation to governance structures and accountability, SIUC is governed by the SIUC Board of Trustees (BOT), which sets policies and rules for the system. The Chancellor at SIUC is accountable and reports to the President of the SIUC System and the BOT on the operation and administration of SIUC and the SOM. The SIUC campus is organized into five administrative divisions (Academic Affairs, Student Affairs, Administration and Finance, Research and Development, and Alumni Relations), each headed by a Vice Chancellor who is responsible for operational integrity within the division. The SOM is headed by a Dean who reports directly to the SIUC Chancellor. From the information presented in the assurance argument and found on the university website, SIUC's administrative structure is appropriate to promote integrity within its daily operations.

The integrity of financial operations is assured by enforcement of the SIUC Board of Trustees policies, reviewed at BOT website, which controls the tuition and fees, auxiliary functions, extramural sport administration, purchasing, student recruitment, physical plant services, payroll, information technology, and reporting. The SIUC System Office of Internal Audit, Compliance and Ethics ensures high ethical standards and compliance with laws and regulations through the ongoing provision of ethics training, as described on the SIUC System website.

The Office of Sponsored Project Administration (OSPA) at SIUC enforces several research compliance areas to ensure all research is conducted ethically according to governing regulations. A similar oversight is provided for the School of Medicine (SOM) through the Associate Dean for Research Office of Grants and Contracts (OGC), as confirmed by the Vice Chancellor for Research during an onsite interview. Additionally, the Office has 3 staff members who focus on research integrity and compliance. Onsite interviews and the research compliance website confirm there are procedures to approve projects and guidelines for responsible conduct of research, financial conflict of interest, human subject or animal research, export control, use of hazardous materials, and unmanned aircraft.

Academic integrity is guided by an established SIUC Student Conduct Code that is readily available online. The Academic Misconduct website provides resources for students and faculty in addition to outlining the formal processes in place for addressing suspected instances of academic misconduct. At the state level, the Illinois Board of Higher Education (IBHE) approves all new units of instruction and academic administration for public colleges and universities in the state, and reports on the IBHE Reports and Studies Academic Programs website confirm they perform periodic reviews of all existing units of instruction. Academic offerings as well as integrity policies and procedures are detailed in the Undergraduate and Graduate Catalogs, and students, faculty, and staff at off-campus locations and the SOM are required to follow the same processes and policies as those on the main campus. Onsite interviews and the SOM multi-campus site visit confirmed adherence to these policies and procedures.

Examination of SIUC's Equal Opportunity Employer website, associated policy and procedure links, review of job announcements, and onsite interviews describing hiring practices verify that affirmative action and equal opportunity principles are present and followed at SIUC. BOT policy commits the SIUC System to equal opportunity for all persons and to taking affirmative steps to overcome historical patterns of discrimination. Interviews with key constituents confirm that SIUC promotes this policy in all phases of university activities including employment, educational programs, choice of contractors, and relationships with employee organizations. The University Affirmative Action Officer and Human Resources Staff ensures compliance with affirmative action policies and the State Universities Civil Service System Statute and Rules. The Team meeting with a Diversity and Inclusion panel suggested that complaints are logged, followed, and mostly resolved.

(Embedded Report 1.c.)

In March 2018, HLC notified SIUC that the overall pattern of the institution's operations at its additional locations was inadequate and required Commission follow-up. An embedded report was required in the 2019-2020 Comprehensive Evaluation. One element specified for the embedded report was the deployment and use of an official Student Complaint Log to track complaints, corrective actions, resolution status, and continuous improvement resulting from episodic and trend analysis.

Review of the Complaint Process website, SIUC website, and through onsite interviews, the deployment of an official Complaint Log by the Office of Extended Programs under the Vice Chancellor for Academic Affairs was confirmed. This complaint log can be directly accessed by students via the institution's Extended Campus website. Student complaints may also be entered into the Complaint Log by Extended Campus staff acting for the student. Complaints with education content are referred to the academic unit sponsoring the complaining student's course of instruction after entry into the Log. Complaints of non-educational content (e.g., financial aid questions) are addressed by Extended Campus staff. The written procedure manual for the Complaint Log requires that an Extended Campus Customer Service Representative follow-up on all complaints, regardless of content, to assure that action has been taken to respond to the student's complaint. This includes documentation of the resolution of the matter. Students who are not satisfied with the resolution of their complaint may file an appeal with the official SARA agency for Illinois, the Illinois Board of Higher Education (exception: California is not a SARA participant and the venue for student complaint appeals in that state is the California Department of Consumer Affairs). The Assurance Argument includes an August 2019 summary of data from the operation of the new Complaint Log from December 2017 to August 2019. To close the loop, SIUC uses data from the complaint log to guide actions. As an example, the site visit Team was informed that Extended Campus faculty

retention decisions have been made based on data from the Student Complaint Log. Since the Extended Campus Complaint Log is still a new mechanism, continued attention to its development and refinement by the Carbondale Extended Campus unit is indicated.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

SIUC presents itself clearly and completely to its constituents on multiple levels. At a broad level, the SIU System website provides comprehensive information about the university system campuses, programs, requirements and costs which include SIUC. The admissions portal of the SIUC main campus as well as for the School of Medicine (SOM) at Springfield provide information about campus life, costs, available resources to assist students, and the academic support system. The School of Medicine also provides information to the public on patient care, education, research, and community services including the physician practice plan. Specific to the SIUC and SOM campuses, the undergraduate and graduate catalogs which are available at the websites of SIUC and SOM are easily accessible, searchable, and provide information regarding academic programs, faculty, degree requirements, and course listings.

The current accreditation information on programs offered by SIUC and SOM were found to be readily available. As indicated in the assurance argument and viewed on the SIUC Accreditation website, the Office of the Associate Provost for Academic Programs at SIUC maintains a full listing of accreditations in addition to providing the requirements for program review and assessment. The School of Medicine has an intranet website dedicated to the Liaison Committee on Medical Education (LCME) accreditation. In addition, department websites at both SIUC and SOM include accreditation information as well as the logos associated with those accrediting bodies. As examples, the Mechanical Engineering website contains information and logo of ABET accreditation, while the Physician Assistant Program website at SOM contains a statement of accreditation.

The public is notified of events on occurring campus through both SIUC and SOM websites and via email for constituents on MailChimp lists. Similarly, both campuses have dedicated websites and personnel for connecting with alumni. Based on data provided to the Team by a group of diverse participants who attended the onsite community engagement panel at SIUC, the university is well connected to alumni and the surrounding community. A strong bi-lateral relationship was described by the panelists and is substantiated through the significant support provided by alumni to the campus through SIUC Advancement. It was also found that most of the recent community events were self-sustaining and gathered large public attendance. From the information presented in the assurance argument, through review of the information presented in the university website, and confirmed in onsite interviews, the Team concludes that the university adequately presents itself clearly and completely to its students and to the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

The governing board for SIUC is the Southern Illinois University Board of Trustees (BOT). The BOT is an uncompensated body politic and corporate of the state of Illinois consisting of seven members appointed by the Governor and confirmed by the Senate, and two student members selected by the student bodies of SIU at Carbondale (SIUC) and SIU at Edwardsville (SIUE). In addition, per state statute, the Superintendent of Public Instruction, or his/her chief assistant liaison with higher education when designated to serve in his or her place, serves as an ex-officio member of the BOT.

Indicated on its website and reiterated during an onsite meeting with Board members, the BOT is publicly committed to "...maintain the quality of SIU's programs of instruction, research and public service; to monitor judiciously the development of and additions to those programs; and to sustain, through them, the University's diverse and comprehensive educational contributions to the people of Southern Illinois, the State, the nation, and the world." These commitments were witnessed through review of BOT agendas and meeting minutes, which are made public on the SIU Board of Trustees website per State of Illinois law. Specifically, BOT meeting minutes from May 5, 2016 provided FY17 planning guidelines to SIU institutions which required of campuses the following related to budget preparation: "Resources should be allocated in the most efficient manner that leads to fulfilling the institution's mission, highest priorities, and maintaining quality faculty and staff." Additionally, onsite comments made by BOT members provided direct evidence of board deliberations specifically reflecting priorities to preserve and enhance SIUC, particularly with regard to BOT actions taken to address 2016 financial difficulties experienced by SIUC, and in stated priorities related to future budget allocations for SIU System campuses that do not include redirecting any of SIUC's funding to SIUE. An interview with members of the Board also indicated the dedication of the Board to the educational mission of the university. These observations led the Team to conclude that BOT actions and statements reflect priorities to preserve and enhance SIUC. Moving forward, continued board support of SIUC will be critical as the institution works to maintain

financial stability and increase capacities in key areas of priority including funding for faculty, academic program offerings, and campus facilities.

The Team also concluded that the BOT considers the interests of the institution's constituencies during its decision-making. Review of BOT meeting minutes confirmed that the BOT included presentations by its committees and campus personnel on relevant matters up for BOT review or action. Furthermore, the By-Laws as stated in Article 1, Section 6 under order of business allow public statements and questions at BOT meetings, and evidence of such public statements were witnessed in meeting minutes. In relation to serving external constituencies, the BOT approved a Strategic Improvement Plan for the Southern Illinois System. The plan involves the promotion of student satisfaction and success and serving the state and the region in areas such as enhanced economic growth, innovative approaches to Illinois education, health care, environment, government and nonprofit management. The plan also calls for the use of data such as student and staff ethnicity, degree program inventory and enrollments, degrees awarded, and research outcomes as evidence it is meeting the constituency goals associated with the plan.

The BOT serves in an independent capacity, free from undue influence of external parties. The BOT website states of board members, "In the exercise of our authority and responsibilities, we are pledged to coordinate, advocate, and offer our stewardship for this university and its learning community. We are also pledged to be openly and appropriately accountable for the quality of the University's professional standards, the competence of its graduates--as both an informed citizenry and an educated workforce--and for the prudent and efficient use of the State's resources. In all our appointed obligations, we openly and willingly support an environment of effective and responsible participatory governance." Onsite interviews with BOT members confirmed participation in ethics training and procedures as required by Illinois statutes, and review of the BOT website demonstrated policies are in place regarding board member conflicts of interest. Dismissal of a previous SIU System President as well as removal of a BOT member in 2018 are evidence the BOT adheres to these policies. In a meeting with four Board members, it was clearly stated by the Board Chair that the Board views itself as a policy and governing entity, not a management entity, but that it will serve in a management capacity when necessary to preserve the integrity of the SIU System. Similarly, the BOT has provided leadership to the System with a recent example of a "no increase in tuition" effective for FY 2020, a strategic decision that has been noticed by Illinois policy makers as they look for other resources for public higher education.

The Bylaws and Policies of the SIU Board of Trustees clearly delineate the delegated authority of the Chancellors (SIUC and SIUE) to manage the day-to-day affairs of the institution. An interview with Board members provided the Team with evidence that the Board understands its scope of responsibilities. For example, all faculty and staff appointments are formally the prerogative of the BOT, but hiring and other personnel decisions at SIUC take place according to policies and procedures established by the Chancellor and bargaining unit contracts. Similarly, the principle of faculty governance of academic matters is formally recognized in the operating documents of the BOT, and information received during the site visit verified implementation of this principle in practice on both the Springfield and Carbondale campuses.

(Embedded Report 2)

In 2015, the then-President of the SIU System Randy Dunn recommended to the SIU Board of Trustees (BOT) that the governance of the SIU School of Medicine (SOM) be changed. Specifically, it was proposed that the new primary reporting relationship of the SOM Dean be to the SIU System President and thence to BOT, with a secondary (dotted line) reporting relationship to the SIUC

Chancellor. In December 2015 the BOT formally accepted this recommendation and in March 2016 the Statutes, Bylaws, and Policies of the BOT were amended to reflect this change. In 2018, HLC became aware of the change and after review of explanatory materials submitted by SIUC at HLC's request, formal notice was sent to Interim System President and Acting SIUC Chancellor Kevin Dorsey that SIUC was not in compliance with HLC Criterion 2.C and Assumed Practice D.6. Specifically, because the SIU System is not an institution accredited by HLC, the reporting arrangement implemented in December 2015 left SOM with an apparent lack of oversight by an HLC accredited institution. In this formal notice, HLC Vice President Anthea Sweeney encouraged the SIU System and SIUC to consider several options for adjustments to the governance arrangement to ensure compliance with HLC policy by the time of the institution's 2019-2020 comprehensive evaluation. In late 2018, Interim SIUC Chancellor John Dunn notified HLC that the institution had chosen the first option proposed by Vice President Sweeney; namely, adjustment of the governance structure to ensure that SIUC maintains sufficient control and authority over its components, with specific regard to the SOM. This adjustment would include, but is not limited to, providing evidence that: SIUC maintains authority over the Dean of SOM in terms of appointment, dismissal, and evaluation; SOM's budget is prepared and approved in accordance with SIUC budget processes and procedures; and that SIUC possesses the authority to appoint and dismiss staff at SOM. In January 2019, HLC formally notified SIUC that as part of their 2019-20 Comprehensive evaluation they were required to submit an embedded report on Core Component 2.C as it relates to the control and oversight of the School of Medicine. On March 23, 2019, the BOT formally approved amendments to the Board's Statutes, Bylaws, and Policies reversing the 2016 changes and formally re-establishing the primary authority of SIUC and its Chancellor over SOM.

The site visit Team carefully examined evidence provided by HLC for the above referenced interim report on governance in the assurance argument. Team members verified that the current Statutes, Bylaws, and Policies of the BOT provide clear and effective governance authority by the SIUC Chancellor over SOM, comparable to the authority exercised by the Chancellor over other components of SIUC. As had been the arrangement prior to the 2015 changes, the SOM Dean reports directly to the Chancellor, rather than through the Provost/Vice Chancellor for Academic Affairs for SIUC, but the authority of the SIUC Chancellor over the SOM Dean is the same as the Chancellor's authority over other SIUC Deans. As had been the arrangement prior to 2015, the SOM Dean is also the Provost for the Medical School and reports to the Chancellor in this role as does the Provost/Vice Chancellor for Academic Affairs. The SOM Dean travels to Carbondale approximately twice each month for in-person meetings with the Chancellor, Vice Chancellor for Academic Affairs, and other SIUC personnel. The SOM Dean participates in staff meetings, retreats and similar forums organized by the office of the SIUC Chancellor. The SOM Dean regularly attends BOT meetings and provides testimony to that body when requested by the SIUC Chancellor or the Board. In conversations with the SIUC Chancellor and SIUC leadership, the Team verified that the budget for SOM is reviewed and approved by the Chancellor prior to transmission to the Board of Trustees for final approval. The authority for appointment, evaluation, and discipline of the SOM Dean resides with the SIUC Chancellor in accordance with the rules and regulations of the BOT. While final approval of all faculty and staff appointments in the SIUC System is the prerogative of the BOT, the SIUC Chancellor has delegated authority to operate the personnel system of SIUC, including SOM. In accordance with this authority, the appointment and discipline of all faculty and staff at SIUC, including SOM, take place in accordance with SIUC policies and procedures established under the Chancellor's delegated authority.

During the branch campus visit to the Springfield campus that was part of this Comprehensive Evaluation, the branch campus visitor verified that the above-described governance relationship

between SIUC and SOM is understood the same way at SOM. When asked to review the requirements of sufficient control and authority of SIUC over SOM detailed by HLC Vice President Sweeney's December 20, 2018, letter, the SOM Dean affirmed that each and every one of the listed requirements was currently in force. The branch campus visitor verified that budget preparation at SOM takes place in accordance with SIUC guidelines and that the SOM budget is sent for review and approval to the SIUC Chancellor prior to transmission to the BOT. When the branch campus visitor inquired about SOM strategic planning, he was informed that the latest SOM strategic plan was awaiting approval in the office of the SIUC Chancellor. Faculty informants verified that SOM elects 4 delegates to the SIUC Faculty Senate. SOM graduate students participate in the SIUC Graduate Student Forum. SOM Springfield-based Human Resources staff verified that hiring and discipline at SOM take place in accordance with the policies and procedures of SIUC.

For decades, SOM has had a strong presence on the Carbondale campus of SIUC since each admission cohort of the MD program spends the first year of their curriculum in Carbondale. In addition, the Physician Assistant program that operates under the auspices of SOM is headquartered in Carbondale. SOM basic science faculty on both the Carbondale and Springfield campuses offer non-clinical graduate programs that fall under the academic supervision of the SIUC Graduate School. The site visitors were impressed by the enthusiasm they found on both the Springfield and Carbondale campuses for the new rural health initiative being undertaken by SIUC. This initiative includes the addition of 8 students (the Lincoln Scholars) to the admission cohort of SOM. Unlike their classmates, these students will not relocate to Springfield after completing year one of the MD curriculum but will stay in Carbondale for completion of the curriculum. In Carbondale their education will include significant inter-professional activities and enriched experiences to prepare them for a successful medical practice in a rural setting such as southern Illinois. A new Family Medicine Center established by the School of Medicine in Carbondale will provide suitable training space for these students, as well as a new mechanism for service to the Carbondale community. Development of this rural health initiative has required interaction and cooperation among faculty and administration in Carbondale and Springfield; working together they prepared a plan that has gained approval from the Liaison Committee for Medical Education and the SIU Board of Trustees.

In the opinion of the site visit team, SIUC has fulfilled the requirement to demonstrate sufficient control and authority over the School of Medicine.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Evidence provided in the assurance argument as well as information presented on SIUC's website demonstrate the university's commitment to freedom of expression and the pursuit of truth. Southern Illinois University Board of Trustees policies further illustrates this commitment, promoting academic freedom and responsibility of its faculty at SIU Carbondale as well as at School of Medicine (SOM). Additional examples of policies that guide freedom of expression include the Policy on Academic Freedom, Rights, and Responsibilities and the Social Media Policy, both found in the SIUC Employee Handbook. Similarly, the Office of Student Rights and Responsibilities provides information and guidance to SIUC students. To facilitate freedom of expression, SIUC maintains designated public forum areas available to all members of the community, with the reservation of free forum space openly available through the SIUC website.

SIUC employees maintain appropriate unions to assure freedom of expression and for the collective bargaining of employee rights and responsibilities including salary adjustments. The tenured and tenure-track faculty are represented by the Faculty Association (FA), all non-tenure teaching faculty as well as part-time adjunct faculty are represented by the Non-Tenure Track Faculty Association (NTTFA), graduate student employees are represented by Graduate Assistants Union (GAU), and all civil service employees excluding those holding administrative positions are represented by the Civil Service Employees Union. The Team meeting with union representatives indicated that the healthy line of communication between administration and employees in the past was a major factor for the reputation that SIUC gained as the educational leader in southern part of the State of Illinois and the high student enrollment that it enjoyed for many years. While the commitment to freedom of expression exists at SIUC, frequent changes in leadership, state budget turmoil, and a fast re-organization that occurred with perceived minimal faculty input, have resulted in lower levels of morale of employees at this time. The appointment of a new president for the SIUC system as well as possible appointment of a new chancellor for SIU Carbondale may provide opportunities to rectify this in the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

The Team found evidence in the assurance argument, on websites, and during onsite interviews that SIUC and SOM provide effective oversight and support services to ensure the integrity of research and scholarly practices. Their policies, procedures, conflict of interest, and conflict of commitment statements are transparent and were viewed by Team members in a variety of print and virtual formats. Concurrently, SIU Board of Trustees (BOT) have policies and both SIU Carbondale and School of Medicine have protocols related to the acquisition, discovery, and application of knowledge. For example, the SIUC Employee Handbook contains relevant policies and guidelines including the Code of Ethics for faculty and the Conflict of Interest Policy. The Office of Sponsored Projects Administration maintains policies affecting research and oversees research compliance and training through the Collaborative Institutional Training Initiative (CITI) to assure that faculty as well as participating graduate and undergraduate students are aware of their responsibility relating to ethical conduct of research. In addition, all State of Illinois employees (including SIUC and SOM employees) are required to complete annual ethics training mandated by the State Officials and Employees Ethics Act. To support research integrity, the SIU System Ethics Office offers guidance for compliance with the guidelines and policies governing ethics-related matters and maintains statements of economic interests and export control. The effective use of these guidelines was confirmed by the Team during on-site interviews. Moreover, the university holds orientation sessions for new faculty members as well as workshops for academic administrators that includes training on research integrity and processes. The Office of Sponsored Projects Administration at SIUC as well as the SOM Office of Grants and Contracts (OGC) provide oversight and support for sponsored projects. The oversight and implementation as well as periodic review and update of policies are done using recommendations from committees such as SIUC Human Subjects Committee, Institutional Animal Care and Use Committee, Institutional Biosafety Committee, Committee for Research Involving Human Subjects, Infection Control and Safety Committee, and Misconduct in Science Committee. To promote compliance with federal research requirements, SIUC requires a financial interest disclosure statement for investigators on all federal grants. The aforementioned policies and support offices work to ensure effective oversight and assistance is provided to SIUC and SOM research activities.

Students at SIUC and SOM are given a variety of opportunities to learn about ethical research

practices. They are guided and educated in the ethical use of information resources by the Student Conduct Code. The SIUC Office of Information Technology oversees the ethical use of technology by faculty, staff, and students. It offers a chat line and provides guidance on the acceptable and unacceptable use of electronic devices, information systems, and network resources. In addition, SOM has a Medical Student Use of Electronic Devices policy. To avoid plagiarism, software is available to faculty and students, including Turn-It-In and Safe Assign. In addition, there are various research guides, including staff assistance available to students, through the Writing Center that provide students with information related to academic honesty and the ethical use of information resources.

SIUC and SOM actively promote and enforce academic honesty and integrity through the Code of Ethics Policy for Faculty, Student Conduct Code; Saluki Creed; and SOM Student Honor Code. Review by Team members of the Academic Misconduct and Research Misconduct websites, as well as the Student Conduct Code revealed formal conduct procedures are in place to address misconduct. The Team also found that the Student Conduct Code was updated in 2018 by the Student Rights and Responsibilities Office, demonstrating SIUC's policies and procedures are in line with the Association for Student Conduct Administrators best practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Based on the information provided in the HLC Assurance System and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Southern Illinois University Carbondale meets the requirements of Criterion Two.

The SIUC assurance document, the information available online in the university website, and the onsite interviews of faculty, staff, students, and administration by the HLC visiting Team provided ample evidence that SIUC and the SOM act with integrity. The university publishes and enforces relevant policies and procedures to ensure that financial, academic, personnel, and auxiliary operations are conducted in an ethical manner. The university provides its stakeholders, including employees, students, graduates, parents, and the community, with important information regarding the university, its operating policies and procedures, campus life programs and services, academic program offerings, academic program requirements, financial costs, and accreditation statuses. SIUC acts transparently, responsibly, ethically, and with integrity through its online websites, by way of paper documents and handbooks, and in day-to-day conversations with stakeholders. The institution appears committed to freedom of expression and the pursuit of truth in teaching, learning, and research, and encourages and supports the responsible acquisition, discovery and application of knowledge by its faculty and students. Shared governance operates at many levels of decision making, and its operating procedures ensure that the Board of Trustees acts autonomously in their decision-making for the SIU System and makes decisions in the best interest of the institution and its external constituencies.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

SIUC offers academic programs and courses that are current and appropriate to the degrees and credentials proffered. The currency of academic offerings is primarily the responsibility of the university's faculty. The faculty governance processes, including the Faculty Senate, Graduate Council, and Core Curriculum Executive Council, are well-designed to maintain faculty control over the quality of the curriculum, including standards for student performance. All new curricula and modifications to existing curricula pass through one of these three bodies, including relevant sub-committees. These bodies are structured to be broadly representative of the faculty, including non-tenure track lecturers, and as such place the faculty firmly in control of determining the standards of performance across the curricula offered by the university.

Illinois state policy by the IBHE requires reviews of all academic programs a minimum of every eight years. Results of these program reviews are archived and summarized in the Program Quality Assurance Report, maintained at the System level. These reviews are conducted both by the faculty providing the program and by outside experts. In some cases, these program reviews are conducted through external accreditation processes.

The program review process requires all academic programs to clearly articulate learning goals and objectives for their students. These processes, and the documentation that exists to validate them, ensure that courses and programs are current and are evaluated on a regular basis by faculty experts to make sure that the levels of performance are indeed current and appropriate. A review of examples of program review results demonstrated how the university upholds its commitment to program review. SIUC's current processes in this regard are robust, although the sharing out of this

information through the Catalog and websites is inconsistent and could benefit from a greater level of standardization.

The university has processes and reporting templates in place that require academic programs to articulate learning outcomes for all programs. These requirements are reflected in the process described in the assurance argument for program modification and creation, and clearly indicate the inclusion of learning outcomes in all academic programs. Evidence presented in 4.B.1 establishes the existence of learning goals for academic programs across the institution, through the requirement that every program submit an Assessment Plan every four years. Although the process described here has the results of these Assessment Plans feeding into the 8-year self-studies that produce the Program Quality Assurance Reports (see 3.A.1 above), the summary reports in the PQAR document are not always consistent about making reference to learning goals or learning outcomes. Having a more standardized template for Program Review that mandates examination of learning outcomes might be conducive to ensuring that this sub-component is met, and is documented to be met, consistently across all programs. A random sampling of program pages within the University's Catalog shows inconsistent information regarding program learning goals. Some programs have such learning goals outlined and explained as part of their Catalog information, but many do not. Given that every program at the university is required to have learning goals, these should be consistently displayed in program descriptions. Discussions during the site visit with the Core Curriculum Committee, the Co-Curricular program staff, and the Campus Wide Assessment Committee provided additional evidence that learning outcomes have been identified for all programs and that regular assessment reporting articulates these outcomes. For example, the fall 2019 report from the University Core Curriculum Committee show student proficiency on learning outcomes for general education. A review of the summary report for co-curricular activities presented by the Dean of Students also demonstrated clearly articulated learning outcome results that are aligned to university core curriculum learning outcomes.

Cross-listed courses (courses with both undergraduate and graduate students covering the same topic) are expected to have differentiated learning goals for the different levels of the course. This is managed primarily at the program and college level. The existing process for course approval and modification relies on approval at the program level, the College Dean, and the Graduate Dean and/or Associate Provost. There is no place on the course form (Form 90) to indicate learning outcomes or objectives, and no instruction in the accompanying documentation about differentiated learning outcomes. Discussions with college and program faculty and administrators revealed a culture in which differentiation is taking place, and sample syllabi provided for two pairs of 4xx/5xx courses did show differentiated assessments across the two levels. However, these syllabi lacked explicit language indicating the distinctions of expected learning outcomes between the different levels. While the Team concludes that SIUC is implementing differentiated instruction across levels, the institution would benefit from a more systematic approach to documenting the distinction between graduate and undergraduate levels of learning, especially in cross-listed course environments.

The university has established both processes and an infrastructure to promote the consistency of learning outcomes expectations wherever and however students complete courses and programs. To maintain consistency of quality and learning goals between the main campus and the university's Extended Campus offerings including online offerings, a process has been established involving meetings between the Associate Provost and the Director of Extended Campus with the unit heads of all programs offered off-campus. This process is a good one that should ensure consistent quality across different locations. The January 2020 meetings summary, attached to the assurance argument,

provides evidence that this process is being followed. Regular meetings of this type will enable SIUC to maintain quality and consistency across their locations.

The 8-year program review cycle (noted in 3.A.1 above) includes all modes of delivery for programs, and therefore provides a mechanism to ensure consistent quality and learning goals across different delivery modes and locations. The Extended Campus unit oversees all online programs and coursework and provides support for online offerings through the Center for Teaching Excellence, which has instructional design resources available for faculty. SIUC uses Quality Matters standards in this work, which is the primary set of standards in the industry. Many faculty members partake of these resources, although there are no requirements in policy that faculty teaching online must use QM standards, or that faculty must avail themselves of training or resources. In fact, although the assurance argument indicates that SIUC uses Quality Matters there are no references to it on the University's website, apart from the assurance argument itself. To insure and improve on the quality of its online and distance education programs, SIUC should consider adopting clearer policies and expectations for faculty teaching in the online space. This is particularly important in the context of an incentive system that encourages faculty to offer additional online courses, which will continue to drive growth in online course offerings.

(Embedded Report 1.d.)

In March 2018, HLC notified SIUC that the overall pattern of the institution's operations at its additional locations was inadequate and required Commission follow-up. An embedded report was required in this Comprehensive Evaluation. One element required in this embedded report is an update on the implementation of all HLC expectations for the assessment of student learning at off-campus locations in accordance with HLC monitoring assigned to the institution in 2015 and 2016.

SIUC provided a 2017 interim report to HLC that provided considerable detail about the processes for assessment of student learning outcomes in SIUC off-campus programs operating on in extended campus locations such as military bases. In the 2017 report, the institution noted good progress in expanding the student learning outcome assessment process in the extended campus programs, but disaggregation of outcome data so that faculty at distant sites could complete the cycle of assessment and improvement was still incomplete.

The assurance argument for this review included a January 2020 memo documenting a series of meetings in November and December 2019 when SIUC Provost Staff met with all academic units sponsoring extended campus curricula. The purpose was to communicate the latest expectations and best practices for assessment, and to receive updates on Extended Campus assessment activities.

Faculty, staff, and program administrators for Extended Campus elaborated during site visit interviews on the development of curriculum and assessment of student learning practices in the programs offered through the Extended Campus. A review of syllabi for courses taught both through Extended Campus and at the main campus demonstrated that the courses have the same learning outcomes and assessments at all locations. Onsite discussions indicated that the course and program assessment practices are guided by and integrated with the work of the Campus Wide Assessment Committee, the University Core Curriculum, and student evaluation procedures all found on the main campus. The administrative team and representatives from the academic and student support programs offered through the Extended Campus provided numerous examples of how the curriculum is approved through the same processes as the main campus. Programs are using quality assurance systems such as Quality Matters, industry program standards, and the university's requirements for teaching in the online modality to develop and review courses. The Extended Campus program now

has a multifaceted assessment plan and uses a master syllabus shared across all SIUC locations including the main campus. Assessment data are collected through embedded assessments and data are promptly communicated back to the departments. Faculty and industry advisory boards examine the data in order to identify areas for improvement. A new adaptive learning tool D2L Bright Space LEAP has been added that directs students to areas where they need improvement. This has been beta-tested in 4-5 courses and further implementation of this tool is anticipated.

The many academic programs and student support programs represented at the meeting during the site visit provided illustrations of changes made as a result of using assessment results. Assessment results are shared with the academic departments at the main campus first and then they are shared with the off-site locations. At the main campus, programs disaggregate the data in order to examine the results by location. This helps faculty at the off-site locations have a connection with the faculty at the main campus. For example, in the Automotive program, when students were found to be not as adept in the use of Microsoft Excel, the program created a new course to allow students to gain additional skills. In the Hospitality program, faculty examine assessment data stored in Bright Space and D2L at an annual retreat. Industry advisory boards for that program also suggest course changes. For example, a new course in revenue management was the result of recommendations from the data retreat. Some programs such as the Information Systems Technology (IST) program are guided by accreditation assessment standards. As a result of their data analysis from alumni, student, and employer surveys, a new Cloud Computing course was added.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

The faculty have created a general education program that aligns well with the university's mission that serves as a strong foundation for the academic major programs. This program has been the result of robust and ongoing faculty engagement which bodes well for the future. SIUC's Core Curriculum is divided into three general areas: Foundation Skills, Disciplinary Studies, and Integrative Studies. This structure enables the university to capture the major areas of an appropriate undergraduate core curriculum. The primary skills emphasized in the Foundation Skills area are related to communication (writing and speaking) and quantitative skills, which are areas most common to Core Curricula. The areas covered under Disciplinary Studies (Arts, Sciences, Human Health, Humanities, and Social Science) are typical of many core curricula. The Interdisciplinary Studies component has been updated in recent years and ensures that all SIUC undergraduates take at least one course that is multicultural in nature.

SIUC participates in the Illinois Articulation Initiative, which gives credit for transfer students who have completed the requirements of the state-wide General Education Core Curriculum. This ensures that all students who graduate with an undergraduate degree from SIUC have completed the UCC curriculum or its equivalent. This affiliation also provides the university with additional reviews to be sure that the general education program is up to date and appropriate for students entering a broad range of professional and other programs.

The University Core Curriculum is grounded in a solid framework of outcomes and principles which

is well-suited to the mission of the institution. In 2012, SIUC adopted the Essential Learning Outcomes from the Liberal Education & America's Promise (LEAP) framework, sponsored by the American Association of Colleges & Universities. This framework is a widely recognized structure that provides appropriate learning outcomes for undergraduate general education requirements. This framework, and the associated VALUE Initiative rubrics, have been adopted by many similar institutions across the country. The ELOs and underlying LEAP framework are consistent with the SIUC mission and provide the knowledge and skills that most employers desire as students enter the workforce.

The University Core Curriculum Committee has undertaken the task of mapping ELOs across the many Core credit classes throughout the institution, and is using this information try to strengthen coverage and assessment of LOs that are underrepresented. An examination of ten syllabi from general education courses revealed some limitations to this work. Of the syllabi presented, five (50%) of the courses had clearly stated learning objectives that aligned with the LEAP ELOs, mostly in the areas of Knowledge and Skills. The remaining 50% of supplied Core syllabi either had no discernable learning objectives, or stated "course goals" that did not have clear connection to any of the ELOs. This suggests that while some progress has been made in delivering the LEAP ELOs in Core classes, more work needs to be done to insure that all classes bearing Core credit are aligned with one or more of the ELOs that the University has adopted as its central framework.

The current SIUC Strategic Plan, *Pathways to Excellence*, sets out a goal of providing every SIUC student with an opportunity to engage in research, creative activity, or service learning. These opportunities engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments. As shown in the University Catalog, most undergraduate majors do have at least one course option that allows students to engage in fieldwork, research, internship, hands-on lab, or experiential learning. Interviews with faculty and staff members, as well as discussions in the open forums and conversations with students, provided the site visit team members an opportunity to hear about several high impact practices that provide students with opportunities to engage in research, community engagement activities, performances, and service learning. The institution makes these opportunities available to students at the undergraduate, graduate, and professional school levels. However, more consistent documentation and presentation in the Catalog and on program or unit websites and through advising would help ensure that all students are informed of these opportunities, and could help establish common expectations for programs and faculty governance bodies charged with overseeing the curriculum.

SIUC provides students with multiple opportunities to grow in their knowledge of diversity in the world where they live and work. The University Core Curriculum includes a 3-credit-hour Integrative Studies component which all students must fulfill. In prior years, this requirement could be met either by taking an Interdisciplinary course or by taking a Multicultural course. The latter category provides students with curricular exposure to human and cultural diversity. Recent changes in the University Core Curriculum, as detailed in an onsite interview with the University Core Curriculum Committee and confirmed in the 2019-2020 Undergraduate Catalog, guarantee that all undergraduate students are required to take at least one Multicultural course as part of the Core Curriculum.

The Office of the Associate Chancellor for Diversity, which offers events, diversity training, and resources, indicates an investment by the university in this area. The Diversity Competence Certificate program enables students, staff, and faculty to engage with diversity in a visible and

rewarded way. Select academic programs in Communication Studies and Education offer curricula on diversity. SIUC also has study abroad offerings and on-campus international programs that contribute to the visibility of human and cultural diversity on campus. The university's programming efforts were recognized for a number of years by INSIGHT Into Diversity Magazine. These programs and resources, and the recognition they have garnered, establish that the university does have a solid foundation of offerings in this area.

As a research-intensive university, SIUC has invested significant resources to support research and scholarship for faculty and students to support its mission and strategic priorities. SIUC engages in a level of research typical for a university of its size and type. The recent growth in extramural research funding is particularly noteworthy, and indicates that the university is doing well in promoting and advancing its research mission. The existence of some 25 research centers at the university also indicates an active research program. Nearly all these centers, in fields ranging from autism studies to ecology to experimental music, involve students in research and the discovery of knowledge. The university's REACH project indicates that undergraduate participation in research is valued and supported with university operating dollars, above and beyond funds brought in through external grants like the NSF Research Experience for Undergraduates project. Discussions with faculty and students indicated that they are actively engaged in research and creative endeavors throughout all of the colleges across the university.

Research also holds a prominent place across the undergraduate curriculum, from the Foundation Skills component of the Core curriculum through the many independent research courses offered to advanced undergraduates. Graduate programs have an appropriate level of research, creative activity, and knowledge creation infused into their programs. All of the evidence presented suggests that the vast majority of SIUC students are given the opportunity to contribute to scholarship, creative work, and the discovery of new knowledge. Interviews with program faculty and students at the graduate and undergraduate levels indicated that research experiences are accessible to students who often participate in a multi-year research experience with a faculty member. Students are expected to present their research findings and to participate in research symposia and creative arts presentations appropriate to their fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Rationale

Though the university has experienced significant challenges in resources and enrollment in recent years, SIUC continues to have sufficient numbers of faculty to carry out the educational work of the university both in and outside of the classroom. Since the last reaccreditation visit, SIUC's student body has declined by 37% while its total number of instructional faculty have declined by 22%. As a result of these changes, student-to-faculty ratios have declined over the last five years, from a high of roughly 15 students per faculty (calculating FTEs) to just below 12. This indicates that while the institution has seen declines in both faculty and student numbers, there continue to be sufficient faculty resources to support the instructional needs of the student body, viewed in the aggregate across the institution. Faculty teaching loads (generally 2/2 to 3/3 for tenure-track faculty, and 4/4 for non-tenure track faculty) are in line with other similar institutions and have not risen in recent years.

Most of the decline in instructional faculty has been in tenured/tenure-track ranks, which declined 35% over the previous 10-year period. This decline suggests that there may be issues with loss of expertise in specific fields, the ability to grow academic programs, continuity of academic quality and direction over time, and the non-classroom service load placed on the remaining TT faculty. While the rates of decline of the TT faculty and student body are similar, the requirements of non-classroom service generally do not decline at the same rate. This suggests that the remaining TT faculty may be bearing a greater service load than in previous years. Results from the 2017-18 Campus Climate Survey seem to bear this out, as faculty expressed concerns about the retention of faculty and staff.

This suggests that while SIUC continues to have a sufficient quantity of faculty resources in the aggregate, attention will need to be paid to numbers and retention of faculty in future years to ensure continuity and stability of academic programs over time, particularly those with larger service components such as graduate programs. As mentioned elsewhere in this report and referencing the 2018 SIUC Program Quality Assurance Report submitted to the Illinois Board of Higher Education, SIUC will benefit from creating a coherent plan to maintain sufficient faculty numbers across all program areas, but particularly for programs that undergo specialized accreditation to avoid future accreditation issues and maintain continuity of its programs going forward.

SIUC has appropriate processes in place to guide hiring appropriately credentialed faculty. The processes for hiring of instructional faculty presented in the assurance argument and on the university's website are appropriate and conform to HLC guidance and expectations regarding faculty qualifications. These processes were confirmed across multiple interviews with campus personnel, indicating that position descriptions, hiring processes, and hiring decisions are all aligned with the need to ensure that all instructional faculty are appropriately qualified.

An examination of a random selection of 10% of instructional faculty confirmed that these university policies are being followed. This sample included faculty whose credentials rested on tested experience rather than earned degrees, and faculty teaching in off-campus and distance-learning programs as well as on-campus programs.

The Operating Paper of the Graduate School lays out appropriate rules and policies for establishing the credentials of faculty who teach and direct graduate student research in graduate degree programs. These procedures are implemented by the Graduate Dean, with policy oversight exercised by the Graduate Council.

Instructor evaluation processes are in place for both tenure-track and non-tenure-track faculty, and are supported in policy and articulated procedures. By policy and faculty contract, pre-tenure tenure-track faculty and non-tenure-track faculty are evaluated on an annual basis. Tenure-track faculty are also evaluated at the point of the tenure decision. Policies and procedures for these evaluations are spelled out on the University's Policies website and in the faculty contract. SIUC currently does not require post-tenure review. This presents an opportunity for improvement in the future, as continued evaluation at regular intervals can help the institution build on the culture of continuous improvement that has manifested in recent years.

According to interviews with multiple campus personnel, all courses are evaluated by students through an online course evaluation system. Results from these evaluations are made available to both instructional faculty and department chairs in a timely fashion, giving faculty and academic units an opportunity to make improvements in subsequent terms. During onsite interviews, it was confirmed that departments use student evaluation data to make programmatic decisions, both in Carbondale and at off-site locations.

SIUC provides a variety of resources to support the faculty's teaching and research expectations. The university's Center for Teaching Excellence provides a range of programs and resources to support teaching for faculty, graduate teaching assistants, and staff. These programs reach a significant portion of the faculty and TAs each year. These include training on D2L, the university's learning management system; instructional design services for both distance education and face-to-face courses; and individual classroom consultations.

The resources provided for online learning, including the D2L platform and the Quality Matters

rubric, are industry standard. There is also funding for online course development, which can help drive faculty to CTE resources and demonstrates commitment by the institution to the quality of online teaching. As discussed under 3.A.2, faculty are encouraged but not required to take advantage of these resources.

The Board of Trustees' policy on sabbatical and professional development provides standard support for tenure-track faculty. This policy, combined with the resources elaborated through the CTE and elsewhere, demonstrates support for faculty development.

SIUC ensures that instructors are accessible to its students. The university has a standard set of expectations for instructors regarding accessibility, office hours, and communications. Syllabi provided by SIUC for review uniformly demonstrate compliance with these expectations. Office hours, office phone numbers, and email addresses are routinely listed at or near the top of syllabi across colleges, disciplines, and instructional levels. Based on campus conversations with faculty in various programs, many faculty members also serve as either formal or informal advisors, making themselves available to students in that work as well. On-campus discussions with both undergraduate and graduate students indicated that faculty and advisors are available and accessible for students.

SIUC provides a variety of support services that are appropriate for the size and type of students matriculated at the university. The existence of a central Office for Academic Advisement provides adequate support for staff advisors. Professional development opportunities for staff in a number of other areas (Residence Life, Disability Services, Testing Services) indicate a culture across campus of providing support for staff in their roles. Financial aid advisors are provided with a training manual. Residence Life staff have opportunities for professional development through conference attendance. Staff in the Testing Center are trained on an annual basis to national standards. Hiring standards and position descriptions for support services staff are appropriate to their positions and ensure that staff hired to these positions are appropriately qualified.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

SIUC has expended significant effort and attention to providing its students with the resources necessary to support them in achieving their goals at the university. As an access-mission public institution, SIUC has a student body with significant needs for support. Roughly 40% of the student body is first-generation, and nearly as many are Pell eligible. The institution has established support systems well-suited to this population of students. Chief among these supports is the First Saluki Center, established in 2019 as a result of a Quality Initiative project undertaken as a requirement by the HLC. The Center has a wide range of supports and services, including a Peer Mentor program, a Living Learning Community, workshops on a range of topics, and regular biweekly meetings. There are also scholarship opportunities for first-generation students. According to the HLC Quality Initiative Report, the SIUC Foundation has pledged \$500,000 to support this effort and the university has created additional staff positions to lead the effort. These represent significant investments, and SIUC should track the results of these efforts in the coming years to demonstrate improved outcomes for this population in future accreditation reports.

In 2013 the university brought student services offices together into one building, centralizing student support. In this space and across campus SIUC offers an impressive array of support services for both targeted populations and the student body at large, aimed at both academic and co-curricular needs. These range from centers for writing, math, academic coaching, tutoring, and test preparation to offices and programs that serve students with disabilities, international and ESL students, several multicultural centers, veterans, and a TRIO program. Counseling, wellness, and health services are also available to students. Financial wellness and literacy services are available to students, and the university has made a significant effort to raise funds for additional scholarships in recent years. Many of the colleges have established both emergency fund programs and proactive outreach efforts,

supplementing efforts at the university level. It is recommended that SIUC monitor the effectiveness of these efforts, many of which are quite new, and that future reports provide evidence of the efficacy of these programs to support the SIUC student population.

Since the last accreditation review, the university has significantly increased both the type and amount of student learning support. The process of onboarding new SIUC undergraduates is managed by a New Student Programs office, which manages New Student Orientation as well as other programs designed to integrate incoming students with the campus community. The Orientation program provides students with a typical set of opportunities to register for classes, take care of necessary university business, sign up for housing, and the like. Students are given an opportunity to learn about student organizations and community volunteer opportunities, meet with faculty and advisors, and engage with career advising and planning.

SIUC administers a math placement test to steer incoming students into the appropriate level of math education, which is a graduation requirement for all SIUC undergraduates. Placement tests are administered online, with results feeding into the Orientation program. Students identified as potentially at-risk are afforded additional onboarding opportunities, including a Saluki Summer Bridge 2-week program that includes exposure to faculty and non-credit enrichment courses.

SIUC provides a solid system of academic advising that is well-suited to the range of academic programs it offers as well as the needs of its student population. The institution has put in place a central support system for academic advising, including an advisory council as well as central administrative support and oversight through a Director of Undergraduate Advisement, reporting to the Provost. The university has also provided both good support (3.C.6) and good tools (EAB Navigate, Degree Works) for advisors to work with. Some programs have student handbooks, and some have developed syllabi to help students understand the advising process in their college. Advisors send out surveys to students on a regular basis and seek feedback from academic unit heads. On-campus interviews with faculty and staff at Extended Campus, the law school, medical school, and the main campus indicated that professional advisors and faculty advisors are very engaged in ensuring that students receive the support, resources, and guidance they need to make decisions about programs and career choices. Advisors have the ability to discuss student concerns with retention coordinators embedded in the various colleges. Additionally, advisors receive early warning reports through the Navigate portal of the EAB programs. These wrap-around services promote consistent and continuous advisement reflective of the retention focus of the university.

Over the past five years SIUC has seen a decrease in the average number of undergraduate student FTEs per academic advisor. In 2015 this ratio stood a little above 250 students per advisor; in the most recent data, it had declined to under 225. These numbers are well below the median advising loads nationally, as determined by the National Academic Advising Association Clearinghouse. While these ratios likely vary from one academic unit to another, the university has demonstrated that its aggregate pool of advising resources is sufficient to meet the needs of its students.

SIUC provides both students and instructors with an array of infrastructure, resources, and technology in supporting the educational mission of the institution. The university's administrative and technological systems are appropriate to an institution of its size and complexity. Banner, Degree Works, and EAB Navigate are all industry-standard tools. Classroom technology is supported by the Office of Information Technology and the Center for Teaching Excellence. CTE also supports an industry-standard Learning Management System, D2L, available to both on-campus and distance learning courses. There is good coordination between CTE and the Disability Support Services office.

The university has several research labs and centers, supported by a centralized support office. Examples include the Center for Ecology, the Fermentation Science Institute, and labs in the College of Engineering. On-campus interviews with students from various programs indicated that students have appropriate facilities for their learning experiences. A tour of the campus by the Team revealed that each college had dedicated spaces for labs, performances, and a variety of classroom designs that can be modified for specific teaching and learning experiences.

SIUC's library collection, museum collections, and available performance spaces all appear to be adequate to meet the educational mission of the institution as well as providing outreach opportunities to the surrounding community. The presence of several performing arts spaces across campus is particularly noteworthy for a university of this size, and should be more than sufficient to support the institution's programming in the performing arts. The community is also invited to engage with the university through its varied programming. It is evident that the community has been and remains engaged with the university through community support for buildings, instructional spaces, and other resources, and through participation in open on-campus arts, athletics, and enrichment events year-round.

SIUC provides many supportive resources and activities to guide students in effective use of research and information resources. As on many campuses, the university's library is the hub of efforts on information literacy. The library's offerings in this area, reaching nearly 6000 students, are indicative of good support. The library also provides space for the university's tutoring services, academic support units in writing and math, and the Center for Teaching Excellence.

The faculty-mentored undergraduate research program also supports students in developing research skills. The university provides 20 REACH grants every year for undergraduate students to work with faculty mentors. The university also sponsors an annual Undergraduate Research and Creative Activities Forum to highlight undergraduate involvement in research. While there is no campus-wide data on the number of undergraduate students engaged in research, many of the university's centers and labs involve undergraduate students in their work, including the Center for Ecology, Center for Autism Studies, and the Center for Environmental Health and Safety.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

SIUC offers a wide range of co-curricular programs and opportunities well-suited to the university's mission. The Office of Student Engagement provides centralized support for a wide range of co-curricular opportunities for students. These include Student Government, registered fraternities and sororities, leadership development, and a network of over 280 registered student organizations. Many of these are connected directly to fields of study at the university, including the Agronomy Society, Beta Alpha Psi honors organization in finance, a Robotics team, and a student-run newspaper. The Center for International Education conducts a community outreach program in support of the international student population, and to connect international students with the broader community. Interviews with students as well as faculty and staff from various programs revealed that students have a wide variety of choices for co-curricular and professional learning experiences. All of these structures and activities are typical for a university of SIUC's size and type. A tour of the campus showed that these activities are supported with appropriate facilities.

The Division of Student Affairs has been working for the last two years to develop annual learning outcomes by which programs across the division can be assessed. Programs in the 2019-20 academic year focused on Grit and Resilience. Students in the Transfer Transition Program were given both pre-arrival assessments and an assessment after the first semester to determine impact on a set of resilience-related learning outcomes. The Student Health Services has used assessment data in recent years to adjust their programming to increase emphasis on sleep, mental health, and stress issues, and is now conducting pre- and post-program assessments on all its programs. A review of co-curricular program evaluations demonstrated that the university provides students with opportunities to evaluate the programs and also the assessment of specifically designated learning outcomes is now in place. As the Division continues its assessment efforts, it should develop a robust collection of data in the coming years that will support continuous improvement of its co-curricular programs.

SIUC regards its co-curricular offerings as integral to the overall educational experience of the institution, and presents these programs and resources as contributing in important ways to key institutional student learning outcomes. SIUC offers a co-curricular program that aligns with the mission and student body of the university. Students are engaged in a wide range of enriched educational experiences, including research, service learning, sustainability, and other activities

designed to provide expanded dimensions to the SIUC educational experience. In recent years the institution has begun to generate assessment reports that link these experiences explicitly to the core and institutional learning outcomes that are at the heart of the university's educational mission. A review of these assessment reports shows that students are able to demonstrate competence in these learning outcomes.

SIUC has been working on developing a more robust assessment culture across campus, including in their co-curricular areas, in order to demonstrate the impact of these contributions on students' education. For example, the Division of Student Affairs runs a set of Sustainability programs including a Green Fund Grant funded from student fee revenues. All students participating in these programs are given start-of-year and end-of-year assessments to measure the impact of their participation on learning outcomes related to social responsibility, one of the new set of Institutional Learning Outcomes. Conversations with Division of Student Affairs personnel indicate that these practices are being adopted across a wide range of co-curricular programs, an effort that should yield a solid collection of data in coming years to use for assessment and continuous improvement. Discussions with both faculty and staff showed a shared awareness of the key learning outcomes the university seeks to instill in its students, and a growing desire to work together across these different areas to assess key learning outcomes across the entire institution. Evidence of the results of this work should be available by the time SIUC submits its next Assurance Argument in four years, and should be instrumental in the institution's ability to build a culture of continuous quality improvement in student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

Based on the information provided in the HLC Assurance System and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Southern Illinois University Carbondale meets the requirements of Criterion Three.

SIUC has demonstrated sufficient evidence that it provides high quality education as a research-intensive public university serving students from the state of Illinois and beyond. The university offers a range of academic programs and courses at the undergraduate, graduate, and professional levels that are current and appropriate to the degrees and credentials proffered. The institution demonstrates the quality and consistency of learning goals across these programs. The university has demonstrated that intellectual inquiry, broad learning, and the acquisition and mastery of skills are integral to its academic programs at appropriate levels and in appropriate ways, both through the institution's general education curriculum and the learning experiences offered through its various programs. In the face of significant challenges in recent years, SIUC has maintained sufficient numbers and quality of both faculty and staff to deliver these programs, and it provides for the continued development and support of its personnel in carrying out their responsibilities. The university has invested significant effort and energy in supporting its students, with a rich understanding of the nature of its student population, and it has developed a culture of student success among faculty, staff, and administrators across the campus. Finally, the university offers an enriched co-curricular environment that is appropriate to its mission and which supports the overall institutional learning objectives it has laid out for its students.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

SIUC has demonstrated increased attention to program review and assessment since the 2010 accreditation visit. As a result of joining the HLC Assessment Academy and the Foundations of Excellence work, the university has enhanced the infrastructure related to program review and assessment through the creation of the Campus Wide Assessment Committee, adding the position and Office of the Associate Provost for Academic Programs.

SIUC maintains a practice of regular program review guided by the Illinois Board of Higher Education (IBHE) external accreditation processes as well as by institutional processes guided by the Office of the Associate Provost for Academic Programs (APAP). The schedule of program reviews is

found on the university web page. The reviews provide the institution's governance committees, administrators, faculty, and staff with sufficient data and recommendations to use for future program actions and improvements. The IBHE requires a program review every 8 years and requires that new programs undergo an initial 3-year review. Accredited programs within the institution may complete program review more frequently than this requirement and utilize the processes associated with external specialty accreditors, whereas unaccredited programs follow a system for program review as documented by the Program Quality Assurance Reports and Assessment Plans found both on the university's web page and in the assurance argument. The institution documents program reviews and has a timeline and process for reviews available on the website and in the Program Quality Assurance Reports. The program reviews require two external reviewers and two internal reviewers to participate. The reviews include a description of major review findings, actions taken, faculty, staff curriculum changes, and recommendations. Program review results are shared with the IBHE on an annual basis through the submission of data reports by the SIUC system. Program review results are also made public through publication on the university's website.

The institution demonstrates responsibility and makes publicly available information on the quality of programs through a program review process. A review of the descriptions of the program review process, and interviews from the Provost, deans, faculty and staff provided the Team with evidence that the program review process is active and well established across the university. Additionally, the Team reviewed examples of program reviews to ensure their quality and capacity to provide meaningful feedback to the program faculty and staff. The faculty and staff provided several examples of program changes as a result of program review. Additionally, the assessment report is embedded in the program review report which demonstrates the importance of student learning in the program review processes. In the future, the university will have the opportunity to include information about how the program supports the institutional learning outcomes in the program review process.

SIUC evaluates all of the credit that it transcripts and has policies that assure the quality of the credit it accepts in transfer using multiple methods of evaluation and publishes its policies for equivalencies on its Transfer Equivalencies website, and in its catalogs. The Office of Articulation and Evaluation guides the processes to evaluate and document course equivalencies and program articulations. Students have the opportunity to request that advisors review syllabi for courses from a different institution if equivalencies were not previously documented. Academic advisors send equivalency requests to faculty members or the department chairperson to determine if the course is articulated. A process is in place to send course evaluation decisions to be entered into the database maintained by the Office of Articulation and Evaluation. The university was using the Transferology program and previously had an in-house equivalency guide. At the time of the visit, the university was moving toward a new transfer portal through their EAB implementation.

SIUC maintains an array of nontraditional credit and traditional credit equivalencies including the International Baccalaureate, DSST/DANTES, CLEP, AP and Occupational Education, as well as numerous articulation agreements with several two-year institutions. SIUC participates in the Illinois Articulation Initiative, which gives credit for transfer students who have completed the requirements of the state-wide General Education Core Curriculum. SIUC also provides transfer guides that list the course equivalencies to ensure a seamless transfer of students into the university which also serve to verify that transfer courses from other institutions are evaluated. One path to find information on course equivalencies, transfer of courses and articulation agreements is to use the search function on the homepage and search for articulation agreements maintained by the Articulation & Evaluation division of the Registrar's Office. Students have access to the information about articulation

agreements on the university web site by major and by geographic region and institution. The university has appropriate advising and transfer advisors that are also provide students with information about transfer articulations.

The evaluation and determination of transfer credits and equivalencies involves the Articulation and Evaluation division of the Registrar's Office which, guided by the course equivalency policies of the university, collaborates with the appropriate academic departments and faculty members within the university to evaluate credit that is transcribed. When students transfer credits, a decision is made about those credits in alignment with the disclosed transfer and course equivalency policies.

The university has established articulation agreements that are published by institution, international institution, and by major on the Transfer INsight website. The university also has a number of degree completion partnership agreements with other four-year institutions and community colleges in Illinois. These agreements clearly identify general education equivalencies and requirements, and what a student is able to transfer. Lastly, these agreements outline what a student must do to complete a program. The articulation agreements consist of a list that identifies course equivalencies and courses that students must take to complete the degree. When students look up articulations by major, they are directed to contact the appropriate department and academic advisor for up to date information.

The institution's faculty members maintain and exercise authority over the prerequisites for courses, rigor, expectations of student learning, graduation requirements, access to learning resources, and faculty qualification for all of its programs. These rights and responsibilities are documented in the Faculty Senate and Graduate Council Operating Papers as well as in the Board of Trustee policies. The university's faculty governance structure encompasses all levels of curriculum review and assessment functions and is articulated in detail in the Faculty Senate and Graduate Council Operating Papers. Faculty members are actively engaged in establishing, maintaining, and evaluating academic standards. SIUC's undergraduate and graduate catalogs describe prerequisites and course descriptions. These requirements are reviewed by faculty as part of their responsibilities for curriculum process. Expectations of student learning are developed by faculty and assessed in accordance with existing assessment plans and procedures. Further, the university outlines the roles and responsibilities of other academic personnel such as the various college level committees, the deans and the Associate Provost for Academic Programs.

There are no dual credit programs at SIUC.

Students have access to learning resources including the Library and several student support services such as tutoring, supplemental instruction, and a Learning Support Center which provides readily available tutoring and learning resource assistance. Academic learning support is available for gateway courses in general education. A Writing Center and a Speech Center focus on specific skill needs for all students. The Math Department provides class instruction in developmental courses. Students have access to computer labs and information technology resources. The Team reviewed faculty credentials for on-campus and concurrent enrollment faculty which established that faculty and staff are appropriately qualified. Faculty for concurrent enrollment courses are assigned a faculty liaison who reviews course syllabi and makes sure there are equivalent learning outcomes for courses. Faculty qualifications are clarified and reviewed at several times during the hiring process. Position descriptions clearly articulate required faculty qualifications. These qualifications are reviewed by the dean and the HR division and Affirmative Action.

SIUC recognizes the value and importance of specialized accreditation as a part of the university's

commitment to quality and continuous improvement. The institution maintains specialized accreditation for 85 of its programs. In addition to specialty accreditation, all academic programs are approved by the IBHE on a cyclical basis. The institution makes public the list of accredited programs both on the SIUC Accreditations website, as well as in the appropriate academic catalogs. Program accreditations are appropriately maintained and monitored via a central office within the Provost's Office.

Evaluating the success of graduates is an essential component to program evaluation at SIUC. SIUC evaluates the success of its graduates using a variety of methods including the engagement of advisory boards, employers, and industry partners to ensure that program offerings are high-quality program that develop competent future employees. These industry-based professionals engage in the evaluation of programs, courses, and learning outcomes as well as components of the curriculum. The institution has in place a broad array of advisory boards which contribute recommendations to faculty and staff about the quality of the programs. Through interviews with the faculty and staff, the Team heard about several program changes that resulted from this type of review.

Utilizing alumni evaluation processes, an Alumni survey, the NACE First Destination survey, and the senior exit exam are ways SIUC collects information about program effectiveness and the success of program graduates. Students participate in an exit survey when they complete their programs. After graduation, student employment information is collected and published in the First Destination report 6 months after graduation and 4 years after graduation, as well as through the Saluki Mentor Network platform. The NACE standards are also used throughout the university program review process.

The institution reviews information from the Campus Climate Survey as well as from graduate surveys in specific programs, alumni surveys, advisory committees, and the career-services post-graduation employment data. The senior exit survey may be revised to align with university learning outcomes, according to 2019 meeting minutes. In addition to developing and aligning the questions, the Team agrees that the dissemination plan to colleges, departments, and faculty is important in this assessment process. Additionally, partnering with the Chief Diversity Officer to include climate questions or aligning senior exit surveys with certain initiatives on campus might be useful.

The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes through using feedback from advisory boards. Alumni and Employer Advisory boards are highlighted in the assurance argument and were highlighted in discussions with Extended Campus administration and staff as well as with the College Wide Assessment Committee.

(CACREP Follow-up)

Despite maintenance and monitoring, not all accredited programs survived recent institutional challenges. The Counseling PhD, Counseling Master's, and Rehabilitation Master's degree programs lost CACREP accreditation recognition as of December 14, 2019, prompting the HLC to require specific follow-up on the loss of CACREP accreditation be included within this review.

Interviews onsite indicated the departure of three faculty members in 2018, coupled with no faculty replacements in 2018 due to fiscal constraints, left the programs out of CACREP compliance. Discussions of a merger between these two programs were said to have occurred, but nothing formalized in time to retain accreditation status. Moving forward, to better meet the needs of external constituents and students, remaining faculty within both program areas have chosen to merge and

build a new program, an MS in Counseling and Rehabilitation Education. Review of the submitted RME (Reasonable Moderate Extension) proposal to the Illinois Board of Higher Education indicated a potential start date of July 2020, with easy transfer of existing students to the new program once approved. As indicated in the RME, students were notified in a timely manner of the impending loss of accreditation in March, 2019, and the Counseling program is working with CACREP on a transfer-out plan for PhD candidates, while masters students not wishing to transfer into the new program will participate in a teach-out plan. Both plans and the easy transfer of credits into the new program will allow for student completion and minimize the negative impact to students from the accreditation loss. The program will apply for CACREP accreditation once it is formally established, as noted in the RME. The aforementioned actions appropriately address and rectify the immediate situation, but as recommended in the 2018 SIU Program Quality Assurance Report submitted to the Illinois Board of Higher Education, SIUC will benefit from creating a coherent plan to maintain sufficient faculty numbers across all program areas at the university, but specifically for programs that undergo specialized accreditation to avoid similar accreditation issues in the future. While the institution may have sufficient faculty as a collective as indicated in 3.C.1, SIUC is encouraged to examine the sufficiency of faculty in accredited programs with high service components such as graduate programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

Since the last accreditation visit, SIUC has engaged in significant assessment activities, established numerous assessment committees and positions, and built its culture of assessment to provide data for decision making and continuous improvement. The development of an appropriate assessment infrastructure, reporting templates, the acquisition of cutting-edge assessment tools, the refinement of policies and practices, and the creation of assessment leadership positions have all contributed to the advancement of assessment across the institution. The centralized assessment management system provides leadership, faculty, staff, and program leadership the ability to monitor the level of student learning, as well as contributes to efforts to monitor retention, persistence, and graduation.

Assessment is well positioned to contribute to SIUC's strategic plan, *Pathways to Excellence*, which focuses on overall student success. A review of assessment practices, policies, and data collection as well as discussions with faculty, staff, students, and administration show that assessment is now normalized into the institution's thinking about student success.

The institution has stated goals for student learning including university core curriculum outcomes, program learning outcomes, co-curricular, and institutional learning outcomes. Learning outcomes are available on the university website, catalog, in syllabi, and in assessment plans and reports. The articulation of program level learning outcomes is consistent and systematic. If a program has both face-to-face and off-site location or distance offerings, they must document assessment consistency across modalities. A review of curriculum offered in different modalities showed that assessment practices are consistently assessing the same learning outcomes. Currently, academic programs are aligning and mapping their learning outcomes to the institution learning outcomes. The creation of curriculum maps across all programs, curricular and co-curricular will provide the institution with a detailed picture of how its students have the opportunity to learn and develop knowledge and skills associated with the ideals for learning as established by the university at large.

The institution has demonstrated growth in its assessment processes and has developed an infrastructure to support these activities through its development of assessment leadership positions,

the creation of an Office of the associate Provost for Academic Programs, and establishment of the College Wide Assessment Committee. The institution now has a comprehensive assessment program that provides oversight for assessment processes, policy creation, monitoring, and training. The University Core Curriculum reflects required elements by the IBHE, the Assistant Dean of Students oversees the co-curricular assessment processes, academic departments guide program level assessment practices, and the Campus Wide Assessment Committee guides the Institutional Learning Outcomes assessment processes.

The University Core Committee (UCC) consists of faculty from each of the colleges of the university. This committee systematically reviews general education courses and learning outcomes. All general education core courses have associated assessment plans as approved by the UCC. Data for general education learning outcomes are collected, analyzed, and used to make course changes. Evidence of these processes is found in the assessment reports. A composite assessment report for the Core Curriculum provided evidence to demonstrate the level of student learning across all learning outcomes. The UCC is encouraged to engage with other faculty members and programs across the university to disseminate this information to governance and other decision-making bodies. As the work of this committee advances, the sharing of assessment data from programs and course specific data to university wide data will promote greater understanding of the levels of student learning across the university. Also, as more assessment evidence is produced, the analysis and discussion of the core curriculum can become better informed and evidence-based.

A program-level assessment process is in place and is guided by the Program Assessment Committee. Assessments of academic programs are collected using a cyclical schedule. When assessment data are collected, they are documented in D2L. Over the last few years, this committee has promoted a stronger assessment culture at the program level through assisting in setting policy, establishing good practice, and reviewing assessment plans in D2L. Peer reviews of assessment plans and data are in place to further support program assessment improvement through the annual reporting process. At the assessment and faculty forum, the review Team heard many examples of program changes based on assessment. Faculty are sharing rubrics based on LEAP learning outcomes across programs. Interviews with faculty and discussion at the assessment forum demonstrated that faculty are collaborating more data than ever and increasing discussions based on student learning. A review of assessment reports for academic programs also indicated that assessment practices are well integrated into the work of the programs and program review processes. Several department chairpersons and faculty provided numerous examples of how they used assessment results to continually improve their programs.

The institution has developed a process for assessing learning outcomes in both curricular and co-curricular areas. The Co-curricular Assessment Committee assesses the university learning outcomes for high-value learning opportunities across numerous student affairs programs and services. Co-curricular assessment is managed by the Assistant Dean of Students. Units in Student Affairs map their assessments to the SLO's as evidenced by a review of assessment plans and reports from each unit. Student Affairs units have an assessment plan and each program also evaluates the effectiveness of the programs they offer. Areas such as Residence Life, the Trio program, the Center for Service Learning and Volunteerism, the Student Health Center, SMASH IL, the Multicultural Resource Center, and other student-facing areas have assessment plans. During a focused discussion on assessment, the Team heard of many examples of how the co-curricular areas are aligning their assessments to the university learning outcomes. Student work associated with SIUC's events showcased activities that are aligned to the university learning outcomes.

Lastly, the SIU Campus Wide Assessment Committee has initiated the institutional learning outcomes assessment alignment processes and curriculum mapping activities. This is the latest phase of an assessment plan to be put into place. The faculty will align one of the university learning outcomes per year and will promote a common learning outcome rubric. The most recent alignment activity focused on the communication learning outcome. As this work advances, the institution is encouraged to align graduate follow up surveys or alumni surveys with the university learning outcomes.

The Team noted that assessment was more heavily focused on direct assessment. As assessment work advances, all programs are encouraged to vary assessment modalities and to be more intentional about the use of indirect assessment so that the institution collects information about student experiences, level of satisfaction and engagement. When the next review team comes to the institution, the variety of assessments used could be a follow up area to review.

The institution has made a commitment financially and through the establishment of a series of committees and new positions and offices to improve assessment processes. The adoption of assessment plan and report templates and the ability to review elements of the assessment process across general education, academic programs, and co-curricular sectors of the curriculum and student learning experiences provides for a systematic review of student learning outcomes. Many instances of the use of assessment results were relayed in open forums. The faculty and staff stated that responding to data was now something that they perceived as being a stronger activity at the institution as evidenced by the examples shared at the criterion meeting. As faculty enact changes based on an analysis of assessment results, it is important that they follow up on the changes being made. When the next HLC review team comes to campus, it will be important to see how the institution is following up on the many changes made using the new assessment processes.

Programs are now consistently using assessment information to improve student learning and have documented their action steps and the status of that work in D2L. Programs are required to follow up on their data collection and how the data are being used. The Team examined several college-level reports from the last two academic years that contained multiple examples of program responses to assessment data. A discussion with faculty leaders further substantiated that assessment results are used to make program improvements.

An examination of program reviews and accreditor responses to self-studies, and from statements made at the open forum during the site visit showed evidence of assessment results and a growing culture of assessment across the university. Support from administrators, faculty, and staff will be imperative in the future. For a culture of assessment to thrive, sustaining the current assessment models is key. A best practice that was evident to the Team was the institution's commitment to grow assessment leadership and to develop governance processes to engage faculty and staff. The Office of the Associate Provost for Academic Programs and the appointment of the APAP were noted as well as the creation of the CWAC known for their consultative approach respecting the disciplines of the faculty. The university depends on the APAP to support all programs, departments, and colleges on campus. This is a unique position that impacts every academic and co-curricular unit on campus. Developing campus assessment leaders--not just committee members--who can support the APAP's efforts will be vital to growing the culture of assessment.

Another solid assessment practice noted by the Team was the involvement of faculty and staff committees for assessment. Building faculty leadership is critical to integrating assessment into the culture of the academic programs and general education. The collaboration across representatives from different colleges to create an accountability system has been successful for the institution.

These committees are encouraged to engage with faculty governance groups to ensure dissemination of assessment results in a systematic way.

Holding assessment workshops, open forums, discussion groups and sharing assessment materials and practices are other best practices the Team saw evidence of when they interviewed faculty, staff, and administration. For example, the peer review of assessment plans is an excellent way for faculty to share their expertise with one another.

The sharing of assessment results and widespread assessment reporting are other best practices the Team observed. Information sharing provides for the accountability of assessment results. Faculty stated in the assessment forum that assessment documentation was one of their strong assessment practices. Many programs are now responding to the data and are much more active in assessment work as a result of the accountability system. In many instances, faculty are able to use a shared rubric to assess student work and experiences. This promotes a cohesive approach to assessment.

The institution also provides for mini-grants for program level work on assessment. This incentivizes the assessment work and also respects the need for programs to customize their own assessment pathway. Programs are able to explore their own assessment issues and to seek solutions to improve assessment practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Retention is a central focus for the entire university across all units at SIUC and is supported by the Interim President and senior administration. The university has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. The goals were determined by the Retention Task Force and are reflective of the work begun with the HLC Quality Initiative to identify barriers to retention. Current goals include increasing enrollment to 15,000 in five years, improving the first-year retention rate to 85%, and improving the 6-yr. graduation rate to 65%. At this point SIUC still has not attained these goals, and all work related to achieving these goals runs through a University-Wide Retention Task Force that includes academic leadership and student affairs leadership and the Dean of Students. This group informs and guides the process and strategies to accomplish these goals.

The institution collects and analyzes information on student retention, persistence, and completion of its programs through the employment of several software platforms including Ellucian Banner, Ellucian Degree Works, Slate, D2L, EAB Navigate, Tableau, Mongoose Cadence, and Star Rex. The university has established dashboards and an interactive fact book to inform the public about its progress as well as created an internal data information sharing process. The various databases are used by all academic units and all colleges in order to track areas where retention, persistence, and completion are succeeding and where concerns have been identified.

An early warning system was put into place and data are shared with residence life, advisors, learning support services and academic deans. A significant initiative recently implemented is the

First Saluki Center developed based on the results of the First Scholars program and the HLC Quality Initiative to serve first-generation students in Fall 2019. Changes to policies for course repeat, incomplete grades, dual degrees, and the reconfiguration of the UNIV 101 course are also in place to improve retention and persistence. Because of the newness of these initiatives, little data were provided during the site visit to demonstrate results of these changes. Although this Center is a recent addition, the institution will have enough data in a few years to allow for a thorough review of the effectiveness of these services during the 2024 four-year HLC review.

The institution uses the data it collects to make changes to programs and to be informed about how barriers to student success can be eliminated. Various programs reported changes they made based on retention and persistence rates and student experience surveys. The programs are currently being revised to respond to the data. The University-Wide Retention Task Force reviews data to make recommendations to admissions and retention policies. Since the last comprehensive review in 2010, SIUC has implemented several initiatives to increase student success guided by principles of evidence-based and outcome-focused practices. University senior leadership have provided vision and support for these efforts. The creation of the University College provided an infrastructure to organize efforts, administration, and functions across the university to support student success efforts. Several new initiatives were implemented as a result of the 2014 Retention Plan, guided by external consultants, that targeted under-performing student populations. Changes to policies for course repeat, incomplete grades, dual degrees, and the reconfiguration of the UNIV 101 course are now in place to improve retention and persistence.

The university has invested in a number of new programs, positions, and initiatives to support retention. At an open forum and meeting with faculty, staff, and administration related to retention, the Team heard about several well-integrated new programs focused on retention that have been implemented since the last HLC visit. The First Saluki Center attends to students who need additional academic support. The Saluki Cares program and the Gap funding programs provide students with assistance to meet financial obligations. The University created the University 106 class in order to promote students' knowledge of financial literacy, and the Financial Aid office conducts workshops for students early in their time at SIUC. The implementation of the Early Warning System integrated into the EAB Navigate system will assist the university to provide outreach to students earlier in any situation. The THINK Science program promotes exploration of STEM for minority high school students. The appointment of R&R coordinators embedded in each college to coordinate student focused retention services has proven to be successful in raising the retention rate. Strategies and interventions planned to reach these goals include hiring a new Director of Admissions and adding recruiters in Chicago and St. Louis to boost enrollment. The university has positioned itself well to provide numerous retention focused services to ensure that it will meet its retention goals.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. SIUC's Office of Institutional Effectiveness reports institutional data to the Illinois Board of Higher Education and IPEDS annually. The institution publishes the SIU Fact Book and includes links to data on the Consumer Information web page. The institution monitors both academic success as well as at-risk factors. All data related to these two major categories are published and shared across stakeholders by the Office of Institutional Research. The SIUC University-Wide Retention Task Force is now in place to guide the institution's Enrollment and Retention Plan's processes which calls for the group to monitor, interpret, guide, and promote the necessary collaborations to increase retention and graduation rates as well as close the achievement gap. The next peer review team will be able to follow up on the efforts of the Commission at the four-year review.

In 2019, a review of data demonstrated that the retention and enrollment numbers were improving with the retention rate increasing to 75%, and an increase in freshman enrollment. A review of these data shows that the institution is diligent in sharing data that are accurate and timely. By sharing these data more publicly through the retention coordinators embedded in the colleges and through the work of the University-Wide Retention Task Force, the university has built an infrastructure and supports necessary to achieve its ambitious retention goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Based on the information provided in the HLC Assurance System and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Southern Illinois University Carbondale meets the requirements of Criterion Four.

Since the last accreditation visit, SIUC has invested in creating new positions, governance structures, tools, processes and procedures to ensure that the assessment of student learning, assessment of co-curricular offerings and support services have the appropriate assessment and evaluation systems in place. Also, the link of student learning and program review has been firmly integrated demonstrating a commitment to assessment. After attending the HLC Assessment Academy, SIUC began to grow its assessment culture to be able to make evidence-based conclusions about the effectiveness of teaching and learning as well as all student activities. There are many opportunities in the future for the integration of core curriculum, program assessment, and assessment of co-curricular and student services to be guided and reported under a cohesive university assessment plan. Although the university has all of these assessment processes in place there is not a long history of data yet. The next HLC review team should be able to look at how these new assessments systems are working to provide data for decision-making and program improvement.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

The Team found that, although SIUC has experienced extreme resource decreases over the past ten years, it has made necessary adjustments to effectively support its ongoing operations. As part of Illinois Public Higher Institutions, Southern Illinois University Carbondale has experienced fiscal challenges as the State of Illinois has had many years of appropriations exceeding revenues, as well as a historic underfunding of public pensions. Midyear appropriation "rescissions" have become commonplace. The largest budget challenges attributable to state appropriated funding occurred during the State of Illinois budget impasse of fiscal years 2016 and 2017. During the impasse, funding for public higher education was cut and release of funds to the institution were delayed. To assure financial stability SIUC made significant adjustments to its staffing and operating expenditures.

The consequences are that for the last ten years some form of state budget issues have been a part of the environment at SIUC requiring the institutional financial situation to be under continuous review by the SIUC leadership and HLC. A focused visit was conducted by HLC in March 2013 prompted by a March 2010 HLC site team visit. The 2013 Team report indicated a stable enrollment trend and

planning to handle a \$15 million structural deficit, demonstrating adequate progress in the financial and planning areas of the focused visit.

However, in the years following 2013, the State of Illinois experienced more serious state budget issues resulting in budget cuts and delayed transmittal of appropriations to Illinois public higher education institutions. Further, state appropriations reductions brought more challenges that still exist. This is the backdrop of the current financial affairs that have challenged the ability of the institution's Carbondale campus to maintain operations at a level when it had its peak state appropriation. With its broader funding sources, the medical school has not faced similar budget issues.

As state support steadily declined dependence on tuition and fees as a revenue source increased. In 2017, the campus developed a Financial Sustainability Plan approved by the BOT on July 12, 2017. The plan outlined permanent budget reductions totaling \$19 million in fiscal year 2018 and outlined future steps to reduce expenses, grow revenue, and realign the university's academic programs and resources for the future. During this same time-period, there were enrollment declines that required both position vacancies and layoffs. SIUC has roughly 400 fewer positions (6.7%) since the beginning of the state budget impasse in FY16. Most of these positions were already vacant, but the Financial Sustainability Plan included the layoff of 49 civil service employees and the non-renewal of contracts of 2 administrative professional staff and 27 non-tenure-track faculty to begin fiscal year 2018.

Annually, the institution prepares a Resource Allocation and Management Program (RAMP) document that provides the framework for the subsequent year's request for facility maintenance and repair planning, operations and capital budgets. Constituency involvement is a part of the development process. RAMP is approved by the BOT and submitted to the Illinois Board of Higher Education (IBHE). Budget requests are required by the IBHE for communicating the University's planning and budget decisions and resource requirements that ultimately go to the Governor and General Assembly. The FY 2020 budget is in place and reflects a measurable improvement in resources from the State. In fact, in a State of the University Address to the University community on November 6, 2019, Chancellor John M Dunn stated that a major transition in FY 2020 has been a renewed commitment to higher education by Illinois legislators. Colleges and universities received a five percent increase in general operating funds. Additionally, funding for special programs to assist students financially such as Illinois Monetary Award Program (MAP) grants and the Illinois AIM High Program brought the total increase to 8.2 percent, the largest percentage increase for higher education since 1990. The increase in state funding is still five percent less than just five years ago but is moving in a positive direction for SIUC. Despite the 8.2 percent increase from the state, combined with loss of tuition associated with enrollment decline, SIUC currently has less funding for operations than it did in FY 2019, which has led to a three percent budget reduction for FY 2020. For FY 2020 SIUC received \$132.8 million for operations, inclusive of the School of Medicine and funding for renovation of the Communications Building and greenhouses, as well as deferred maintenance. The funding for these capital projects will be made available over a number of years.

As referenced above, state funding for capital renewal projects is also a part of the budget request process. Revenue bonds finance housing, athletic, and student services related facilities. Certificates of participation financing are also available for other capital projects. A facilities maintenance fee paid by students totaling over \$6 million per academic year provides another revenue source of approximately \$5 million annually for renovation and maintenance. The current infrastructure and footprint of the Carbondale campus remains the same as when the institution served more than

20,000 students and is more than sufficient to support current enrollment and anticipated growth. However, about 70% of the campus facilities date back to pre-1970 thus suggesting that increased maintenance funding will be required as the facilities age or become obsolete for current program delivery. SIUC currently meets its bond payment schedule, has enough funds for basic maintenance and renovation, and exceeds space needs, but as was discussed by campus and system leadership during onsite interviews, SIUC will consider a reduction in its footprint if it becomes a financial necessity. Additionally, to address potential future shortfalls in student support, in a message to the campus Chancellor Dunn reported that private giving to the SIUC Foundation is nearly \$90 million as the three-year \$75 million campaign comes to a close. These new monies will support student scholarships and academic programs including start-up support for the new nursing program.

SIUC has taken a series of measures to align educational programs with the declining resources. As enrollments have decreased, documents prepared by the IBHE show that reductions in faculty and staff positions are in proportion to the reductions in enrollments. A reorganization of the university academic units is in process to add administrative efficiencies and thereby reduce costs. The Illinois Board of Education Data Points 2010-2017 shows that SIUC has had budget reductions similar to other Illinois public universities

In the HLC's obligation for ongoing monitoring of an institution's finances, on December 5, 2016, HLC wrote then Interim Chancellor William Colwell that SIU Carbondale had experienced deep budget issues with the State of Illinois reduction in appropriations. The letter asked for specific explanations on challenges of cash management, cuts in staffing, and the effects on program delivery, impact on supplies, etc. for program delivery and enrollments. A response in writing was required. The letter acknowledged that this decrease in state appropriations was not the doing of SIUC and all Illinois public institutions were receiving a similar inquiry.

SIUC responded on December 20, 2016, that the Illinois General Assembly had appropriated one-time funds, but \$21 million of decreased expenditures were being implemented. One action taken was that faculty and staff vacancies budgeted for 490 positions, the equivalent of 7.3% of budgeted lines, were held vacant. Other actions were noted and SIUC continued to operate under a reduced resource base approved by collective bargaining teams and the Board of Trustees. Meetings across campus informed the university community of the budget issues and the plans to change expenditure patterns, which became formalized in the 2017 Financial Stability Plan. Various budget strategies have been implemented as part of the 2017 plan including credit hour analyses, student numbers, and across the board cuts. The plan also clearly indicates a commitment of the institution to limit the impact of cuts on direct instruction.

SIUC is a research university with national rankings. Faculty scholars in their areas of research obtain competitive grants and awards from federal agencies, state agencies, industry and foundations. Significant research appointments are provided to tenured and tenure-track faculty. SIUC has maintained its mission during the era of declining resources and reduced sponsored program funding by redirecting salary funds due to employee retirements and the ability to place some staff in other positions. This has mitigated the number of lay-offs due to resource and enrollment declines. Since FY 2018, a central salary pool holds available funds at a central level to facilitate efficient management of resources and to support and prioritize the hiring of faculty and staff in critical positions. The Provost and Vice Chancellor for Academic Affairs continues to manage the vacant faculty positions in the central salary pool.

To the extent possible, budget reductions have been handled with a focus on maintaining the university's core academic mission. Review of the most recent IPEDS data provides a breakdown of

the distribution of core revenues and expenses. Major functions are not receiving disproportionate resource reductions including technology and technology infrastructure, physical infrastructures, staffing for priority programs, student services, and the medical school.

Over time, reductions in resources and declining enrollments have changed the composition of faculty and support staff. This has led to filling faculty vacancies with instructional staff that are not tenured nor are they tenure track positions, yet they possess appropriate credentials for the academic program. Advising and academic support functions that had been staffed with faculty are now conducted with non-faculty personnel, a response to the necessity of expense reductions in order to maintain faculty numbers in the classroom and to offer release time for faculty to conduct research—a core part of the SIUC mission. These actions are consistent with the 2017 plan, the institution’s mission, and meeting the requirement of appropriately trained staff.

SIUC uses two models to construct the state appropriated and income fund budget. One is incremental based budgeting, and the other is a basic responsibility centered model (RCM). The first model includes a historical base budget contingent on state appropriations and estimated tuition revenue, excluding distance education and summer session. The second model is used for both distance education and summer session programs.

On November 17, 2017 HLC sent a follow up letter to then Chancellor Carlo Montemagno regarding the “in the zone” Financial Composite Index. It was .28 in FY 2016 and for FY 2017 it was reported at .09. Per HLC policy, the Index score required SIUC to report the reasoning for the low index and any plans to improve. These scores reflected a stressed financial condition of an institution. The report dated December 15, 2017 was accepted by HLC’s Financial Panel with no further action required by the institution. Of note is that the “low composite index number” was largely, but not entirely driven by the FY 2016 cut in State of Illinois general fund appropriations. According to the method the CFI is calculated, for an institution there is no way around the “state appropriation budget cut” reporting requirement. Tuition increases do not offset state appropriations in the scoring. Even “stop gap” state appropriations of \$40,000,000 late in calendar year 2016 failed to give assurances that public institutions would not receive further base cuts. However, as evidenced by the 2017 Statement of Revenues and Changes in Net Position as found in the *2017-2018 Factbook*, the state appropriation for FY 2017 was partially restored with base funds of \$75,861,100. Illinois has a unique system of paying for employee benefits including retirement fund contributions whereby those costs are paid by the State of Illinois on behalf of university employees—an increase also shown in the above referenced 2017 Statement of Revenues and Changes in Position.

In a letter dated August 8, 2018, HLC again required SIUC to respond to financial difficulty the institution might be experiencing. As referenced above, the 2017 index was reported as .09 that prompted SIUC to be re-reviewed by HLC’s Financial Panel. The Panel’s analyses and report dated December 5, 2018, accepted SIUC report and no further action was necessary. The 2018 CFI was reported as 3.32 which reflected state appropriations for FY 2017 that was received in early July 2018, which is in FY 18. During the Team site visit, the FY 2019 CFI prepared by SIUC was “estimated” at 1.45. This is above the CFI 1.1 number for public institutions that would require HLC Financial Panel review.

The 1.45 CFI for 2019, while an estimate, is assumed to be the final number. This is close to 1.1 and could easily slip to below 1.1. The Team recognizes that if the CFI is below 1.1 in any future year this will be reported in the annual Institutional Update and a Panel review will be initiated. Therefore, there is a system in place that will allow HLC to monitor SIUC's financial progress, or lack thereof, as SIUC leadership deals with enrollment changes and state appropriated resource

changes.

(Embedded Report 1.b.)

In March 2018, HLC notified SIUC that the overall pattern of the institution's operations at its additional locations was inadequate and requires Commission follow-up. An embedded report was required in the 2019-2020 Comprehensive Evaluation. One element required in this embedded report was how staff pay issues first requested to be addressed in a 2015 monitoring report were successfully resolved.

The institution's assurance argument documents a credible solution to concerns about pay for civil service staff at off-campus sites. The institution documented completion in 2019 of a three-source cost of living market analysis comparing Carbondale to each of the 26 sites employing Extended Campus personnel. On the basis of this analysis, the SIUC Office of Extended Campus recommended and the SIUC Provost has approved a schedule of percentage-adjusted base salary rates for contractual civil service personnel at twenty off-campus locations, including eleven military bases. The first of these salary adjustments became effective in January 2020. During the site visit, the implementation of these salary adjustments was validated by Extended Campus staff working at such sites.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

Reviews of the Charter, Bylaws, and Policies of the SIU Board of Trustees (BOT) provides convincing evidence of structures and procedures to make the Board knowledgeable about the institution. Meetings with the Chancellor and other SIUC leadership staff, as well as conversations with members of the Board of Trustees, left no question in the minds of the site visit team that the BOT is knowledgeable of and engaged with the institution. The Chancellor and other SIUC and SOM leaders provide regular reports to the Board. The defined order of business for official meetings of the board includes various committee reports as well as opportunity for public comment. The Board's standing committee on Academic Matters is its operational entity most involved in oversight of educational programs and issues, while the Finance and Audit Committees lead in these areas. The BOT has established procedures to ensure fulfillment of the institution's legal and fiduciary requirements such as the annual audit reports, final approval of all faculty and staff appointments, review and approval of salary increases for leadership staff, and review and ratification of bargaining agreements. The SIU Board of Trustees Policies cover a broad range of polices such employment, academic affairs, degrees and awards, admission and graduations requirements, student conduct and financial and administrative affairs.

As demonstrated in the SIUC Employee Handbook, SIUC has numerous groups representing different internal constituencies (e.g., administrative and professional staff council, a civil service council, the faculty senate, graduate council, and student government) that serve as vehicles for engagement between the BOT, university administration, and various key constituencies on campus (faculty, staff, and students). Evidence provided in the assurance argument and interviews during the site visit established the existence of various campus committees with administrative staff, civil service staff, faculty, and student representation that serve as vehicles for engagement of these constituencies with governance processes. Collective bargaining agreements are in place for various employee groups such as faculty, graduate assistants, and civil service employees.

Evidence provided in the assurance argument and interviews during the site visit established the existence of various structures that allow and promote collaboration and cross-campus contributions relative to the setting of academic requirements, policy, and processes. As with governance, SIUC utilizes the same groups representing different internal constituencies (e.g., administrative and professional staff council, a civil service council, the faculty senate, graduate council, and student government) to ensure all constituents are involved in setting academic requirements, policy and processes. Involvement is also protected in collective bargaining agreements which mandate inclusion of faculty and staff in a multitude of academic decision-making processes, and through Operating Papers for departments, colleges, and schools. Operating papers specifically outline roles and responsibilities of administrators, faculty, staff, and students, and ensure appropriate oversight of specific areas. For example, college and department/school operating papers appropriately require faculty to maintain and exercise authority over curriculum, degree requirements, promotion and tenure criteria, and the faculty merit evaluation process.

Most noteworthy for the Team was the finding that, unlike most peer institutions, undergraduate and graduate students at SIUC are afforded very strong representation and the ability to provide recommendations to the university administration on academic policy and process matters. Students at SIUC accomplish this by serving as voting members on key committees such as the Graduate Council, standing and ad-hoc committees of the Faculty Senate, and as a voting member on the Board of Trustees.

(Embedded Report 1.a.)

In March 2018, HLC notified SIUC that the overall pattern of the institution's operations at its additional locations was inadequate and requires Commission follow-up. An embedded report was required in the 2019-2020 Comprehensive Evaluation. One aspect required of this report was demonstration of clear and consistent roles, responsibilities, and reporting lines for support of the institution's off-campus educational programs first requested to be addressed in a 2015 monitoring report by HLC.

The institution's assurance argument documented clear and consistent roles, responsibilities, and lines of reporting for key personnel involved in SIUC off-campus educational programming. The Extended Campus Office under the SIUC Provost is responsible for the administration of SIUC off-campus programs. A Program/Student Advisor is hired by the Extended Campus office for each off-campus site. The Extended Campus office is responsible for defining qualifications, hiring, training, and evaluating the Program/Student Advisors. Program/Student Advisors report to an Extended Campus Site/Regional Coordinator (if one has been appointed) or directly to the Assistant Director of SIUC Extended Campus in the absence of a Regional Coordinator. The Program/Student Advisor for an off-campus site supervises any additional administrative staff (e.g., clerical personnel) at that off-campus site. The sponsoring academic unit (SIUC department or school) is responsible for delivery of curriculum at an SIUC off-campus site. The sponsoring academic unit defines faculty qualifications, hires, supervises, and evaluates the faculty for that curriculum, in accordance with standard SIUC procedures for these functions. Off-campus faculty report to the head of the sponsoring academic unit. Sample position descriptions were reviewed for Program/Student Advisors and an off-campus faculty member, confirming the aforementioned reporting structure.

In interviews, both in person and by conference call, the site visit team probed the issue with Extended Campus staff in Carbondale and with 9 personnel working at Extended Campus sites, including military bases. Without exception, the interviewees expressed satisfaction with the clarity of roles, responsibilities, and reporting lines as currently deployed. Several of the field staff provided

a description of their understanding of how roles, responsibilities, and reporting lines partition for away-site staff and their descriptions matched the descriptions in the assurance argument. There was consensus that these lines had become somewhat hazy several years ago, but after a reorganization of Extended Campus operations it was felt that this problem has been satisfactorily resolved. Based on the evidence reviewed, the site team concurs that roles, responsibilities, and reporting lines for off-campus programs offered by SIUC Extended Campus have been improved and are now clear and appropriate.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

Despite facing challenging financial circumstances and discontinuity in leadership caused by a high volume of administrative turnover, the site visit Team found that SIUC has consistently aligned its resources with its stated mission. Core to the SIUC mission are the concepts of access, inclusive excellence, research, teaching, student success, regional economic development, and community outreach. Examination of resource allocations for new initiatives over the past decade illustrated SIUC's commitment to their mission in projects such as the REACH awards (access, research), Multicultural Resource Center (inclusive excellence), BigDawg high performance computing cluster (research, economic development), First Saluki Center (teaching, student success), Center for Learning Support Services (teaching, student success), increased Extended Campus offerings (access, inclusivity, community outreach), and academic programming such as the new nursing program that will improve regional economic development. Additionally, priorities outlined in the 2017 Financial Stability Plan which has served as the financial guide for SIUC during recent years directly aligns with the institutions stated mission.

The financial resource reductions that have existed for over ten years have required SIUC to evaluate operations, develop a strategic path to serve students, support its staff, and maintain research programs in a fiscally responsible way. Evidence of linkages between institutional planning, academic assessment, budgeting, and operations was identified in the assurance argument and confirmed during the site visit. Examples included completion of the Student Services building which brought together all non-academic offices supporting student success into one facility; purchase and implementation of the IQuest Program Review Dashboard which provides administrators academic data used to inform all manner of decision making; and the campus reorganization plan focused on strategic reorganization efforts that create academic, operational, and fiscal synergies and efficiencies.

Team members reviewed evidence that core planning processes at SIUC have encompassed the entire institution and included internal and external constituents. The prime example is the two-year strategic planning process that included a 72-member planning committee and resulted in the Pathways to Excellence strategic plan in 2013. Other examples include the Chancellor's Planning and Budget Advisory Council which is an ongoing advisory committee comprised of stratified membership from across the institution; the Joint Task Force on Academic Prioritization that informed the current Reorganization Plan approved by the BOT in 2018; and the 2025 Vision Survey that gave internal and external constituents the opportunity to provide input into the university's future directions.

Technology needs including computing resources and facility and program evaluation have also benefited from collaborative planning which was evidenced in the 2019 Office of Information Technology Strategic Plan. Additionally, SIUC uses program review dashboard metrics that are mandated by IBHE. These metrics are further enhanced by additional campus-developed metrics. Reaching across the entire university, examples include enrollment and credit production by program and course, research expenditures by unit, and graduation and retention rates. These data are readily available for program review and accreditation that has an external audience as well as an internal audience.

While it is acknowledged that the campus and its constituents benefited from the Pathways to Excellence strategic plan, that strategic plan dates back seven years—2013. Since that time SIUC has had to deal with uncertainty with many years of base and midyear budget cuts. Additional resource changes due to ongoing dropping enrollments has naturally made planning difficult. Moreover, since 2013 SIUC has had a series of senior leadership changes that have altered priorities and management approaches that may have served as a detriment to effective planning. Currently there are interim appointments for the Chancellor, four deans, and two directors of schools as well as the Foundation leader. With the onboarding of a new System President as well as the potential for a new Chancellor, it is time for SIUC to embark on a new strategic planning process as encompassing and inclusive as the one performed by the institution in 2013.

The Team found that SIUC strives to continue to fulfill its mission on behalf of its students through a sound understanding of its capacity and potential revenue source fluctuations. Across Illinois public institutions, as published in IBHE Data Points, in 2010 the state appropriation and the student tuition were about equal. This has changed dramatically so that the state funds-tuition ratio is currently about 1 to 2 with state trends showing that it may change even further. SIUC has experienced the 1 to 2 ratios in parallel to other public institutions as evidenced in financial materials reviewed by the Team, and interviews onsite indicated an awareness of the potential for further decreases in state support. Due in part to previous changes in state funding, SIUC has undergone four permanent budget reductions totaling \$46 million since 2015. Through attrition and hiring freezes, the university currently has approximately 400 fewer positions than in 2015, which has assisted in improving its financial position and placed it back within an acceptable CFI range. Despite the past success of these major reductions, the university must remain vigilant and identify new plans to address additional future reductions, as the practice of position elimination through attrition has been exhausted at SIUC as a viable response.

The 2017 Financial Sustainability Plan identified the need to continue to explore and implement strategic changes designed to yield additional savings in FY18 and beyond. These changes, especially those related to academic programs and structure, are deemed essential. The 2017 plan does not specifically address revenue enhancements, although several efforts are in place. These strategies,

while evolving and on-going, will require consistent leadership, a predictable budget, and programmatic direction to define and reach its program goals and structure. Even though budgets have been adjusted to resources available, the Team recognizes that SIUC's current financial status is in a fragile position. With enrollments projected to decrease again in FY 2021 and possibly in 2022 due to low freshmen classes matriculating to upper classes, SIUC is at a critical juncture that requires new strategic planning that incorporates financial plans to replace existing plans that are fast becoming dated in the new levels of enrollment and leveling of state resources.

The Team found evidence that planning at SIUC anticipates and adapts to emerging factors. As an example, the 2017 Financial Sustainability Plan was prepared and adopted with a focus on stabilizing enrollments with increasing scholarship opportunities and generating additional revenues. SIUC recognized that the failure of the state to fund the Monetary Award Program (MAP) for students made it necessary to initiate a broader financial plan to assist students with financial need through scholarships, grants, fellowships and traineeships.

The plan implementation did not impact the fall 2017 undergraduate enrollment which decreased 10% over fall of 2016 enrollment. While recognizing that several years do not establish a trend, it is worth noting that fall 2018 total enrollment was stable. However, the fall 2019 enrollments decreased again by over 1,000 students at the undergraduate level with the resulting impact of a decreasing tuition revenue.

Although SIUC has plans in place that focus on changing the institution's financial situation by increasing retention and recruitment, and garnering additional state funding, on-site interviews demonstrated that SIUC leadership recognizes the realities of the demographic shift known as the "enrollment cliff," indicating additional measures such as program elimination and footprint reduction may be necessary in the future to combat this impending shift. It was also recognized by leadership that cuts must be made in advance of the need, which was also reflected in the 2017 Financial Sustainability Plan statement, "The cuts above do not address the elimination of academic programs, since savings from program elimination will be generated more slowly."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Rationale

The Team was able to review documents that evidenced the performance of SIUC in its operations. Because SIUC is a part of the Southern Illinois University System, the Southern Illinois University System's Office of Internal Audit, Compliance, and Ethics is the source of performance information. This office provides an independent, impartial, and objective review of administrative functions and ensures compliance with university policies and procedures as well as compliance with applicable statutory requirements. Annual financial reports including an annual audit are prepared for the Board of Trustees and made available to the public. An example of additional documentation is the Housing and Auxiliary Facilities System report that is an important resource for holders of outstanding bonds that were issued for residence halls, athletic, and student services facilities construction and renovation. Program reviews and accreditation studies submitted to the BOT and the Illinois Board of Higher Education were also reviewed by the Team and served as examples of documentation of performance.

SIUC demonstrated to the Team that it is making efforts to learn from its operational experience and apply that learning to improve institutional effectiveness, capabilities, and sustainability. SIUC enrollment has been in steady decline with the fall semester 2019 reaching a new headcount and student full time equivalent (FTE) low. Over the last decade, the enrollment decline has prompted efforts to improve recruitment and retention. Numerous strategies to improve retention have been sought through advising initiatives (Degree Works), registration processes (EAB Navigate), added financial assistance (Gap funds), and added first year student success supports (First Saluki Center, new student orientation, UNIV 101). Similarly, new recruitment strategies were described during onsite interviews such as retargeting the Chicago and St. Louis areas and the embedding of recruitment and retention specialists within colleges. Another specific example outside of recruitment and retention that was evaluated and improved was documented in the Disability Support Services program. All of these actions indicated to the Team that SIUC has processes for assessment and improvement of its operations and is working to use results of these assessments to guide improvement. While processes are listed and improvement efforts are being taken, whether existing processes are capturing data and operational improvement that should be captured will continue to be a challenge for SIUC. Enrollment declines call for a new set of efforts to arrest the declining cycle, especially in undergraduate students. Serious questions will have to be entertained on operational improvements that are necessary to deal with causes of declining enrollment, including how far SIUC

can go down its present path of operations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

Based on the information provided in the HLC Assurance System and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Southern Illinois University Carbondale meets the requirements of Criterion Five.

SIUC has faced declining enrollments amid demographic changes and reduced state support which has required tuition and fee increases. The financial impact created serious challenges that required staff reductions, new program delivery methods, and development of the 2017 Financial Sustainability Plan. Through these challenges the 2017 plan has allowed the institution to continue directing resources to meet its core missions of instruction and research, but each new year of enrollment and state funding declines will add to the challenge for SIUC to continue operating within its resource base. While financial and operational planning has, of necessity, successfully occurred to meet current needs, improve quality, and plan for the immediate future, it is imperative that SIUC to remain diligent in its financial and operational planning to ensure a long-term success.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- Southern_Illinois_University_Carbondale_Federal_Compliance_Filing

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale: A review of samples of courses from across the general education curriculum, courses in associate, baccalaureate, master's, PhD, JD, and the MD programs verified that credit hour policies were followed regardless of delivery format. Syllabi were not presented in a uniform format, however all contained information about course expectations, learning outcomes, and ties to university policies and procedures. Attendance policies were clearly identified in most syllabi. Programs with specialized accreditation had syllabi that more closely aligned course objectives to overall program competencies or curricular outcomes. Program length and credit hours appeared to be appropriate to degree level in those programs reviewed. The onsite team explored tuition policies and programs with differentiated tuition and found them to be in line with other provided documents and institutional policies. SIUC presented its varied policies for credit hour and program length consistent with a university offering the array of programs such as the one being reviewed.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion:

The institution meets HLC's requirements.

Rationale:

SIUC provides information for the location of its policies for handling all types of student complaints. The policies are appropriate and comply with HLC requirements. The Student Conduct Code describes a set of policies designed to reflect the unique culture of the SIUC community. The Code states that "all members of the SIU community are held to a higher standard of conduct than those who have not chosen to become a part of the university community. Therefore, in addition to complying with all local, state and federal laws, students are required to comply with the standards of conduct and university policies set forth in the Student Conduct Code, which applies to all students throughout their time as members of the SIU community."

The descriptions and information are clear and complete, widely available to all stakeholders, and access to services and methods of filing complaints of any type clearly outlined.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

SIUC's web site clearly delineates the variety of ways in which the institution accepts credit from other institutions and as alternative credit. Students may transfer to SIUC without standard freshman review of their holistic applications if they have more than 26 hours of eligible credit from an approved institution as defined in policy. AP scores of greater than 3 are generally accepted for advanced placement credit. Military credit programs are accepted for credit as are several other credit programs for prior learning defined in the policy statement. No more than 15 hours of credit may be accepted for transfer toward an associate degree and no more than 30 credit hours toward a baccalaureate degree if the student does not matriculate with a degree or certificate already awarded. There is also an identified program for dual degree in partnership with the community colleges and a partnership to allow satisfactory completion of the Illinois General Education Core Curriculum for certain out of state graduates.

The web address for all articulation agreements is maintained in alphabetical order. The list includes all current agreements by school and program with legal agreement and program information in most cases. It was noted that program requirements were not always present for out of state schools, but all transfer agreements were present.

The web site for the transfer guide provides potential students an easy validation guide to determine what courses will transfer. While the guide is designed to aid potential students, it is not meant to be foolproof and questions should still be referred to the Office of Academic Advisement.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

SIUC uses several processes to assure that the student who enrolls in a course is actually the one who completes course work and then receives credit for completed work. These practices are well documented in policies that are publicly accessible and include issuance to all admitted students a Dawg Tag Number, which is used to claim their Network ID. The Network ID and passcode are required for access to the online LMS. SIUC online courses have a secure user Network ID and password which is necessary to access the network-based resources (e.g. Morris Library, SalukiNet, electronic mail, learning management. In addition to the ID and passcode verification process, the institution uses Respondus Monitor for proctoring of online tests.

FERPA policies protect student information in the online system and there are also policies that restrict access to student information in the Banner System based on need for the information. This is codified in the Safe Handling of Sensitive Information Policy.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

SIUC had some financial monitoring in 2016, but has been released from the restrictive approval prior to cash draw down for its Federal financial aid as of 8/2019. The institution was also required to file a Financial Indicator report in 2018 which was accepted by HLC with no further actions required. Predictions for SIUC's 2019 CFI calculation provided onsite indicate the institution will remain in good standing for the coming year.

Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid. Web sites containing pertinent information were reviewed. There have not been complaints in any of the athletic areas. Crime report data and educational data is published and accessible.

All policies related to right to know were reviewed and were found to be in compliance with stated Federal guidelines for accessibility to target groups. No complaints have been filed regarding any areas of Title IV requirements.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion:

The institution meets HLC's requirements.

Rationale:

The primary website that SIUC provides for these data is its Institutional Research Fact Book with enrollment and retention information. The drop-down menu on the site leads to programmatic retention data, and program reviews containing student learning outcomes are submitted yearly to the Illinois Board of Higher Education and published on their Reports and Studies Academic Programs website (<https://www.ibhe.org/academic.html>). Results from the First Destination survey are published as well at <https://careerdevelopment.siu.edu/career-outcomes/>, in addition to graduation, retention, and licensure rates for SIU Carbondale that appear on the SIU System website at <http://siusystem.edu/financial-administrative-affairs/datareports.shtml>. While the review team was able to locate the publication of student outcome data, multiple websites had to be reviewed. It is suggested that SIU work in the coming year to bring these data together into one website for more efficient public access.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The institution maintains specialized accreditation for 85 of its programs. In addition to specialty accreditation, all academic programs are approved by the IBHE on a cyclical basis. The institution makes public the list of accredited programs both on the website <https://pvcaa.siu.edu/associate-academic-programs/siuc-program-accreditations.php>, as well as in the appropriate academic catalogs at <https://irs.siu.edu/accreditations/>.

SIUC has identified why it lost some of its specialized accreditation (CACREP), and an RME proposal has been submitted that seeks to merge faculty from the old programs and create a new program that will better meet the needs of constituents, students, and the campus. The RME plan indicates the program will seek to obtain CACREP accreditation once established. To prevent future issues with specialized accreditation agencies, the review team suggests the institution develop a coherent plan to maintain sufficient faculty numbers across all program areas, but particularly for programs that undergo specialized accreditation to avoid future issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

A thorough review of Southern Illinois University Carbondale was completed that included the Criteria for Accreditation, Federal Compliance, two embedded reports, a multi-site visit, and a status review of the loss of CACREP accreditation.

Within the assurance argument and during the onsite visit, Southern Illinois University Carbondale provided evidence that it has policies, processes, and resources in place to support its mission. Based on the Team's review, it is believed that the institution acts with integrity in its operations and academics, assesses and supports teaching and learning, and is planning for its future. Additionally, SIUC effectively demonstrated to the Team that they are addressing prior areas of concern relative to off-campus programs, School of Medicine oversight, assessment, and loss of specialized accreditation. Thus, the Team concludes that SIUC meets the Criteria for Accreditation without a recommendation of monitoring and should remain eligible to choose its pathway. Detailed conclusions relative to the embedded reports and the status of CACREP accreditation, as well as future considerations are provided below.

Embedded Report Conclusions:

Embedded Report 1:

The first embedded report called for examination of the oversight, planning, and adherence to HLC expectations with regards to the institution's off-campus programs offered by SIUC Extended Campus, particularly those on military bases. The institution was asked to specifically address roles, responsibilities, and reporting lines for support site issues; staff pay issues; deployment and use of an official student complaint log; and assessment of student learning at off-campus locations.

To perform this embedded report evaluation, the Team examined information provided within the assurance argument, reviewed documents and websites, and interviewed Extended Campus staff in Carbondale and at 9 Extended Campus locations including military bases that spanned the entire United States – east to west coast. A summary of findings for the specific areas of interest are provided below, followed by the overall Team conclusion.

Roles, Responsibilities, and Reporting Lines:

Asserted in the assurance argument and verified by Team members via position description reviews and onsite interviews, SIUC has developed clear and consistent roles, responsibilities, and lines of reporting for all Extended Campus personnel including those at off-site military locations. Faculty members teaching at off-site locations report to the heads of the academic units responsible for the delivery of the curriculum, and are hired, supervised, trained, and evaluated by the sponsoring SIUC academic unit in accordance with standard SIUC faculty policies and procedures. Program/Student Advisors oversee the daily activities and any additional administrative staff (e.g. clerical personnel) at off-campus sites, and are hired, trained, and evaluated by the Extended Campus Office in Carbondale. They report to Regional Coordinators (where applicable) or directly to the Director of SIUC Extended Campus in the absence of a Regional Coordinator. Understanding of and satisfaction with the aforementioned roles, responsibilities, and reporting lines were uniformly indicated by all interviewees, particularly those at off-campus sites.

Staff Pay:

Asserted in the assurance argument and verified by Team members via onsite interviews, SIUC has implemented a

credible solution to concerns about pay for civil service staff at off-campus sites. In 2019, a cost-of-living market analysis comparing Carbondale to each of the 26 sites employing Extended Campus personnel was performed. Based on the findings, beginning January 2020 SIUC implemented salary adjustments for contractual civil service personnel at twenty off-campus locations, including eleven military bases. Receipt of these salary adjustments was confirmed by multiple off-site Extended Campus staff during onsite interviews.

Student Complaint Log:

Asserted in the assurance argument and verified by Team members via website reviews, document reviews, and onsite interviews, in December 2017 SIUC's Office of Extended Programs deployed an official Student Complaint Log that is directly accessible on the Extended Campus website and via a Complaint Process link on the main SIUC website. A procedure manual guides staff on how to respond to complaints, indicating that academic complaints be referred to the appropriate academic unit, while non-educational complaints be addressed by Extended Campus staff. Regardless of the type of complaint, the manual dictates that an Extended Campus Customer Service Representative must follow-up on all complaints, including documentation of the resolution of the matter. Adherence to manual procedures was confirmed during onsite interviews with Extended Campus personnel, and through the review of nearly 2 years of Complaint Log data. As required by federal regulations, students who are not satisfied with the resolution of their complaint are notified they may file an appeal with the official SARA agency for IL (or the California Department of Consumer Affairs for those in CA).

Assessment:

Asserted in the assurance argument and verified by Team members via syllabi reviews and onsite interviews, SIUC is meeting HLC expectations regarding assessment of student learning at off-campus locations. As found in the 2017 HLC response to the 2015-16 monitoring report, the 2020 site visit Team determined that assessment of student learning in degree programs offered off-site is consistent with and integrated into the assessment procedures employed in Carbondale. Faculty, staff, and program administrators for Extended Campus verified that course and program assessment practices are guided by the work of the Campus Wide Assessment Committee, the University Core Curriculum, and student evaluation procedures all found on the main campus. At the course level, interviewees reported a master syllabus is shared across all SIUC locations including the main campus, and a review of syllabi for courses taught both through Extended Campus and at the main campus confirmed that the courses have the same learning outcomes and assessments at all locations. Both course and program assessment data are collected through embedded assessments, and data are promptly communicated back to the departments and programs. To close the loop, programs disaggregate the data in order to examine the results by location, and faculty and industry advisory boards examine the data to identify areas for improvement. A multitude of examples were provided onsite of modifications made to courses and programs as a result of assessment data findings.

Team Conclusion:

Based on evidence gathered within the assurance argument and confirmed by Team members onsite, it is the opinion of the site visit Team that SIUC has fulfilled all of the requirements outlined by HLC relative to the institution's off-campus programs offered by Extended Campus.

Embedded Report 2:

The second embedded report related to control and oversight of the SIU School of Medicine (SOM), which was reviewed in conjunction with the multi-campus visit which occurred at SOM. On March 23, 2016, the BOT formally approved amendments to the Board's Statutes, Bylaws, and Policies reversing the 2016 changes and formally re-establishing the primary authority of SIUC and its Chancellor over SOM. Team members verified that the current Statutes, Bylaws, and Policies of the BOT provide clear and effective governance authority by the SIUC Chancellor over SOM, comparable to the authority exercised by the Chancellor over other components of SIUC. As had been the arrangement prior to the 2015 changes, the SOM Dean reports directly to the Chancellor, rather than through the Provost/Vice Chancellor for Academic Affairs for SIUC, but the authority of the SIUC Chancellor over

the SOM Dean is the same as the Chancellor's authority over other SIUC Deans. The branch campus visitor verified that the above-described governance relationship between SIUC and SOM is understood the same way at SOM. The site visitor also confirmed that SOM budgeting preparation, human resource practices, and strategic planning all take place in accordance with the policies, procedures, guidelines, and approvals of SIUC.

Team Conclusion:

Based on evidence gathered within the assurance argument and confirmed by Team members on both the SIUC and SOM campuses, it is the opinion of the site visit Team that SIUC has fulfilled the requirement to demonstrate sufficient control and authority over the School of Medicine.

Status Review of Lost CACREP Accreditation:

Team review confirmed that the Counseling PhD, Counseling Master's, and Rehabilitation Master's degree programs lost CACREP accreditation recognition as of December 14, 2019. During onsite interviews SIUC administrators asserted that the specialized CACREP accreditation was lost due to multiple unexpected faculty departures following the fiscal crisis of 2016-17, and the inability to merge programs in an expedient fashion to prevent accreditation loss. Moving forward, an RME (Reasonable Moderate Extension) proposal has been submitted that demonstrates the institution is seeking permission from the Illinois Board of Higher Education to merge faculty from the old programs into a new MS in Counseling and Rehabilitation Education program. According to the RME, students were notified in a timely manner of the loss of accreditation, and the institution is providing both transfer-out and teach-out options to minimize negative impact on students. Additionally, students will be able to transfer credits into the new program, which will seek to obtain CACREP accreditation once established in July 2020. The status review performed by the Team indicated appropriate measures were taken to minimize the impact of the loss of CACREP accreditation. It also led to the following recommendation: To prevent future issues with specialized accreditation agencies, the Team suggests the development of a coherent institutional plan to maintain sufficient faculty numbers across all program areas, but particularly for programs that undergo specialized accreditation to avoid future issues.

Areas for Consideration:

While SIUC is currently meeting accreditation expectations, the Team has compiled the following areas for consideration as the institution moves forward.

Staffing:

SIUC is strongly advised to develop a coherent plan to maintain sufficient faculty and staff numbers across all programs and institutional areas. The perception of a lack of necessary personnel and stretched workloads were themes that dominated onsite communications, and evidence of personnel shortages including revoked accreditations, a faculty hiring freeze in 2018, and cannibalization of vacated positions to meet budget challenges demonstrate the perceptions may be well grounded. While SIUC is currently meeting HLC requirements, and the Team acknowledges the percentage decrease in faculty over the past few years is appropriate to the percentage decrease in student enrollments, the process used to match those decreases was one of convenience and not systematic planning. Moving forward it will be imperative for the institution to address human resource allocations in a more systematic and planned manner rather than through attrition.

Finances:

Since the 2013 Focused Visit that included an examination of budgeting practices, SIUC has experienced dramatic financial challenges. The continued decline in enrollments was taking a slow toll on the institution, but finances were manageable until 2016 when the campus was unexpectedly hit with the 9-month moratorium on state

allocations. This event elevated the institution's financial concerns to a critical level, as the campus was forced to borrow money to make payroll. State allocations were eventually released, and the situation was rectified, but it was an impactful experience for the campus. This crisis spurred the creation of the 2017 Financial Sustainability Plan, which continues to serve as a guide for financial decision-making at SIUC, as well as the Vision 2025 reorganization plan. Although these plans may have been incited by a dire situation, the financial, operational, and organizational planning that emerged allowed SIUC to meet their immediate needs as well as plan for their future. SIUC is applauded for their resilience in the face of extreme financial difficulties, and for their upward trajectory in financial status, with 2018 and 2019 CFI scores falling within the acceptable range as a direct result of their planning efforts. Even though the financial indicators have stabilized and budgets have been adjusted to make resources available, the Team recognizes that SIUC's current financial status remains fragile based on continuing declines in enrollment. While the institutional reaction to the 2016 crisis was effective, SIUC must continue to evolve their financial planning to meet future budgetary challenges.

Strategic Planning:

Unexpected leadership changes - including the untimely deaths of two Chancellors - partnered with a decade of dropping enrollments and leveling of state resources have made strategic planning at SIUC a challenging endeavor. In 2013 SIUC enacted the Pathways for Excellence strategic plan, which highlights nine priorities appropriate to the institution. This plan has served as an overarching guide for the institution and its activities for the past seven years. Additionally, the 2017 Financial Sustainability Plan and the 2018 Vision 2025 plan for academic reorganization were developed in response to evolving campus challenges. While the combination of these three campus plans have allowed SIUC to address difficulties and continue moving forward, SIUC is at a critical juncture that requires a refresh of these soon-to-be outdated existing plans. The impending arrival of new institutional leadership, including the System president and campus chancellor, invites the opportunity to develop and implement a new strategic plan. A new plan can establish a blueprint for how SIUC will continue to evolve as an institution to meet the emerging challenges, while simultaneously maintaining and honoring its mission. The Team recommends the campus embrace this unique opportunity and embark on strategic planning as quickly as feasible once new leadership is in place.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

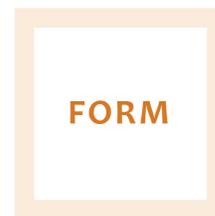
Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Southern Illinois University Carbondale

Name and Address of Branch Campus: Southern Illinois University School of Medicine, Springfield, Illinois

Date and Duration of Visit: 7:45 a.m.-Noon, February 17, 2020

Reviewer: James Michael Moser

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Springfield campus of Southern Illinois University-Carbondale (SIUC) is primarily devoted to operations of the Southern Illinois University School of Medicine (SOM). After completing the first year of their four year MD curriculum in Carbondale, SIU medical students move to Springfield for program completion. According to the SOM internet website in February 2020, M.D. program enrollment at all SOM sites is 293 students. In addition, SOM basic science departments provide non-clinical graduate education programs for 25-30 doctoral and master's degree students at the Springfield campus. SOM faculty also provide post-graduate medical education for 330 physician trainees. SOM clinical facilities are involved in the delivery of a substantial amount (553,000 clinic visits and 115,000 unduplicated patients in FY2016) of medical patient care services in Springfield and other central and southern Illinois locations. SOM provides significant amounts of financial assistance to uninsured or underinsured patients (\$5.7 million in FY2014). SOM does not own or operate its own hospitals, but partners with independent community hospitals to fulfill its educational and service mission. In Springfield SOM is affiliated with Memorial Medical Center, St. John's Hospital, Vibra Hospital and Lincoln Prairie Behavioral Health Center. SOM programs are located in 23 buildings in Springfield. The global (all locations) FY 2019 budget for the SOM was \$208.2M (million); \$34.3M state appropriations; \$12.3M tuition and fees; \$14.0M grants/contracts; \$42.3M clinical overhead; \$96.1M self-supporting activities; \$9.2M indirect costs; Springfield campus operations accounted for the majority of this budget.

Sources: Assurance Argument, SOM website (About Us)

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

SOM was established in 1970 and has headquartered in Springfield throughout its existence. The Southern Illinois University Board of Trustees (BOT) is the ultimate governance body for the operations of all elements of Southern Illinois University. As established in BOT Bylaws, Policies, and Statutes, SOM is organizationally part of SIU-Carbondale.

The assurance argument and interviews on the Springfield and Carbondale campuses establish that SIUC and the BOT maintain effective oversight over the Springfield campus. Examples of processes that demonstrate this include (a) under the oversight of the BOT, the SOM Dean is appointed by and reports to the SIUC Chancellor, (b) the budget process for the Springfield campus occurs under guidelines issued by the SIUC Chancellor and BOT and the draft budget prepared at the SOM in Springfield moves to the office of the SIUC Chancellor for review and approval prior to final review and approval by the BOT; (c) planning for the Springfield campus is carried out in coordination with planning for SIUC and the SIU system; (d) enrollment changes for SOM require BOT approval; (e) faculty appointment, promotion, and tenure processes for the Springfield campus follow the processes of SIUC, with adjustments to properly reflect activities unique to the Springfield campus (e.g., patient care activities).

Sources: Assurance Argument, BOT website, interviews in Springfield

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Prima facie evidence of the adequacy of the facilities and technology at the Springfield campus for the M.D. program is established by full accreditation of the SOM program by the Liaison Committee on Medical Education (LCME), the U.S. Department of Education-recognized source of specialty accreditation for M.D. granting institutions in the United States. SOM has been continuously accredited by LCME since 1972; it is notable that in both its 2007 and 2015 comprehensive LCME reviews, SOM received no citations (i.e., finding of a deficiency), the only U.S. medical school with this distinction.

Discussions during the campus visit indicated that while the budget constraints of recent years have required adaptations on the Springfield campus as elsewhere in the SIU system but SOM

leadership expressed confidence that facilities and technology on the Springfield campus continue to be consistent with continued delivery of quality education. The Springfield campus operates on a 3-year replacement schedule for its information technology, enabling it to keep abreast of advances in this area. Discussions with SOM faculty involved in non-clinical graduate education affirmed that facilities available for such programs in Springfield meet or exceed what is available for comparable programs on the Carbondale campus.

Sources: LCME, SOM website, interviews in Springfield

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Primary evidence for the appropriateness and adequacy of faculty and staff qualifications and the sufficiency of same at the Springfield campus is provided by the continued full accreditation of the SOM by the Liaison Committee on Medical Education (LCME). SOM is required to report annually to LCME regarding staffing.

As noted in the assurance argument, human resource processes and procedures at the Springfield campus are in conformity with those of SIUC and the rules of the BOT.

Interviews with faculty and administrators during the site visit affirmed the adequacy and sustainability of faculty and staff resources to maintain programmatic quality. While the financial stresses on the SIU system and resultant holds on hiring put stress on existing faculty and staff, there was consensus that the hiring situation is now improving.

Sources: LCME, SOM website, Assurance Argument, interviews in Springfield

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the

level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Primary evidence for the appropriateness and adequacy of student and faculty resources at the Springfield campus is provided by the continued full accreditation of the SOM by the Liaison Committee on Medical Education (LCME). SOM is required to report annually to LCME regarding the adequacy of these resources.

Faculty and staff on the Springfield campus have access to training opportunities offered at SIUC. As noted in the 2015 LCME self-study, the Office of Medical Education at SOM offers faculty development activities related to instruction and assessment. In discussions during the branch campus visit, it was noted that SOM faculty and staff have access to and regularly make use of training opportunities in assessment, faculty development, and student services that are provided through the American Association of Medical Colleges (AAMC).

Discussions during the campus visit indicated that while the budget constraints of recent years have impacted the Springfield campus as elsewhere in the SIU system, SOM leadership has been able to maintain adequate service and support services. Meetings with Springfield SIU faculty evoked similar opinions.

Sources: LCME, SOM website, Assurance Argument, interviews in Springfield

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Primary evidence for the appropriateness and adequacy of the medical curriculum and expectations for medical students completing their MD degrees at the Springfield campus is provided by the continued full accreditation of the SOM by the Liaison Committee on Medical Education (LCME).

SOM is the only medical school in the world to receive three Aspire Awards, granted by the Association for Medical Education in Europe (AMEE) for student assessment, student engagement and social accountability.

Enrollment in SOM has been stable for at least a decade, with 72 students admitted to each freshman class. Application numbers have been consistently high; for example, in 2016, SOM received 1274 completed applications for its 72 freshman slots. In that year, the mean GPA of the newly enrolled students was 3.70 (on a 4.0 scale)

Sources: LCME, SOM website, interviews in Springfield

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Primary evidence for the appropriateness and adequacy of evaluation and assessment processes for medical students completing their MD degrees at the Springfield campus is provided by the continued full accreditation of the SOM by the Liaison Committee on Medical Education (LCME). LCME standards require that accredited medical schools rigorously evaluate student learning outcomes and student persistence and completions, and use the information gained from these evaluations to improve the academic quality of their program.

As part of SIUC, the Springfield campus reports to SIUC and the BOT on student learning, performance and outcomes. Based on review of the SIUC assurance argument, it is the opinion of the site visit team that SOM evaluation and assessment processes meet or exceed those use by SIUC for Carbondale-based programs.

Sources: LCME, SOM website, Assurance Argument, interviews in Springfield

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Results of national board examinations and the placements of SOM graduates in post-graduate medical training programs are monitored closely by SOM and are the basis for modifications in curriculum or support services when indicated. These data are components of the regular reporting to SIUC.

The extensive service activities of SOM feature prominently in reports of the contributions made by SIUC of its service to the central and southern Illinois community.

The Springfield campus participates in SIUC and SIU system-wide quality improvement initiatives. For example, In December 2019, the Springfield campus was included in the SIU system’s Performance Report documenting efforts to respond to the four goals outlined in the Illinois Board of Higher Education’s *Illinois Public Agenda* that are intended to reduce the barriers that hinder a well-educated citizenry and a healthy economy.

Sources: LCME, SOM website, Assurance Argument, interviews in Springfield

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Southern Illinois University Carbondale, IL
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>The evaluation team for the 2019-20 comprehensive evaluation should take specific note of the issues regarding military personnel to ensure that the institution has sustained its efforts in this area.</p> <p>This Visit will include an emphasis on the institution's comprehensive report that should contain data, and not merely documentation of intended process improvements, showing who is specifically charged with oversight, planning, and adherence to HLC expectations with regards to the institution's off-campus programs and its ongoing relationship with HLC. This should include the demonstration of:</p> <ul style="list-style-type: none"> • Clear and consistent roles, responsibilities, and reporting lines for support of the institution's off-campus program first requested to be addressed in a 2015 monitoring report by HLC. • How staff pay issues first requested to be addressed in a 2015 monitoring report were successfully resolved. • The deployment and use of an official Student Complaint Log to track complaints, corrective actions, resolution status, as well as continuous improvements resulting from episodic and trend analyses. • The full implementation of all HLC expectations for the assessment of student learning at off-campus locations in accordance with HLC monitoring assigned to the institution in 2015 and 2016. <p>An embedded Interim Report on Core Component 2.C as it relates to control and oversight of the SIU School of Medicine with its Assurance Filing that is due no later than January 20, 2020.</p> <p>The team should review the status of CACREP accreditation.</p> <p>A multi-campus visit to School of Medicine, 801 N. Rutledge, P.O. Box 19620, Springfield, IL 62702 will take place in conjunction with the comprehensive visit. Visit to include a Federal Compliance Reviewer: Dr. Linda Samson</p>
DATES OF REVIEW:	2/17/2020 - 2/18/2020
<input type="checkbox"/>	No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control:

Public



Institutional Status and Requirements Worksheet

Recommended Change:

Degrees Awarded: Associates, Bachelors, Masters, Doctors

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change:

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States and internationally.

Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway Open Pathway

Recommended Change: Eligible to Choose

Upcoming Events

Monitoring

Upcoming Events

None



Institutional Status and Requirements Worksheet

Recommended Change:

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	16	_____
Associate Degrees	3	_____
Baccalaureate Degrees	100	_____
Graduate		
Master's Degrees	80	_____
Specialist Degrees	0	_____
Doctoral Degrees	37	_____

Extended Operations

Branch Campuses

School of Medicine, 801 N. Rutledge P.O. Box 19620, Springfield, IL, 62794-9620

Recommended Change:

Additional Locations

Belleville Research Station , 2036 Charles Lane, Belleville, IL, 62221 - Inactive
 Chicago Fire Department, 3510 South Michigan Avenue, Chicago, IL, 60653 - Active
 Community College of Beaver County, 125 Cessna Drive, Beaver Falls, PA, 15010 - Active
 Dover Air Force Base, 261 Chad Street, Room 304, Dover, DE, 19902 - Active
 Franklin-Jefferson Special Education District, Franklin-Jefferson S, Benton, IL, 62812 - Inactive
 Harry S Truman College, 1200 W. Sunnyside, Chicago, IL, 60640 - Active
 Illinois Central College, 1 College Dr., Peoria, IL, 61635 - Active
 John A. Logan College, 700 Logan College Drive, Carterville, IL, 62918 - Active
 Joint Base Charleston, 101 W Hill Blvd Bldg 221 Rm 128, Joint Base Charleston, SC, 29404-4703 - Active
 Joint Base McGuire-Dix-Lakehurst Air Force Base, 3829 School Road, JB McGuire-Dix-Lakehurst, NJ, 08641 - Active
 Joliet Junior College, 1215 Houbolt Rd., Joliet, IL, 60431 - Active
 Marine Corps Air Station Cherry Point, BLDG. 4335 RM 114, HAVELOCK, NC, 28532 - Active
 Marine Corps Air Station New River, Bldg AS-212, Rm 212, Bancroft Street, PO Box 4299, Jacksonville, NC, 28540 - Active
 Mount San Antonio College, 1100 N Grand Ave, Walnut, CA, 91789 - Active



Institutional Status and Requirements Worksheet

Mt. San Jacinto, 28237 La Piedra Road, Menifee, CA, 92584 - Active

Naval Air Station Jacksonville, Bldg. 110, 2nd Floor, Rm. 15, NAS Jacksonville, FL, 32212-5000 - Active

Naval Air Station Oceana, 902 E. Avenue Building 531, Suite 106, Virginia Beach, VA, 23460 - Active

Naval Air Station Pensacola, 250 Chambers Avenue, PENSACOLA, FL, 32508 - Active

Naval Base Kitsap - Bangor, 1042 TAUTOG CIRCLE, Silverdale, WA, 98315 - Active

Naval Base San Diego, 3795 Norman Scott Rd, Bldg 3280, Room B-113, San Diego, CA, 92136 - Active

Naval Station Great Lakes, 2221 Mac Donough, Great Lakes, IL, 60088 - Active

Naval Station Mayport, 3604 Mayport Rd Bld 460, Mayport, FL, 32228-0041 - Active

Naval Support Activity Mid-South, 5750 Essex St., Bldg S293, Wing 6, Rm 114 & Wing 7, Rm 165, Millington, TN, 28054 - Active

Orange Coast Community College, 2701 Fairview Road, Costa Mesa, CA, 92626 - Active

Parkland College, 2400 W. Bradley Av. Bld D Rm 179 Dept SSHS, Champaign, IL, 61821-1899 - Active

Regional Office of Education, 1710 Broadway, Mt. Vernon, IL, 62864 - Active

Rend Lake College Market Place, 321 Potomac Blvd, Mt. Vernon, IL, 62864 - Active

Richard J. Daley, 4101 W. 76th Street, Chicago, IL, 60652 - Active

Scott Air Force Base, 404 Martin St. Room 84, Scott AFB, IL, 62225-1607 - Active

Southern Illinois University Edwardsville, 1 Hairpin Dr, Edwardsville, IL, 62026 - Active

Southwestern Illinois College, 2500 Carlyle Avenue, Belleville, IL, 62221 - Active

Trinity Service, Inc., 100 N. Gougar Road, Joliet, IL, 60432 - Inactive

University Center of Lake County, 1200 University Center Drive, Grayslake, IL, 60030 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

04.0201 - Architecture, Master, Master of Architecture

09.0102 - Mass Communication/Media Studies, Certificate, Communicating Change in Civil Society, Communication, and Media Practices

09.0102 - Mass Communication/Media Studies, Certificate, Journalism & Mass Communication

09.0401 - Journalism, Bachelor, Journalism and Mass Communication

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

12.0301 - Funeral Service and Mortuary Science, General, Bachelor, Mortuary Science and Funeral Service

13.1320 - Trade and Industrial Teacher Education, Certificate, Instructional Systems Design Specialist

13.1399 - Teacher Education and Professional Development, Specific Subject Areas, Other, Master, M.S. Math and Science Education

15.0612 - Industrial Technology/Technician, Bachelor, Industrial Technology

15.0612 - Industrial Technology/Technician, Master, Manufacturing Systems

Institutional Status and Requirements Worksheet

- 15.0613 - Manufacturing Engineering Technology/Technician, Master, Quality Engineering and Management
 - 30.9999 - Multi-/Interdisciplinary Studies, Other, Bachelor, Technical Resource Management
 - 43.0202 - Fire Services Administration, Bachelor, Fire Service Management
 - 43.0202 - Fire Services Administration, Master, Fire Service and Homeland Security Management
 - 51.0701 - Health/Health Care Administration/Management, Bachelor, Health Care Management
 - 51.0704 - Health Unit Manager/Ward Supervisor, Master, Rehabilitation Administration and Services
 - 51.0806 - Physical Therapy Technician/Assistant, Associate, Physical Therapist Assistant
 - 51.0907 - Medical Radiologic Technology/Science - Radiation Therapist, Master, M.S. Medical Dosimetry
 - 52.0201 - Business Administration and Management, General, Bachelor, Business and Administration
 - 52.0201 - Business Administration and Management, General, Master, Master of Business Administration
 - 52.0301 - Accounting, Bachelor, Accounting
 - 52.0301 - Accounting, Master, Master of Accountancy
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Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
