

Assurance Argument

Southern Illinois University Carbondale

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Introduction

Southern Illinois University Carbondale (SIU) is the flagship campus of the Southern Illinois University system. SIU, which is celebrating its 150th anniversary in 2019, is a comprehensive research-intensive university with a longstanding commitment to service and outreach. SIU includes a School of Medicine that supports student training and faculty research on both its Carbondale and Springfield campuses. The institution is strongly committed to cultural diversity. Twenty-nine percent of the institution's total enrollment is comprised of students who are members of ethnic and racial minority groups. First generation students constitute over 40% of the student body.



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. The university is classified by the Carnegie Commission on Higher Education as a High Research Activity Doctoral University, yet also emphasizes access to a number of underrepresented groups. SIU is located in rural southern Illinois and serves as the region's largest employer. The university invests in a number of initiatives in response to the needs of the region.

Organizationally, SIU is governed by the SIU Board of Trustees, who, along with the President, oversee the Carbondale and Edwardsville campuses. A Chancellor, who reports to the President, oversees the Carbondale campus. The university's programs are organized into eight colleges. SIU houses 89 degree programs that receive accreditation or certification from external accrediting bodies. The university offers courses and programs online and at off-campus locations in 14 states.

SIU has faced a number of challenges since its last comprehensive evaluation. The institution has experienced a 37% decline in student enrollment over the last ten years, along with a concomitant 22% decrease in faculty, predominantly tenure-track. A number of recruitment and retention strategies have been implemented to address these declining enrollment trends. In addition, SIU has struggled with budget cuts since 2015. During the fiscal years 2016 and 2017, funding was reduced and delayed due to the budget impasse in the state of Illinois. SIU adopted a financial Sustainability Plan in 2017 to address this challenge. Despite these struggles, SIU continues to receive recognition for a number of aspects of its mission. The Carnegie Foundation for the Advancement of Teaching has identified over 4000 institutions of higher education in the United States. Among these, the National Science Foundation ranks SIU in the top 5 percent in terms of research expenditures.

Criterion 1. Mission

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

1.A - Core Component

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.)

Argument

1.A.1 Southern Illinois University Carbondale (SIU) is a public land grant university established in 1869 in Carbondale, Illinois. In 1957, SIU was established as a system governed by a Board of Trustees, with a second campus at Edwardsville. A medical school was established as a branch campus of SIU in 1970. The two campuses, designated as SIU and SIUE, are separately accredited by the Higher Learning Commission. The current mission statement of SIU was developed during a collaborative two-year strategic planning process by a 72-member planning committee that included representatives of faculty, students, staff, the Alumni Association, the Foundation, the Research Park, and the community. The strategic plan, Pathways to Excellence, and our mission statement were approved by the **SIU Board of Trustees on 10 July 2013**.

The institution's mission is broadly understood within the institution and guides its operations. According to the **2017-2018 Campus Climate Survey: Final Report**, the mission is widely accepted and supported by the Students (**Table 88**), Faculty (**Table 172**), Civil Staff (**Table 237**), and A/P Staff (**Table 300**).

1.A.2. The SIU mission statement highlights seven primary components: 1) access and opportunity, 2) inclusive excellence, 3) innovation in research and creativity, 4) outstanding teaching, 5) nurturing student success, 6) regional economic catalyst, and 7) community outreach and human services. University activities are associated with supporting or promoting at least one of these seven components.

Access, Opportunity, and Success – While SIU is classified by the Carnegie Commission on Higher Education as a Higher Research Activity Doctoral University, it stands out by emphasizing access to first generation college students, individuals with physical and/or mental health disabilities, chronic health problems, and other often under-represented groups. From 2010-2016 SIU admitted approximately 71% of the first time freshman applicants and 79% of transfer applicants. By comparison, **University of Illinois Urbana-Champaign had a Fall 2017** acceptance rate of 62% overall. Two units on campus, **Disabilities Support Service** and the Achieve Program, were developed specifically to provide extra support for students with physical, learning, and mental health disabilities and long-term illnesses. Additionally, SIU School of

Medicine's **MEDPREP** program provides opportunity for socioeconomic disadvantaged students to prepare for professional school application and matriculation. SIU supports student success by providing \$30 million in undergraduate and \$4 million in graduate **scholarships, grants, fellowships and traineeships**. In fact, **88% of our students** receive some type of aid.

SIU recognizes that it will only achieve its mission if support services and opportunities are in place to ensure that students are successful. SIU maximizes student success through wide ranging programs such as:

- **Center for Learning Support Services**
- **Achieve**
- **New Student Programs**
- **Night Safety Transit**
- **Non-Traditional Student Services**
- **First Scholars**
- **Project Upward Bound**
- **Saluki Cares**
- **Students' Legal Assistance**
- **Multicultural Resource Center**
- **Student Rights and Responsibilities**
- **School of Medicine Student Affairs**
- **Veterans Services**
- **Academic Advisement**

Inclusive excellence- To promote inclusivity, SIU has developed programs specific to students with various physical and mental abilities (**Access Inclusive Recreation**), cultural backgrounds (**Multicultural Resource Center**), race and ethnicity (**Black Resource Center, Hispanic/Latino Resource Center, School of Medicine's Office of Equity, Diversity, and Inclusion**), sexual orientations (**LGBTQ Resource Center, Gender-inclusive Housing**, and gender neutral bathrooms). SIU has also established policies to ensure inclusivity and offices to ensure adherence (e.g., **Office of Equity and Compliance, Gender Based Violence Policy**). These activities have helped SIU receive the **INSIGHT into Diversity's HEED** award from 2012-2017.

SIU has a long tradition of supporting the education of active duty military and veterans. The **Veteran Center** assists with the transition of veterans from the military to campus in a seamless process. Through the extended campus office, SIU supports online courses and off-campus sites at 31 locations in 11 states including **14 military bases**. These activities have earned SIU **Military Times Magazine Best for Vets: Colleges** eight years in a row and other **notable rankings** including Victory Media "Military Friendly School" in 2018, Military Advanced Education and Transition magazine's "Top School" designation for 11 years, and the top 50 in the 2017 College Choice "Best Colleges for Veterans" rankings.

Innovation in Research and Creativity - As a Carnegie classified Higher Research Activity Doctoral University, SIU has historically and continually provided strong support for research and creative activities at both undergraduate and graduate levels. Undergraduate students at SIU are provided opportunity and encouragement to begin their involvement in research and

creative activities beginning their freshman year. These opportunities are made available through the Office of the Vice Chancellor for Research (OVCR) include the **McNair Scholars, Illinois Louis Stokes Alliance for Minority Participation, Research-Enriched Academic Challenge (REACH)**, Creative and Scholarly Saluki Rookies, and the (previous) **Center for Undergraduate Research and Creative Activities**. More than 1,000 undergraduate students each year are provided a research and creative activity experience working directly with graduate students and faculty. Many of these projects are externally funded.

SIU administers research and creative activity through the **Office of Sponsored Projects Administration (OSPA)** under the OVCR, providing support for external and internal grants, annual grant-writing and tech-transfer workshops, and research facilities (**Integrated Microscopy and Graphics Expertise facility, Vivarium, McLafferty Research Annex, Mass Spectrometry Laboratory, Core Ecosystem Analysis Facility, and the Laser Spectroscopy Laboratory**). The School of Medicine (SOM) provides similar support for research and creative efforts through its Office of the Associate Dean for Research and its **Center for Clinical Research**. SIU received approximately **\$45 million of external funding in 2017 and \$56 million in 2018** for research and creative activities of students and faculty. Research income through overhead return is used to support the library, information technology, academic units, and the research infrastructure.

The **SIU Research Park**, in conjunction with the **Illinois Office of Economic and Regional Development**, supports and promotes technology and knowledge-based enterprise development on campus and throughout southern Illinois. The **Saluki Innovation Lab** provides an environment for proof of concept activities. **Operation Mousetrap** teaches innovators the art of commercializing their research into university “spin-outs.” In 2015 the Association of Public and Land Grant Universities designated SIU as an **Innovative and Economic Prosperity Campus**.

The **Department of Theater** provides four to six full mounted productions each year in addition to multiple workshop productions, play readings, and master classes with guest artists. The School of Music supports a large selection of **performance opportunities open to all students** including small chamber ensembles, large concert bands, jazz ensembles, choral groups, opera, musical theater, and marching band.

Outstanding Teaching - SIU promotes outstanding teaching by providing formal and informal training opportunities and **awards for teaching excellence**. The **Center for Teaching Excellence (CTE)** serves as the central unit for providing faculty, teaching assistants, and staff with expert assistance in sound pedagogy, instructional technology, and overall enhancement for courses designed to meet SIU's changing needs in teaching and learning. The SOM's **Academy for Scholarship in Education** provides similar services to the medical school faculty. Teaching awards are provided annually for Tenured/Tenure Track and Non-Tenure faculty. Many colleges and departments provide annual teaching awards for faculty and teaching assistants.

Regional Economic Catalyst - SIU is located in rural southern Illinois, an economically distressed region with agriculture and coal mining as its primary economic catalysts. SIU is the region's largest employer and strives to support economic growth in the region through the **SIU**

Research Park. The research park, a member of the **Association of University Research Parks (AURP)**, is the primary innovation and technology space in the southern third of Illinois. As the University's arm for technology transfer and research spin-outs, the SIU Research Park is the local manifestation of a global innovation system. Its strength and success are directly tied to SIU's classification as a Carnegie Doctoral University. Economic development organizations located within the research park include the **Center for Delta Studies, Illinois Manufacturing Excellence Center, Office of Economic and Regional Development, Office of Workforce Innovation and Research, and Illinois Small Business Development Center.** In 2018, the Small Business Development Center:

- Helped 25 entrepreneurs create new businesses
- Assisted in the expansion of 12 businesses
- Helped create 80 jobs and retain 114 jobs

Their **Entrepreneur-in-Residence** program works with faculty, alumni and high-potential community businesses to offer training, speaking engagements, and one-on-one advisement to assist with expanding businesses and minimizing start-up obstacles.

These programs have culminated in SIU being named **Forbes Magazine's 27th most entrepreneurial university** in 2015. **WalletHub** ranked Carbondale as the second best "small city" to start a business in 2017 and the top 5% in 2018.

Community Outreach and Human Services - Because of the rural and economically distressed nature of the region, many human services provided in urban settings are unavailable to southern Illinois residents. SIU is a Carnegie classified Higher Research Activity Doctoral University geographically located near the center of this region, allowing the university to provide human services otherwise unavailable for many southern Illinois residents. SIU exemplifies this role in planning documents as well as daily activities. The **SIU Strategic Plan** uses the language of "community relations" instead of "community outreach", noting that SIU plays a prominent role in the vitality and stewardship of the economy and culture of the region. Maintaining the positive symbiosis that exists is essential for the community, region and the University. Maintaining the positive relationship also requires an investment of time, energy and resources from each.

The SOM is a multi-specialty physician practice organization providing direct patient care to the citizens of central and southern Illinois. The SOM offers high quality services in family medicine, internal medicine, neurology, obstetrics/gynecology, pediatrics, psychiatry, surgery and various sub-specialties. Multidisciplinary cancer care is provided by faculty and staff of the **Simmons Cancer Institute.** SOM physicians in Springfield, Carbondale, Decatur, and Quincy partner with hospitals, clinics, and community agencies throughout Illinois to offer primary and specialty care in over 100 clinical outreach sites in nearly 50 Illinois communities. In 2017, 300+ teaching physicians, 300+ residents and fellows, and 300+ non-physician health care providers served over 120,000 unique patients. SOM providers completed over 600,000 patient encounters and more than 800,000 clinical procedures, making SOM one of the largest multi-specialty practices in downstate Illinois.

SIU also supports the region through more informal daily activities. SIU provides health and family services through the **Center for Rural Health and Social Service Development, Community Dental Clinics, Center for Autism Spectrum Disorders, Center for Alzheimer's Disease and Related Disorders, Neuroscience Institute, and Office of Regional Programs, Project 12 Ways, and Legal Clinics.** SIU supports K-12 public education in the region through programs such as **Physician Pipeline Preparatory Program** and Head Start. Until recently, SIU had one of the oldest AmeriCorps programs, the Land of Lincoln AmeriCorps, for over twenty-two years. SIU students selected as AmeriCorps members served as tutors and mentors in public schools in Carbondale and De Soto. SIU provides environmental experiences and education through programs such as **Touch of Nature** and **Graduate Research Assistants Supporting Science.** Recreational opportunities are provided through athletic events and the **SIU Recreation Center.** Finally, regional sustainability is supported through **SIU Sustainability** and regional public political engagement through the **Paul Simon Public Policy Institute.**

SIU's Office of **Conference and Scheduling Services (CSS)** teams with degree-granting departments and programs to provide baseball, cheer leading, LEGO, architecture and STEM summer camps for children in the community. CSS coordinates conferences, non-credit classes, workshops, and programs for residents of the region, fulfilling the University's commitment to lifelong learning. In FY18, this one-stop conference and program unit coordinated 173 programs serving over 10,000 clients, including medical professionals, middle and high school teachers, and environmental scientists.

The university provides a rich array of cultural activities for the public which would otherwise not be available in a rural region through venues such as:

- **SIUC Arboretum**
- **McLeod Theater**
- **University Museum**
- **Paul Simon Public Policy Institute**
- **Shryock Auditorium**
- **Student Center Theater**
- **Marion Kleinau Theater**
- **Morris Library**
- **SIU Banterra Center and Saluki Stadium**

Faculty and students in the Department of Theater, School of Art and Design, School of Music, and Department of Cinema and Photography perform, exhibit work, and sponsor events, often free of charge for students and community members.

Over 15,000 ticket-holders attended, at least a third of whom were from off-campus. These theatrical productions cost a total of \$244,465, \$155,895 of which was offset by ticket sales. Additional sources came from the Fine Arts Fee (\$18,000) paid by students, donations to the McLeod Summer Playhouse (\$50,909), and the university's budget from the general revenue fund (\$65,000).

More than a 1,000 K-12 students visit the University Museum each year. Major annual events in the arts include the **Big Muddy Film Festival** (in September and October), the **Southern Illinois Symphony Orchestra** series (from September to April), the **Art Over Easy** faculty and student exhibit and art sale (in December), and senior BFA and MFA student exhibits (in April), including the **Rickert-Ziebold Trust Award** exhibition for advanced students. SIU provides access to services, facilities, and entertainment that enriches the lives of those in Illinois.

WSIU Public Broadcasting in the College of Mass Communication & Media Arts is an essential public resource that uses the power of media to strengthen our communities. Started in 1958, WSIU mission is to improve the quality of life of the people through programs, services and outreach. WSIU partners with other community organizations to promote positive change and to support the academic and public service missions of SIU. WSIU's stations serve more than three million people across five states and beyond through three digital television channels, three radio stations, an HD radio channel, a website, local production units, and an education and community outreach department. The **Southern Illinois Radio Information Service (SIRIS)**, operated by WSIU Radio, provides nearly 1,000 individuals who are blind, visually impaired, or print disabled with audio readings of local newspapers. WSIU also offers professional development in the broadcast industry to hundreds of students each year.

The Daily Egyptian (DE), the student-led newspaper of the School of Journalism, is printed weekly, and published online daily. The newspaper celebrated its 100th year of publication in 2016, and is funded through advertising and a \$9 student publication fee approved by SIU's Board of Trustees in December 2013. Nearly 40 SIU students work as editors, reporters, photographers, multimedia reporters, social media managers, page designers, graphic artists, advertising sales representatives, production technicians and circulation drivers every term. Five professional staff members work as advisers and department managers. Facts regarding the distribution and readership of the DE:

- About 12,500 copies of the Daily Egyptian are freely distributed at nearly 200 locations across campus, throughout Carbondale, and other surrounding communities.
- 99% percent of SIU students, almost 75% of faculty and staff, and 50% of the Carbondale community read the DE at least once a week.
- 97% percent of readers use the print version while 47% read the online version.
- 86% percent of readers use coupons.

The strategic plan specifically calls for an expansion of community-engaged culture through increase in service-learning courses, community development, and in co-curricular student life. In February 2012, the **Center for Service-Learning and Volunteerism (CSLV)** was established to promote student service in the community. Students enrolled in the program have provided 25,000-30,000 service hours benefiting approximately 50 community organizations. Students who complete 30 or more hours of co-curricular community service and document their service with the Center for Service-Learning and Volunteerism receive a notation on their transcript. The notation indicates it is not for credit or grades but "Voluntary Community Service." SIU is the only four-year public university in the state of Illinois to do so. SIU recognizes outstanding community outreach and service at three campus-wide events in April every year: at a regular monthly meeting of the SIU Board of Trustees (Lindell Sturges

Award), at the Civic Engagement Achievement Awards Ceremony, and at the Annual Student Leadership and Involvement Award Ceremony.

The Sustainability Office supports sustainable decision-making on campus. SIU has achieved a number of recognitions and designations related to its commitment to sustainability, including the rating of Silver from the Association for the Advancement of Sustainability in Higher Education, inclusion in Princeton Review's Guide to Green Colleges, and Sierra Magazine's designation of SIU as a "Cool School." The Sustainability Council, which includes students and faculty, allocates funds from the student Green Fund to a number of sustainable projects on campus. The Sustainability Office sponsors Green Tours, Green Fund grants, a Sustainability Fellows Program, and sustainability registered student organizations.

Library Affairs provides a wealth of engaging and topical programs for SIU members as well as the community as a whole. In addition to providing free public access to computers, reference materials, and a state-of-the-art facility, Library Affairs offers public lectures on local and global issues, houses exhibits including the opening of "Petticoats and Slide Rules," which covers the historical role of women in engineering, and provides tours to community organizations, including 350 school-children in FY2013. In addition, librarians visit community groups around the region supporting efforts in preservation and promoting best practices in library administration.

SIU's recruitment efforts targets merit-based scholarship students with an interest in public service. Approximately 50 students are awarded Presidential and Chancellor's Scholarships, which requires them to undertake at least ten hours a semester of service work both on and off campus. Similarly, the 750 student participants in the **University Honors Program** engage in community service each year as part of the program's tri-partite focus in learning, leading, and serving.

Together, these services and community outreach have enabled SIU to reach the designation of **Community Engagement by the Carnegie Classification of Institutions of Higher Education** and as an **Innovation and Economic Prosperity university by the Association of Public Land-Grant Universities** for its economic development and community engagement.

Evidence for the institution's current enrollment profile is provided in 1.C.1. The alignment of financial planning with the university's mission is captured more fully in 5.C.1.

1.A.3. Section 5.C.1 provides evidence that the university's allocation of resources aligns with its mission. For example, despite a decrease in state funding, the institution has supported student scholarships and fellowships. The institution fronted the tab for student MAP grants when the state did not fund the awards. The university established the Center for Learning Support Services and allocated funds to grow distance education course offerings. McLafferty Annex was renovated into a research space. The foundation committed funding for a five year period to support the First Saluki Center, a support center for first-generation students.

Sources

- 2017 Insight into Diversity-Higher Education Excellence in Diversity Award
- APLU EIP Designee 2015
- Association of University Research Parks
- BOT Minutes 7-10-13
- BOT Minutes 7-10-13 (page number 26)
- Carnegie 2015 Community Engagement Classification Websites
- CollegeData Uofl
- Forbes-Entrepreneurial Universities 2015
- IMEC
- Military Times Best for Vets 2019
- SIUC 2017-18 ARC Campus Climate Survey
- SIUC Academic Advisement
- SIUC Access Inclusive Recreation
- SIUC ACHIEVE Program
- SIUC Arboretum
- SIUC Arena Venue
- SIUC Art Over Easy
- SIUC Big Muddy Film Festival
- SIUC Black Resource Center
- SIUC Center for Autism Spectrum Disorders
- SIUC Center for Delta Studies
- SIUC Center for Learning Support Services
- SIUC Center for Service Learning and Volunteerism
- SIUC Center for Teaching Excellence
- SIUC Community Dental Center
- SIUC Conference and Scheduling Services
- SIUC Core Facility for Ecological Analysis
- SIUC Daily Egyptian
- SIUC Department of Theater
- SIUC Disability Support Services
- SIUC Entrepreneur-in-Residence Program
- SIUC Extended Campus Military Sites
- SIUC Financial Aid Data FY15-FY18
- SIUC Financial Aid Sources FY16-FY18
- SIUC First Scholars
- SIUC FY18 Grants and Contracts-OSPA
- SIUC Gender Based Violence Policies Reporting and Sanctions- Office of Equity and Compliance
- SIUC Graduate Research Assistants Supporting Science
- SIUC Hispanic-Latino Resource Center
- SIUC Honors Program
- SIUC Illinois Small Business Development Center
- SIUC ILSAMP
- SIUC Integrated Microscopy and Graphics Expertise-IMAGE Facility
- SIUC Laser Spectroscopy and Optical Physics
- SIUC LGBTQ Resource Center

- SIUC Marion Kleinau Theater
- SIUC Mass Spectrometry Facility
- SIUC McLeod Theater
- SIUC McNair Scholars
- SIUC Morris Library Events
- SIUC Multicultural Resource Center
- SIUC Museum Poster
- SIUC New Student Orientation-NSO
- SIUC New Student Programs
- SIUC News Article Military Friendly School
- SIUC Night Safety Transit
- SIUC Non-Traditional Student Services
- SIUC Office of Economic and Regional Development
- SIUC Office of Equity and Compliance
- SIUC Office of Sponsored Projects and Administration OSPA
- SIUC Office of the Vice Chancellor for Research
- SIUC Office of Workforce Innovation and Research
- SIUC Operation Mousetrap
- SIUC OVCR-McLafferty Competition Award and Plan
- SIUC Paul Simon Public Policy Activities
- SIUC Paul Simon Public Policy Institute
- SIUC Project 12-Ways
- SIUC Project Upward Bound
- SIUC REACH Webpage
- SIUC Recreational Sports and Services
- SIUC Research Park
- SIUC Rickert-Ziebold Trust Award Competition
- SIUC Saluki Cares
- SIUC Saluki Innovation Lab
- SIUC School of Law-Clinics
- SIUC School of Music Opportunities for Students
- SIUC Southern Illinois Symphony Orchestra.pdf
- SIUC Specialty Housing
- SIUC Strategic Plan-Pathways to Excellence
- SIUC Student Center Venues
- SIUC Student Legal Assistance
- SIUC Student Rights and Responsibilities
- SIUC Sustainability
- SIUC Sustainability Office
- SIUC Teaching Excellence Awards
- SIUC Touch of Nature Environmental Center
- SIUC Undergraduate Creative Activities and Research Forum Abstracts 2016
- SIUC Veteran Service
- SOM Academy for Scholarship in Education
- SOM Center for Alzheimers Disease and Related Disorder Faculty
- SOM Center for Clinical Research

- SOM Center for Rural Health and Social Service Development
- SOM Equity Diversity and Inclusion
- SOM Med Prep Program
- SOM Neuroscience Institute
- SOM P4 Physician Pipeline Preparatory Program
- SOM Regional Programs
- SOM Simmons Cancer Institute
- SOM Student Affairs
- Southern Illinois Radio Information Service
- WalletHub Best Small Cities to Start a Business 2018
- WSIU

1.B - Core Component

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.

Argument

1.B.1. Pathways to Excellence clearly articulates SIU's mission and values. Through this strategic plan, SIU identifies goals and mechanisms for achieving the goals in support of the mission. SIU publicizes daily activities associated with our mission through monthly e-mails from the SIU system President's Office, SIU Chancellor's office, and **University Communications and Marketing** newsletter **SIU Today Points of Pride** are updated frequent on a dedicated website, highlighting various mission accomplishments by SIU faculty, students, and staff.

Within the university, the mission statement is prominently displayed on the **syllabus attachment** recommended for all class syllabi and at the entry way of most buildings. Key components of the mission are displayed as banners on lamp posts across campus.

1.B.2. SIU's **mission** is documented in the strategic plan, as well as the values derived from the mission, short and long-term goals, objectives, and mechanisms to achieve those objectives. The strategic plan, approved by the SIU Board of Trustees in July of 2013, is available to the public as well as students, faculty, and staff on the **Chancellor's web page**.

Pathways to Excellence identifies 5 values that are linked to the mission statement:

- We are proud of our status as a nationally ranked public research university.
- We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.
- We celebrate our unique tradition of access, opportunity, and inclusive excellence.
- We pride ourselves on innovation in research and creative activity, and outstanding teaching.
- We understand our role as a regional economic leader and catalyst for economic development.

The following areas of focus have a goals and objectives that map these values to the university mission and direct the university's activities.

Student Success

The student success focus of the strategic plan addresses the outstanding teaching, nurturing student success, and transform lives statements within the mission. This component of the plan identifies 30 potential mechanisms to achieve the 9 objectives:

- Focus first and foremost on the academic needs of our students.
- Increase the number and dollar amounts of scholarships.
- Every academic and support department will articulate knowledge and learning outcomes necessary to be a successful student.
- Continue to develop programs that strengthen each student's connection to the University community.
- Cultivate, recognize and reward excellent teaching.
- Encourage the development and utilization of new teaching approaches.
- Encourage mentoring at every level: peer-to-peer student mentoring, mentoring of undergraduates by graduate students, and mentoring of all students by faculty and staff.
- Expand and optimize our undergraduate research and creative activity opportunities.
- Expand service-learning opportunities to include apprentice models, internships, externships, and volunteer projects.

Successfully achieving these objectives will transform the lives of the SIU student body.

Research, Scholarship, and Creative Activity

The Research, Scholarship, and Creative Activity focus directly addresses strong elements of the mission: 1) innovation in research and creativity and 2) create and exchange knowledge. This component provides 18 proposed mechanisms to achieve 4 objectives:

- Strengthen our status as a Carnegie Research University (High Research Activity)
- Celebrate all forms of research, scholarship and creative endeavors
- Enhance research communities and work spaces
- Promote the unambiguous integration of our teaching and research missions by demonstrating that research facilitates student access to and participation in the creation of knowledge, and promotes interaction and mentorship among faculty and students that enhances learning, and provides valuable hands-on training and paraprofessional experience

Diversity and Inclusiveness

The Diversity and Inclusiveness focus addresses the access and opportunity and inclusive excellence statements within the mission. The strategic plan provides 16 mechanisms for achieving the 6 objectives:

- Increase awareness of our institutional commitment to diversity
- Develop and institute a plan for recruiting and retaining an undergraduate and graduate student body that reflects state and national statistics of the college bound population

- Develop and monitor a plan for hiring, retaining and promoting diverse staff, faculty and administrators based on state and national statistics of the qualified population
- Manage and monitor the climate on campus to ensure that all students, faculty, staff, and administrators feel welcome, satisfied, included and supported
- Promote and highlight diversity pedagogy, research, and scholarship
- Obtain and strengthen endowments and scholarships for underrepresented/underserved students

Community Relations

The Community Relations focus of the strategic plan ties into two important components of the mission, our role as a regional economic catalyst and our commitment to improve our communities. The strategic plan provides 11 mechanisms to address four objectives:

- Develop connections with the broader community to enhance service learning, public service, and cultural and artistic mindfulness
- Maximize the capacity of the University's boundary-spanning entities
- Optimize the impact of our research activities on the region and state and become a leader in basic, applied, translational research in key focus areas where the University already has noticeable strengths and that build on our commitment to outreach to our broader community
- Engage employers and industry partners in our pursuit of offering relevant high-quality degree programs that develop highly prepared graduates

Finance, Infrastructure, and Resource Allocation

An additional focus of the strategic plan is Finance, Infrastructure, and Resource Allocation. This focus is an integral part of achieving the plan, providing 16 mechanisms to address 5 objectives.

- Increase revenue from all sources
- Foster an entrepreneurial spirit within the University
- Seek financial efficiencies wherever possible
- Define the current resource allocation process and pursue improvements where appropriate
- Make greater use of the talents and skills of our faculty, staff and students

1.B.3. SIU provides a diverse range of programs that promote individual student creativity, acquisition of knowledge and technical competency that ensures student success and supports the region and state.

SIU student success is integrated in the SIU **Institutional Learning Outcomes** (4.B.4).

Student success begins with new student programs, freshman orientation classes, living learning communities in the residence halls, advisement, the Center for Learning Support Services, faculty and peer mentoring, and a wide range of cultural and co-curricular activities. The university's core curriculum, which is required for all students, is designed to provide

students with a traditional arts and sciences foundation, and to foster a life of inquiry, creativity, and civic participation (3.B.2)

Creative experiences are provided primarily in the **College of Liberal Arts (COLA)** and **College of Mass Communication and Media Arts (MCMA)**. COLA is comprised of 18 academic departments that provide a wide range of majors and minors. Students in COLA typically have double majors and minors. Similarly, creative programs can be found in the departments of **Cinema and Photography** and the **Radio, Television, and Digital Media**, two components of MCMA.

Through its endeavors to conduct original research and acquire new knowledge, the Colleges of **Science, Applied Sciences and Arts, Engineering**, and **Agricultural Sciences** provide opportunities for both undergraduate and graduates students to acquire research experience while conducting original research and developing technological advancements, directly benefiting both student success and the regional community. Many of these programs ensure student success by offering highly technical degree programs which are in high demand by regional and national industries. (e.g., health care, aviation and automotive technologies, computer science, biological science, and engineering).

Research beneficial to a rural, agricultural based economy occurs across the University in many programs. Specifically, it can be found in the the Agricultural Science programs in **Agribusiness Economics, Animal Science, Forestry**, and **Plant, Soil, and Agricultural Systems** as well as programs in the College of Science such as **Zoology, Plant Biology**, and **Geology**.

Finally, like most rural regions, it is difficult for communities in southern Illinois to attract and retain educators and health care professional. The **College of Education and Human Services** and **School of Medicine** produces new professionals with degrees in these critically important fields and provides multiple incentives for graduates to remain in the region post-graduation.

Sources

- SIUC Agribusiness Economics
- SIUC Animal Science Food and Nutrition
- SIUC Chancellor Web Page
- SIUC Cinema and Photography
- SIUC College of Agricultural Science
- SIUC College of Applied Sciences and Arts
- SIUC College of Education and Human Services
- SIUC College of Engineering
- SIUC College of Liberal Arts
- SIUC College of Mass Communication and Media Arts
- SIUC College of Science
- SIUC Core Curriculum Goals
- SIUC Forestry
- SIUC Geology
- SIUC Mission and ILO

- SIUC News Points of Pride.pdf
- SIUC News SIU Today
- SIUC Pathways to Excellence
- SIUC Plant Biology
- SIUC Plant Soil and Agricultural Systems
- SIUC Radio Television and Digital Media
- SIUC Syllabus-attachment-spring-2019
- SIUC University Communications and Marketing
- SIUC Zoology
- SOM Homepage

1.C - Core Component

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.

Argument

1.C.1 Based on Fall18 data, the SIU student body was 63.5% White, 14.3% Black/African American, and 8% Hispanic. The undergraduate student body was 65.8% white, 14.8% Black/African American, and 9.2 % Hispanic/Latino. Compared to data from the **US Census Bureau**, the citizens of the State of Illinois in 2018 are estimated as 61% White, 14.6% Black or African American, and 17.4% Hispanic/Latino. SIU is moderately aligned with the state demographics, especially in regards to Black/African Americans, while noting that the **southern Illinois demographics** are 89.3% White, 7.1% Black/African American, and 2.3% Hispanic/Latino. By comparison, the undergraduate enrollment in 2014 of White students was 62.2%, Black/African American 19.9%, and Hispanic/Latino 7.7%. This trend shows an increase in the percent of Hispanic students, but a decrease in Black/ African American students.

Support for our diverse student body is provided throughout the entire campus, including:

- Student Multicultural Resource Center
- Gender-inclusive Housing
- Office of Equity and Compliance
- School of Medicine Office of Diversity, Equity, and Inclusion
- Success through Engineering Excellence and Diversity
- College of Business Office of Diversity and Inclusion)
- African Student Council
- Hispanic Student Council
- National Association of Black Journalists
- Women in Aviation
- Society of Hispanic Professional Engineers
- Minorities in Agriculture, Natural Resources and Related Sciences

1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The Board of Trustees adopted a framework for a number of system-wide diversity and inclusion initiatives, including awareness-building activities, student-focused initiatives, and human resources development. The Southern Illinois University **Diversity Advisory Council** is an ad hoc committee that oversees these initiatives. **SIU's Diversity Council** was established to facilitate the university's efforts to increase diversity and eliminate cultural barriers on campus. The Chancellors have maintained **regular blogs and disseminated updates** to address racial tensions on campus.

The **Student Multicultural Resource Center** organizes activities, including the **2017 Salukis United in Diversity Conference**, that support the multiple cultures of students that attend SIU with the mission:

“We promote an environment of collaboration with the entire SIU campus to educate, affirm, evaluate and advocate for excellence and inclusivity in all areas. SIU support student success in learning and development while nurturing an institutional climate of social justice and equity.”

SIU features over 50 registered **Student Organizations** for minorities, non-traditional students, students with limited abilities, first generation students, and veterans.

Sources

- Illinois Demographics by County
- SIU Diversity Initiatives
- SIUC Chancellor Messages About Diversity
- SIUC Diversity and Inclusion Update
- SIUC Diversity Council
- SIUC Factbook 2017 2018
- SIUC Multicultural Resource Center
- SIUC Registered Student Organizations
- SIUC Salukis United for Diversity
- SIUC Student Demographics
- US Census Quick Facts Illinois

1.D - Core Component

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.

Argument

1.D.1. SIU is governed by the SIU Board of Trustees, which is appointed by the governor and serves the best interests of the public. Evidence for the institution's engagement in Community Outreach and Human Services (one of the primary components of the mission) is provided in section 1.A.2.

1.D.2. SIU is a public university governed by a Board of Trustees appointed by the Governor of Illinois. As such, the only investors are the residents of the state of Illinois, there are no financial returns and no outside investors. Further detail on the institution's income and expenditures can be found in section 5.A.1.

1.D.3. The **Center for Service Learning and Volunteerism** has an Advisory Council that consists of community members, faculty, staff, graduate and undergraduate students. It meets each semester to determine policies and priorities for the Center's work. The center provides individual consultation to faculty, graduate students and staff interested in service-learning, volunteerism, and community engagement.

The **Office of Economic and Regional Development (OERD)** and the **Connect SI Foundation** conducted six listening sessions throughout southern Illinois in 2013 to determine the needs of the region. Identifying regional assets and challenges led to opportunities to respond to local needs, including expanding efforts in training for small business development. In 2015 OERD established high school "CEO" classes, funded by the private sector and held outside the classroom, in nine southern Illinois counties. In 2017 OERD initiated an **Entrepreneur-in-Residence** program matching seasoned entrepreneurs with start-up businesses.

Numerous individual programs such as the **Profession Science Master's in Wildlife Administration and Management** solicit input for curricular development and modification from an external advisory board of public and private agencies and industries that hire program graduates, as discussed in greater detail in section 4.A.6.

Sources

- Connect SI - Regional Prosperity through Collaborations in Southern Illinois

- SIUC Center for Service Learning and Volunteerism
- SIUC Entrepreneur-in-Residence Program
- SIUC Office of Economic and Regional Development
- SIUC Wildlife Administration and Management

1.S - Criterion 1 - Summary

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

Summary

SIU's Mission Statement was developed by a diverse group representing all aspects of campus and the regional community. It has received broad acceptance. SIU's mission emphasizes maintaining its classification by the Carnegie Commission on Higher Education as a Higher Research Activity Doctoral University while providing access to educational opportunities for first generation college students, disabled, or under-represented groups. This commitment is demonstrated through SIU's admission policies, financial support, and student resources. SIU's commitment to provide art and entertainment, human services, and economic development to the rural communities of southern Illinois is further evidence of meeting its mission.

Sources

- SIUC Mission and ILO

Criterion 2. Integrity: Ethical and Responsible Conduct

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

2.A - Core Component

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.

Argument

As an institution within the Southern Illinois University System, SIU is governed by the SIU Board of Trustees (BOT), which sets policies and rules for the system. The SIU President is the chief executive charged with the responsibility for administration of the system. The Chancellor is accountable and reports to the President and the BOT on the operation and administration of SIU. The **Southern Illinois University Management Act** created the body politic and corporate to operate, manage, control and maintain the board and the SIU system. The SIU system and SIU operate under the **charter, by-laws** and **policies** of the BOT.

The Carbondale campus is organized into five administrative divisions, each headed by a Vice Chancellor:

- Academic Affairs
- Student Affairs
- Administration and Finance
- Research and Development
- Alumni Relations

Vice chancellors are responsible for operational integrity within their division. The Vice Chancellor of Academic Affairs and the Dean of the School of Medicine (SOM) also serves as provosts and report to the SIU Chancellor.

Financial Integrity

As a public institution, SIU is accountable to the State of Illinois for its financial operations and is subject to the **financial and administrative affairs policies** set forth by the BOT. These policies guide financial operations including:

- Tuition and fees
- Auxiliary functions
- Extramural sport administration
- Purchasing, student recruitment
- Physical plant services
- Payroll
- Information technology
- Reporting

Within the BOT policy, the role of the **Finance Committee** is to:

- Review, approve or recommend investment reports
- External financing
- Operating budgets
- Tuition and fees
- Initial appointments for staff receiving an annual salary of \$150,000 and higher level administrators and staff.

Southern Illinois System Office of Internal Audit, Compliance and Ethics ensures high ethical standards and compliance with laws and regulations. This office is responsible for:

- Developing and implementing ethics training
- Reviewing statements of economic interest disclosure forms
- Referring ethical complaints to the appropriate authorities
- Providing guidance to senior officers and employees in the interpretation of the Ethics Act
- Approving gift ban exceptions for business travel and educational gifts
- Serving as the University liaison to the State of Illinois Office of Inspector General and the Executive Ethics Commission.

The Office of Sponsored Project Administration (OSPA), a unit of the Office of the Vice Chancellor for Research, facilitates and supports research and sponsored project activities at SIU and oversees several **research compliance** areas to ensure all research is conducted according to all governing regulations. Similar oversight is provided for the SOM through the Associate Dean for Research Office of Grants and Contracts (OGC).

Faculty Senate has a budget committee, with two representatives on the Chancellor's budget and planning committee. The Graduate Council also has two representatives on the committee.

Academic Integrity

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 undertakes periodic review of all existing units of instruction. Budget and planning documents are submitted annually to the IBHE and contain programmatic plans related to institutional objectives. The BOT's **Academic Matters Committee** reviews and recommends proposals for the establishment, allocation, and abolition of all educational units, curricula, and degrees, except those delegated to the President. Academic offerings are detailed in the **Undergraduate and Graduate Catalogs**. standards are described in the **SIU Student Conduct Code**, the **SOM Student Handbook**, the catalogs, and in college or program approved student handbooks.

Personnel Integrity

SIU subscribes to affirmative action and equal opportunity principles. BOT policy commits the SIU system to equal opportunity for all persons and to taking affirmative steps to overcome historical patterns of discrimination. SIU promotes this policy in all phases of university activities including employment, educational programs, choice of contractors, and relationships with employee organizations. Equal employment opportunity/affirmative action policies govern all hiring decisions and educational opportunities. All position advertisements include a statement of this commitment. Hiring policies of the BOT, SIU, and the State Universities Civil Service System are followed for all applicants. 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. For security sensitive positions, SIU conducts criminal background checks on new employees prior to hiring and afterwards on a periodic basis..

Vice chancellors are responsible for ensuring their units follow human resources and personnel policies and procedures. The Labor and Employee Relations Office, a division of the Vice Chancellor for Administration and Finance, is charged with the negotiation and administration of collective bargaining agreements. This office is also responsible for administering the non-represented employees grievance policy.

SIU has robust policies for investigation and adjudicating complaints/grievances regarding faculty and staff. The Labor and Employee Relations Office handles grievances in accordance with collective bargaining agreements and university policy. The office is also responsible for administering the university's progressive disciplinary program. Faculty may appeal administrative action or inaction or charges of unethical behavior through the **Judicial Review Board**, a body elected through the Faculty Senate that reports directly to the Chancellor. The chancellor's decision on grievances can be appealed to the BOT. The SOM has grievance policies for civil servants, faculty, and administrative personnel.

Each director and or dean in the Division of Student Affairs is asked to **track all complaints** that come into their area, whether that is from a student, faculty, staff or outside community member. Units are asked to respond back to the complaint and provide documentation of moving the student, faculty, staff or outside community member to the appropriate person who can solve the complaint, or record when they met with the student, to hear the complaint. The Division of Student Affairs has an estimate around 50 reports a semester. The complaints range from roommate issues in the residence halls to concerns with faculty in the classroom.

Federal regulations require institutions of higher education to disclose information for filing complaints. A **dedicated website** provides guidance on complaints.

Extended Campus uses an **online complaint form** to accommodate off-campus students (Included with **embedded monitoring report** required for Extended Campus 5.D.2).

SIU has mandatory training for Title IX, VAWA and the Cleary Act. OSPA at SIU and OGC at the SOM offer guidance on Research Ethics and Compliance policies. The SIU Office of General Counsel provides legal counsel on all personnel affairs.

The 2017-2018 Campus Climate Survey suggests that while SIU faculty have a clear understanding of University policies and procedures (**Table 92**) and are satisfied with the current climate (**Tables 108 and 109**), retention of qualified faculty, staff and administrators was of concern (**Table 130**). A majority of students agreed that SIU:

- Admission policies are fair (**Table 11**)
- Emphasizes diversity on campus (**Table 16**)
- Is accessible to students with diverse talents and backgrounds (**Table 17**).

Auxiliary Function

Auxiliary functions are governed by BOT policy. The **SIU System Office of Internal Audit, Compliance and Ethics** offers guidance and training on ethic matters. Title IX training and compliance is managed by the SIU Office of Equity and Compliance. SIU is fully compliant with all state regulations including the Freedom of Information Act. The SOM is supported by the **Office of Compliance and Ethics**.

Sources

- BOT Bylaws
- BOT Bylaws (page number 11)
- BOT Bylaws (page number 12)
- BOT Charter
- BOT Policies
- BOT Policies (page number 55)
- SIU Office of Internal Audit Compliance and Ethics
- SIUC 2017-18 ARC Campus Climate Survey
- SIUC Complaint Process
- SIUC Dean of Students Complaint Logs F18-F19
- SIUC Embedded Monitoring-Extended Campus-Complaint Logs
- SIUC Faculty Senate Judicial Review Board Reports
- SIUC Organization Chart
- SIUC Research Compliance
- SIUC Student Conduct Code
- SOM Compliance and Ethics
- SOM Student Handbook
- Southern Illinois University Management Act

2.B - Core Component

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.

Argument

The SIU system website provides a transparent view of the university system. The **SIU system dashboard** offers an overview of the campuses, programs, requirements and costs. SIU's website offers in depth information on all aspects of university. The SIU and SOM admissions portals introduce students to campus life and offers information on costs, available resources to assist students, and academic support. **SOM Healthcare** offers a website providing information to the public on the physician practice plan.

Academic programs, faculty, degree requirements, and course listings for SIU are described in the **undergraduate and graduate catalogs**. The **SOM Department of Education and Curriculum** offers curriculum resources for faculty and students, with links to the **SOM Student Handbook** and an online searchable course schedule.

SIU maintains accreditation transparency. Institutional Research and Studies provides web access to all program or unit accreditation. The Office of the Associate Provost for Academic Programs maintains a **full listing of accreditations** and provides the requirements for program review and assessment. Departmental and program websites also include accreditation information as well as the logos associated with those accrediting bodies. The SOM has an intranet website dedicated to **Liaison Committee on Medical Education (LCME) accreditation**.

Sources

- SIU Dashboard
- SIUC Accreditations Report
- SIUC Graduate Catalog 18-19
- SOM Education and Curriculum
- SOM Homepage
- SOM LCME Accreditation Project
- SOM Medical School Earns Maximum Accreditation
- SOM Student Handbook
- SOM Wellness Resources

2.C - Core Component

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.

Argument

2.C.1. The Southern Illinois University Board of Trustees (BOT) was created by the Illinois General Assembly for the purpose of operating, maintaining, and controlling SIU. The board is composed of seven members appointed by the Governor and approved by the Illinois Senate for six-year terms and student members selected by the student bodies of SIU and SIUE for one year terms. This vetting and selection assures that the 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 SIU System or campuses.

The Board Legislation presented in 2.A provides the framework to assure that the BOT is sufficiently autonomous, and that it reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The BOT **vision** is posted on the board's website. The board posts the dates, agendas, minutes and audio of meetings. The agenda documents the priorities of the board and provides time for public comments and questions. Standing committees include Academic Matters, Architecture and Design, and Finance and Audit. The State requires trustee members to complete leadership training (**110 ILCS 205/13**). Topics include:

- Public university and labor law
- Contract law ethics
- Sexual violence on campus
- Financial oversight and accountability
- Audits
- Fiduciary responsibilities

The **Strategic Improvement Plan**, a comprehensive planning document adopted by the BOT for the SIU system in 2017, is one component of a larger planning process that also includes special purpose projects and foundational improvement. The plan identifies the system values of:

- Embracing diversity
- Distributed leadership and governance
- Ethical action and integrity
- Organizational accountability through transparency

In January 2019, the HLC formally notified SIU to submit an **embedded Interim Report** in Core Component 2.C as it relates to control and oversight of the SIU School of Medicine. This section serves as the required report.

The following timeline documents key points that led to this decision, and evidence of a resolution. The issues stemmed from a BOT action on **December 10, 2015**. The BOT changed the reporting line of the Provost and Dean of the Medical School from the SIU Chancellor to the SIU President. On **March 23, 2016** the BOT approved the changes in the Board Legislation (Statutes, Bylaws and Policies) to reflect the change in reporting lines. On August 2018, the **HLC requested a written report** on the University's governance and administrative structures as it relates to the School of Medicine in order to demonstrate that the University maintains sufficient administrative oversight. The primary documents provided in the report were relevant BOT minutes and a 2015 white paper submitted to the Board by **SIU President Randy Dunn**.

Prior to the change in reporting lines, the School of Medicine met the definition of a branch campus with reporting lines to an accredited campus (**HLC Policy INST.B.10.02**). The change in reporting lines to the system meant that the School of Medicine was not reporting to an accredited campus, which violated the policy. The actions changing reporting lines were reversed in **February 2019**. All relevant changes to the Board Legislation were also reversed in the subsequent board meeting, **March 2019**. The current organizational chart for SIU validates this change.

The responsibility and autonomy of the board to review and provide oversight of the president was demonstrated by the termination of President Randy Dunn reported in the BOT minutes on **July 2018**. The board's deliberations on this matter reflected priorities to preserve and enhance the institution. The strategic plan, the vision, and mission of the board view the system as a whole. Numerous news sources reported on the crisis faced by the system regarding the president's actions that led to his termination (e.g. **Chronicle of Higher Ed, US News and World Report, Inside Higher Ed**). In general, they point to his lack of support for the system as a whole and disregard for campus policies. An **OEIG report** determined that Dunn improperly negotiated hiring of a senior administrator and staff members, and that a board member did not sufficiently perform their duties as board chair. The trustee subsequently stepped down as chair, and was not reappointed by the governor.

2.C.2. The BOT maintains minutes of all public meetings available on a website. The BOT considers the interests of internal and external constituencies. The internal constituencies of each campus in the system are included in public meetings. BOT policies are developed with input from internal and external constituencies.

2.C.3. The **BOT members** have a fiduciary responsibility to the SIU system and each member of the Board of Trustees is a steward of public trust with a legal obligation to comply with relevant laws and regulations and an ethical obligation to uphold the highest ethical standards in the conduct of and discharge of University business, academic and service affairs. All members comply with the conflict of interest requirements that are a component of **Board of Trustees policy**.

2.C.4. The BOT appoints a President, who is the chief executive and administrative authority of the SIU system. The SIU chancellor is selected by the BOT upon recommendation of the President. As the chief operating officers of SIU, the Chancellor reports to the President . Whereas the BOT offers guidelines for academic planning, faculty maintain oversight of academic programs.

Faculty oversight of the curriculum is ensured by multiple levels of faculty review. Within colleges, schools, and departments, the review of curriculum is dictated by an operating paper that defines the roles of faculty and faculty committees in the process. The University Core Curriculum (UCC) is overseen and governed by the SIU University Core Curriculum Office. The Director of the UCC is a faculty member. All modifications or changes to the UCC are reviewed by two faculty advisory committees; the Core Curriculum Executive Council (CCEC) and the Core Curriculum Advisory Representatives (CCAR). SOM curriculum and faculty affairs are overseen by a **Faculty Council**, which is the faculty constituency group of the SOM. Recommended curricular changes approved by the Faculty Council are then reviewed by the SOM Executive Council.

The roles and responsibilities of the Faculty Senate and Graduate Council in shared governance are provided in 4.A.4. New or modified programs proposed by academic units or the SOM Executive Council are reviewed and voted on by one or both of these constituency groups. Program mergers and the renaming of colleges are also reviewed and voted on. Subsequent approvals involves the provost, chancellor, president and the IBHE.

The membership of the Faculty Senate represents each academic unit and includes tenure/tenure track and non-tenure track faculty. The **SIU Faculty Senate operating paper** mandates four standing committees;

- Budget Committee
- Governance Committee
- Faculty Status and Welfare Committee
- Undergraduate Educational Policy Committee

All review and modification of educational programs and policies which affect academic programs are reviewed by the Educational Policy Committee prior to consideration by the full Faculty Senate.

The Graduate Council establishes policy for the Graduate School and has a membership representing graduate faculty and graduate students. The **Graduate Council operating paper** established four standing committees:

- Research Committee
- Educational Policies Committee
- New Programs Committee
- Program Review Committee

The rights and responsibility of faculty in maintaining academic programs is also detailed in the **SIU Employee Handbook**, the **SIU Faculty Association (FA)** contract and the **Non-Tenure Track Faculty Association (NTTFA)** agreement.

Sources

- BOT Agreement Faculty Association 2017-2019
- BOT Agreement Non-Tenure Track Faculty Association 2014-2020
- BOT Board Meetings
- BOT Board of Trustees
- BOT Charter
- BOT Minutes 12-9-2015
- BOT Minutes 2-13-2019
- BOT Minutes 3-23-2016
- BOT Minutes 3-27-2019
- BOT Minutes 6-27-2018
- BOT Minutes 7-16-2018
- BOT Policies
- Chronicle of Higher Education-Dunn
- HCL Letter 01-18-19
- HLC Letter 8-13-18
- HLC Policy INST.B.10.020
- Illinois General Assembly 11 ILCS 205-13
- Inside Higher Ed - Dunn
- OEIG 17-02333 Dunn -Thomas and SIU-C
- SIU Dunn Memo to BOT First Professional Schools
- SIU System Strategic Plan
- SIUC Faculty Senate
- SIUC Graduate School Operating Paper
- SIUC Operating Paper of the Faculty
- SOM Operating Paper of the Faculty
- US News and World Report - Dunn

2.D - Core Component

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

Argument

SIU's commitment to **freedom of expression** and **academic freedom/responsibility** is stated in the BOT policy. SIU has two policies in the Employee Handbook that underwrite this commitment, the **Policy on Academic Freedom; Rights and Responsibilities** and the **Social Media Policy**. Academic freedom provisions are included in the **FA, NTTFA**, and **GAU** Collective Bargaining Agreements. SIU is committed to the principles of freedom of expression and maintains designated public forum areas available to all members of the community. Reservation of **free forum space** is available through the SIU website. The **Office of Student Rights and Responsibilities** provides information and guidance to SIU students.

Sources

- BOT Agreement Faculty Association 2017-2019
- BOT Agreement Graduate Assistants United 2014-2019
- BOT Agreement Non-Tenure Track Faculty Association 2014-2020
- BOT Policies
- SIUC Free Forum
- SIUC Social Media Policy
- SIUC Student Rights and Responsibilities

2.E - Core Component

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.

Argument

2.E.1. The **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 (OSPA) also provides **university policies** affecting research and oversees **research compliance** and training through the **Collaborative Institutional Training Initiative** (CITI) to assure that faculty are aware of their responsibility relating to ethical conduct of research. State of Illinois employees are required to complete annual ethics training (**5 ILCS 430/5-10**) under the State Officials and Employees Ethics Act. The **SIU System Ethics Office** offers guidance for compliance with the guidelines and policies governing ethics related matters and maintains statements of economic interests.

SIU supports and trains new faculty and administrators through **faculty orientation** and workshops for academic administrators. OSPA and the SOM Office of Grants and Contracts (OGC) provide oversight and support for sponsored projects.

SIU has policies, offices and committees to ensure the integrity of research and scholar practice including:

- **SIU Human Subjects Committee,**
- **Institutional Animal Care and Use Committee,**
- **Institutional Biosafety Committee.**
- **Financial Interest on Federal Grants Policy** (requires training for investigators on federal research grants and a financial interest disclosure statement for investigators on all grants)
- Online training for responsible research and scholarly practice (**CITI**) (required for all faculty and student research projects, including those involving undergraduates)

The SOM maintain policies and committees unique to the branch campus:

- **Committee for Research Involving Human Subjects**
- **Conflict of Interest/Commitment Policy**
- **Infection Control and Safety Committee**
- **Misconduct in Science Committee**
- **Laboratory Animal Medicine**

2.E.2. SIU and SOM students are guided and educated in the ethical use of information resources:

- **Student Conduct Code**
- **SIU IT division provides guidance** on the acceptable and unacceptable use of electronic devices, information systems, and network resources
- **Medical Student Use of Electronic Devices policy**

2.E.3. SIU actively encourages academic honesty and integrity as defined in the:

- **Code of Ethics Policy for Faculty**
- **Student Conduct Code**
- **Saluki Creed**
- **SOM Student Honor Code**

The Student Conduct Code was updated in 2018 by the Student Rights and Responsibilities Office to bring the policies and procedures in line with the Association for Student Conduct Administrators best practices including an Administrative Panel process for all incidents that end in a student's separation from the University.

Plagiarism policies exist for both faculty and students. The plagiarism detection tool, **Turnitin**, is available to through the course management system (D2L) with training regularly offered by the Center for Teaching Excellence.

Sources

- CITI Training Instructions
- Illinois General Assembly 5 ILCS 430 Illinois State Officials and Employees Ethics Act.pdf
- Illinois General Assembly 5 ILCS 430 Illinois State Officials and Employees Ethics Act.pdf (page number 8)
- Medical Student Use of Electronic Devices During Patient Encounters _ SIU School of Medicine
- SIU Ethics Office
- SIUC Dropbox Originality Check
- SIUC Faculty Code of Ethics
- SIUC Financial Conflict of Interest on Federal Grants Policy
- SIUC Human Subjects Research
- SIUC Institutional Biosafety Committee
- SIUC Institutional Care and Use of Animals
- SIUC IT Acceptable Use Policy
- SIUC New Faculty Orientation
- SIUC OSPA University Policies Affecting Research
- SIUC Personnel Policies
- SIUC Personnel Policies (page number 140)
- SIUC Research Compliance
- SIUC Student Conduct Code

- SIUC Unity Day and Saluki Creed
- SOM Conflict of Interest and Commitment
- SOM Division of Laboratory Animal Medicine
- SOM Honor Code
- SOM Infection Control and Safety Committee
- SOM Medical Student Use of Electronic Devices During Patient Encounters.pdf
- SOM Research Policy Committee
- SOM Springfield Committee for Research Involving Human Subjects

2.S - Criterion 2 - Summary

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

Summary

Policies and procedures exist to ensure that SIU's financial, academic, personnel, and auxiliary operations are conducted in an ethical manner. Shared governance operates at many levels of decision making, and a number of procedures ensure that the Board of Trustees makes decisions in the best interest of the institution and its external constituencies. The university is transparent in its catalogs, financial costs, and accreditation statuses to students and the general public. The institution's commitment to freedom of expression and academic freedom/responsibility is apparent in its operations, including policies which promote the integrity of scholarly activity and use of information resources.

Sources

There are no sources.

Criterion 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

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).

Argument

3.A.1. SIU cultivates quality teaching and learning through central roles played by faculty in the development and oversight of courses and programs. Courses and curricula in all programs are regularly evaluated through curriculum committees, assessment, program reviews, or accreditation reviews. Multiple levels of course and curricular development, review, approval, and modification preserve the authority of the faculty to oversee the curriculum of every program and certify the integrity of undergraduate, graduate, and professional studies.

Faculty curriculum committees at the department/school, college, and university levels oversee curricula and initiate changes to ensure courses remain current and concordant with student learning outcomes, state mandates, and accreditation standards. Modifications to curricula originate in programs and follow an extensive development and review process that includes the curriculum committees at the program and college levels, **Faculty Senate**, **Graduate Council**, or the University's **Core Curriculum Executive Council**. In the Faculty Senate, the Undergraduate Education Policy Committee addresses all matters which affect undergraduate education policy, including approval of new or modified programs. The Graduate Council involves the Programs Committee, the Education Policy Committee, and the Program Review Committee. Courses in the University Core Curriculum (UCC) are approved by the **Core Curriculum Executive Council**. The addition, deletion, and modification of courses involves approval at the program and college level (**Form 90**), followed by approval from the Graduate School Dean (graduate courses only) and the Associate Provost for Academic Programs. In addition, the Registrar assures that the changes are aligned with the degree requirements as posted in the catalogs. Changes to the degree program requirements follow a similar process (**Form 90A**).

Monitoring and modification of courses relies on interrelated processes of assessment and program review (4.A.1). SIU houses over 75 programs that receive **accreditation** or certification from external accrediting bodies in addition to the **Teacher Education Program**.

3.A.2. Articulation and differentiation of learning goals begins with the development of programs and continues through assessment plans, assessment reports, program reviews (internal and accreditation), and program modifications. Proposals for new degree programs (**New Units of Instruction**) must articulate student learning outcomes and assessment appropriate to the disciplines and degree level of the programs. In some cases, new programs requesting a modification to an existing degree program (e.g. addition a concentration or specialization) are only required require a modified application (**Reasonable and Moderate Extensions**). This application also requires the program to articulate student learning outcomes and assessment appropriate to the disciplines and degree level of the programs.

Best-practice recommendations from the call for the syllabus to include student learning objectives aligned to program goals. For UCC courses, the learning objectives are approved by the Core Curriculum Executive Council (Section 3.B.1).

Articulation of expectations for completion of course-work and programs at differentiated levels appears clearly in graduation requirements. The **Undergraduate Academic Catalog** specifies that at least 120 semester hours of credit be completed, with at least 42 hours of courses listed as 300-level or higher from a four-year institution. The Graduate Catalog details the **graduation requirements** for Master's and Doctoral degrees and the criteria for completing **certificate programs**. Faculty create, modify, and oversee graduate courses and curricula (3.A.1). Each program defines specific credit hour requirements, courses, and supplemental competencies needed to meet discipline expectations. Professional degrees awarded through **SIU School of Medicine** and **SIU School of Law** follow curricula that satisfy accreditation standards set by the Liaison Committee on Medical Education and the American Bar Association. SIU offers 11 graduate certificate programs. Up to 15 credit hours taken for graduate certificate can be applied to degree requirements.

3.A.3. The IBHE requires a review of all academic programs every eight years to determine whether the programs are in good standing. A formal and thorough process for outcome-based assessment of student learning has been established for all academic programs, including those provided through Extended Campus. The review process engages faculty and is focused on student learning, not just resources, and promotes continuous improvement and student success.

The **assessment plans, assessment reports, and self-studies** prepared by programs are required to document assessment in all modalities: face-to-face, **off-campus, and online** . The review process for accredited programs are established by accreditation bodies. The Office of the Associate Provost for Academic Programs administers the process for non-accredited programs (C4.B.1. and 4.B.2.).

Extended Campus administers courses and programs online and at **off-campus locations** in 11 states. Faculty in off-campus programs collect assessment data that is used by the academic units to improve programs. The Associate Provost for Academic Programs and the Director of Extended Campus meets with each academic unit head for all programs offering degrees off-campus to discuss challenges, best practices in outcome-based assessment, and guidelines for future improvements. A **summary of the most recent meetings** documents this

process. Administrators of academic programs in a department, school, or college have the responsibility of validating faculty qualifications, hiring, training, and evaluation of **off-campus faculty**. Off-campus faculty report to the academic unit.

Extended Campus offers grants for online courses and programs. The **CTE** provides additional assistance from an **Instructional Designer**, an Online Development Speed Course, and a **Quality Online Course Checklist**. SIU uses Quality Matters, a platform and forum for ensuring standards of quality in on-line coursework.

Sources

- IBHE Approval of New Units of Instruction
- IBHE RME Definitions
- SIUC Accreditations Report
- SIUC Assessment Plan
- SIUC Assessment Plan-INC Web
- SIUC Assessment Report
- SIUC Center for Teaching Excellence
- SIUC Core Curriculum Executive Committee
- SIUC Embedded Monitoring-Extended Campus-Assessment
- SIUC Embedded Monitoring-Extended Campus-Clear and Consistent Roles
- SIUC Faculty Senate
- SIUC Form 90 Blank Form 2020-2021
- SIUC Form 90A Blank Form 2020-2021
- SIUC Graduate Certificate Programs 2016-2017
- SIUC Graduate Council
- SIUC Graduate Degree Requirements 2016-2017
- SIUC Instructional Design
- SIUC Juris Doctor Program
- SIUC Memo Off Campus Assessment Meeting Jan 2020
- SIUC Off Campus Locations
- SIUC Overview of Process
- SIUC Quality Check for Online Courses
- SIUC Self Study
- SIUC Self-Study Template
- SIUC Syllabus Minimum Requirements.pdf
- SIUC TEP
- SOM Curriculum Resources

3.B - Core Component

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.

Argument

3.B.1. Undergraduate students and faculty from all colleges participate in the **University Core Curriculum (UCC)**. The UCC delivers a diverse course inventory with a traditional arts and sciences general education curriculum. The UCC is designed to foster a life of inquiry, creativity, and civic participation. It consists of 39 credit hours of coursework distributed across three general areas:

- Foundation Skills (13 CH) - English composition, communication studies, and mathematics are designed to strengthen students' writing, oral, and mathematical skills.
- Disciplinary Studies (23 CH) - Fine arts, human health, humanities, science, and social science introduce students to the universe of human knowledge.
- Integrative Studies (3 CH) - It is designed to increase students' respect for and appreciation of human diversity.

SIU honors its mission of access and opportunity as a participant in the Illinois Articulation Initiative (IAI). This statewide agreement allows the transfer of completed **general education core curriculum** between participating colleges or universities in Illinois.

3.B.2. In Fall semester 2012, the Faculty Senate adopted the **Essential Learning Outcomes of the Association of American Colleges and Universities (LEAP ELO)** as the learning objectives of the UCC. By Fall 2015, the director of the UCC developed and implemented an assessment program for all UCC courses that required instructors or course coordinators to identify at least one LEAP ELO in each course. The UCC course assessment plans address six clusters within the LEAP ELO:

1. Critical Thinking
2. Written Communication
3. Problem Solving
4. Information Literacy
5. Inquiry and Analysis
6. Intercultural Knowledge and Competence

This suite of UCC learning outcomes support the achievement of our mission of inclusive excellence, innovation in research and creativity, and to create and exchange knowledge to improve our communities.

Pathways to Excellence, with its goal to provide every student the opportunity to engage in research, creative activity, and service learning, demonstrates SIU's commitment to engaging students in:

- Collecting, analyzing, and communicating information
- Mastering modes of inquiry or creative work
- Developing skills adaptable to changing environments

3.B.3. Nearly every undergraduate major, as shown in the **university catalog**, includes a fieldwork, internship, laboratory, research, or experiential learning option. Forty-five percent of 2019 graduates reported completing an internship during their program of study. As discussed in section 3.B.2, the UCC provides students with additional opportunities to develop these skill sets by addressing the **LEAP ELOs**.

The University Honors Program (UHP) is an intellectual hub for innovation in undergraduate education, strengthening the core promise of a liberal arts college environment within a research university at the price of a public state university. The motto "Learn.Lead.Serve." represents the holistic approach to providing education and opportunity for students' fullest undergraduate experience. UHP accepts students into the program via application. Students accepted into the program must complete 15-24 credit hours of approved coursework and engage in 20 hours of community service. Students may complete an honors thesis. UHP mentors and faculty create personalized experiences in and beyond the classroom for students to meet their potential. Honors students have averaged a combined 12,345 yearly hours of community service at 94 venues since 2014. Many majors have honors course sequences whereby students receive credit in their major for taking honors courses. The UHP's learning outcomes are aligned to LEAP ELO.

Student responses to the 2017-2018 Campus Climate Survey indicated students perceived that SIU is committed to its goal of fostering students' creative and intellectual development (**Table 36**). When asked to evaluate the degree to which helping students develop their creative capacities is a very important goal for SIU (**Tables 39-42**), 54.7% of students agreed. When asked to evaluate the extent to which there are valuable opportunities to engage in research activities with faculty members, 59.4% of respondents agreed.

The **2013 Executive Summary from the National Survey of Student Engagement (NSSE)** showed that when seniors were questioned about their perceived gains regarding certain items, the responses “very much” or “quite a bit” yielded the following percentages: Thinking critically and analytically (77%); writing clearly and effectively (64%); and speaking clearly and effectively (59%).

As described in section 4.A.1, accreditation and program review serve as a mechanism for ensuring that programs are targeting the written, oral, and analytic skills necessary for a given discipline.

3.B.4. SIU's mission is dedicated to promoting inclusive excellence to ensure that all members of the University community have the opportunity to learn and perform to their highest potential. Many of the efforts to provide an education that recognizes the human and cultural diversity of the world in which students live and work are coordinated through the Office for **Associate Chancellor for Diversity**. This office nurtures and supports diversity among faculty, staff and students by providing consultation and training on cultural and professional competency, inclusion, and diversity in the classroom. Students, staff, and departments can earn SIU's **Diversity Competence Certificate** by completing a blended (on-line and in-person) training program that has two levels, “Basic Diversity Competence” and “Advocate for Diversity and Inclusivity.”

Students who complete the University Core Curriculum satisfy a state-mandated, institution-defined requirement in Multicultural Studies. Currently, students chose one course from over **50 options** offered by 22 programs from across the University. These courses address cultural diversity, race relations, gender relations, religious diversity, and cultural creativity through a variety of disciplines.

Certain degree programs feature the development of competencies in diversity and inclusion in their curricula. Communication Studies offers an **Intercultural Communication** undergraduate specialization that includes:

- SPCM 301I Communication Across Cultures
- SPCM 341 Introduction to Intercultural Communication
- SPCM 440 Language, Culture, and Communication
- SPCM 441 Advanced Intercultural Communication
- SPCM 448 Intercultural Training

The graduate program in Communication Studies features **Intercultural Communication and Pedagogy** as an area of study. The Teacher Education Program's **Diversity in Education Preparation** devotes three courses toward developing awareness of and competence in teaching diverse student groups:

- **EDUC 211** Diversity in Education
- **EDUC 319** Language, Culture, and Learning
- **EDUC 308** Characteristics and Methods for Teaching Exceptional Children

Students can experience human and cultural diversity in the world through the **study abroad programs** and SIU faculty-led Global Seminars administered through the Center for International Education. Recent Global Seminars provide students opportunities to study Peace Studies, Agricultural Sciences, English Literature, Africana Studies, Philosophy, Spanish language, Chinese language, and Social Work in Japan, Costa Rica, the United Kingdom, Ghana, Egypt, Greece, Spain, China, and Germany.

The university community benefits from the support offered through the **Student Multicultural Resource Center**, which aims to foster an environment where all campus members are respected and welcomed, and aspires to serve as a catalyst for inclusion, diversity, and innovation (see also 3.D. 1 and 3.E.2). The University's continuing commitment to diversity and inclusivity has led to recognition through the **Higher Education Excellence in Diversity Award** for 2012, 2013, 2014, 2015, and 2017.

3.B.5. SIU is a comprehensive research university classified as a Carnegie Doctoral Universities: Higher Research Activity institution, ranked among the top four percent of higher education research institutions in the United States. Faculty at SIU, including the School of Medicine, attracted research awards from external grants and contracts with 334 awards for \$44.5 million during FY 2017, 357 awards for \$56.1 million in **FY 2018**, and 201 awards for \$35 million half-way through FY 2019 in **January 2019**. SIU hosts 25 **research centers** and institutes, 8 research support facilities, and the **SIU Research Park**. With facilities in the **Dunn-Richmond Economic Development Center** at the SIU Research Park, the **SIU Small Business Incubator** Program supports the university's mission-based role as a "regional economic catalyst" by offering multiple types of assistance to start, grow, and sustain innovative and technology-based companies.

SIU research centers and institutes provide unique opportunities for scholarship and creative work for undergraduate and **graduate students**. The **Center for Autism Spectrum Disorders** conducts research on best practices in the field of autism. Under the direction and guidance of faculty members of SIU, graduate and undergraduate students from various departments on campus assist in research projects within CASD that promote evidence-based treatment approaches and inform unique aspects about the diversity, physiology, development, and symptoms of autism.

Students involved with the **Cooperative Wildlife Research Laboratory** and **Center for Ecology** founded **Graduate Research Assistants Supporting Science (GRASS)**. The goal of GRASS is promote the scientific interests of younger students through programs that highlight wildlife ecology and management. The **Center for Experimental Music (CEM)** offers a fully equipped multi-station computer music studio for composition, interactive performance and music publishing. Students work on projects with faculty and learn synthetic hardware technology, such as sound editing, processing, sampling and recording, and integrated software programs.

Undergraduate students receive special support for research projects through programs such as REACH (Research Enriched Academic Challenge), which awards competitive one-year grants to carry out a research, scholarly, or creative-arts project under the guidance of a faculty or staff

mentor. The **Ronald McNair Postbaccalaureate Achievement Program** prepares first-generation-college/low-income and underrepresented minority students for doctoral study through an emphasis on research and an intensive Summer Research Institute. Additionally, the Research Experience for Undergraduates funded by the National Science Foundation provides students with opportunities to join research projects in chemistry, biochemistry, microbiology, physics, and engineering.

Prominent campus-wide celebrations of research and creative activity include **Da Vinci Days**, the **Natural Sciences Student Research Symposium**, **Darwin Week**, the **Applied Sciences and Arts Multidisciplinary Research Symposium**, the **Annual Women, Gender, and Sexuality Studies Cross-Disciplinary Conference**, and the **Student Creative Activities and Research Forums**.

The centrality of research appears clearly in curricula for undergraduate and graduate students throughout the University. The UCC includes a **Composition** component in the Foundation Skills portion that emphasizes helping students understand the purpose of research, develop methods of research (using both primary and secondary sources), and report their findings in the appropriate form through the completion of ENG 102 or LING 102. Additionally, **72 undergraduate programs** offer 296 courses that feature research in their titles or descriptions and provide preparation for research or engage students in research endeavors. A large proportion of these courses include individual research under the supervision of faculty. The **Chemistry program** provides an added level of research in a curriculum by involving students in 300 hours of research and the completion of a comprehensive research report to support applications for the American Chemical Society Certificate. With their focus on research, graduate programs include numerous research-oriented courses and require the completion of a dissertation, thesis, or research paper appropriate to the level and discipline of the program.

Sources

- Essential Learning Outcomes-Association of American Colleges and Universities
- SIUC 2017-18 ARC Campus Climate Survey
- SIUC Applied Sciences and Arts Multidisciplinary Research Symposium
- SIUC Center for Autism Spectrum Disorders
- SIUC Center for Ecology
- SIUC Chapter 3 of the Undergraduate Catalog 2017-2018
- SIUC Cooperative Wildlife Research Laboratory
- SIUC Core Curriculum
- SIUC Core Curriculum Composition
- SIUC Da Vinci Days
- SIUC Darwin Week
- SIUC Diversity Training
- SIUC Diversity Training Offerings
- SIUC Dunn-Richmond Economic Development Center
- SIUC EDUC 211 Syllabus Fall 2019
- SIUC EDUC 308 Syllabus Fall 2019

- SIUC EDUC 319 Syllabus Fall 2019
- SIUC External Grant Award Listings Webpage
- SIUC Externally Funded Grants and Contracts Processed During January 2019
- SIUC Externally Funded Grants and Contracts Processed During June 2018
- SIUC Graduate School Catalog 2018-2019
- SIUC Graduate School Internships and Other Experiences
- SIUC GRASS
- SIUC HEED Awards
- SIUC Intercultural Communication
- SIUC Intercultural Communication and Pedagogy
- SIUC McNair Scholars
- SIUC Multicultural Course Offerings
- SIUC Multicultural Resource Center
- SIUC Natural Sciences Student Research Symposium
- SIUC NSSE 2013 Executive Summary
- SIUC Office of Associate Chancellor for Diversity
- SIUC Research at SIU
- SIUC Research Park
- SIUC School of Music Handbook
- SIUC Small Business Incubator
- SIUC Strategic Plan-Pathways to Excellence
- SIUC Strategic Plan-Pathways to Excellence (page number 8)
- SIUC Student Creative Activities and Research Forum
- SIUC Study Abroad Programs
- SIUC Teacher Education Program Diversity and Inclusion Initiative
- SIUC Transfer Student IAI GECC
- SIUC Undergraduate Catalog 2018-2019
- SIUC Undergraduate Programs in Chemistry
- SIUC University Core Curriculum
- SIUC University Honors Program Booklet
- SIUC Women Gender and Sexuality Studies Annual Conference

3.C - Core Component

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.

Argument

3.C.1. Ten years ago, **SIU enrolled** 20,350 undergraduate, graduate, and professional students. By Fall 2018, the total number of students fell to 12,817, a 37% decline. **Faculty** decreased by 22%. The table below shows changes in faculty during this period. Engagement with the core duties of curricular supervision, student assessment, and quality instruction has remained intact, ensured through an oversight structure that operates at all university levels. Faculty, staff, and administrators are working to reinforce stability and sustainability in selected programs and services, as well as offering new academic and student support programs (e.g. B.S. Nursing, B.S. Business Analytics, Doctorate of Occupational Therapy, First Saluki Center for 1st Generation Student Support). In Fall 2019, the rate of decline and areas of success are pointing toward a turn-around (4.C).

During this period, the decrease in faculty numbers has disproportionately occurred in the tenure/tenure-track (TT) faculty rank, which dropped 35% compared to a 2% decline for non-tenure track (NTT) faculty and a 20% decline for part-time faculty. As a result, over 83% of the faculty lost since Fall 2009 have come from the TT faculty cohort. These numbers are significant in that:

- TT are usually the only voting faculty on committees devoted to addressing governance, faculty affairs, curriculum, and assessment matters
- The Faculty Senate allots 6 of its 36 seats to NTT faculty. These faculty are also eligible for inclusion on the Undergraduate Education Policy Committee
- The rate of decline in the numbers of students and TT faculty are similar (38% and 35%). This indicates that the number of faculty is sufficient 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, and involvement in assessment of student learning

- However, the breadth of committee duties locally and campus-wide, which are limited to or predominantly TT faculty remain the same, leading to an increase in the service commitment of many of the TT faculty

The overall ratio of students to TT faculty cannot account for:

- Instances in which stability (or even growth) in the number of majors within certain programs is upset by TT faculty losses
- Elective retirement and resignation potentially affect programs unevenly, which may in turn create losses in academic expertise needed for degree programs

Faculty are cognizant of this loss. In the 2017-2018 Campus Climate Survey (**Table 130**), only 17.2% of faculty respondents agreed/strongly agreed that SIU retains qualified faculty and staff. Twenty-two percent (22%) neither agreed nor disagreed.

Strategies to redress these losses are outlined in **college hiring plans** developed with input from chairs, directors, and faculty. Additionally, the decrease in NTT and part-time faculty is significantly less (2% and 20%). As a result, support for classroom teaching is demonstrated, with an acknowledgement of the need to involve these faculty with key curriculum and assessment matters.

The structure for faculty oversight of the quality of teaching and learning remains intact at multiple levels. College-level curriculum committees allow for greater coordination among individual programs. The **School of Medicine** has curriculum committees for each year in the program. The Faculty Senate and Graduate Council provide faculty oversight through standing committees including the Faculty Senate's Undergraduate Education Policy Committee and the Graduate Council's Education Policy Committee, Programs Committee, and Program Review Committee.

3.C.2. The **Employee Handbook** details policies for hiring faculty, including degree requirements. These policies apply to full-time faculty appointed to teaching positions regardless of mode of delivery. The procedures for faculty hiring include the involvement of faculty search committee, director/chair, dean, affirmative action, and the provost. Forms used to document the process include:

- **Request for funding a position**
- Identifying search committee members and advertising venues
- **Developing and posting position description**
- **Request to interview finalists with a summary of all applicants**
- **Request to hire**
- **Notice of appointment for contractual hire**

The chair/director of a unit meets with each faculty member annually to discuss teaching, research/creative activity, and service. Teaching assignments are included in the determination

of annual workload assignments before the end of the spring semester. The workload assignment is subject to the approval of the dean (**FA Contract**). Through the initial hiring and annual workload assignment processes, the faculty, chair/director, and dean affirm the qualifications of individual faculty to teach specific courses. Faculty members who have a terminal degree in the field are qualified for regular membership in the graduate faculty. Appointments to regular membership on the graduate faculty are made by the graduate dean upon recommendation of the graduate program. Regular members of the graduate faculty may teach graduate-level courses, direct master's theses, and serve on master's and doctoral committees. Graduate faculty with the rank of associate or full professor are eligible to direct doctoral dissertations.

To be an instructor of records, **graduate students** must meet the following criteria:

- Doctoral students who hold a master's degree (the assumed practice requirement that would apply to faculty for qualification for teaching an undergraduate course) shall be eligible for appointment as instructor of record for lower-division undergraduate courses in the disciplinary area of their degree. 400-level courses may, with approval of the Dean, be taught by qualified graduate students except in cases where the 400-level course has both undergraduate and graduate students enrolled.
- Doctoral students may be admitted through direct or accelerated entry into the program without a master's degree. In such cases, a student who has achieved doctoral candidacy shall be considered to have met a tested experience criterion to teach as instructor of record for lower-division undergraduate courses in the disciplinary area of her/his degree.
- Similarly, for students enrolled in a terminal master degree programs (e.g., MFA), completion of the thesis proposal shall serve as a tested experience criterion to teach as instructor of record for lower-division undergraduate courses in the disciplinary area of her/his degree.

For larger service classes (e.g. English 101/102, CMST 101/102), graduate students in the classroom are supervised and mentored by a faculty instructor of record.

SIU does not participate in dual credit, contractual, or consortial programs.

3.C.3. As a research university, our classes are taught by TT/NTT faculty and graduate students in the classroom under a mentored teaching experience. The nature and timing of faculty and instructor evaluations vary by rank and position.

Board of Trustees policy states that the primary criteria to be utilized in the tenure decision process are performance in teaching, research, and service. **University policy** extends this mandate. The first step in tenure is an evaluation of teaching effectiveness. Only after an affirmative judgment of teaching effectiveness has been made can serious consideration be given to an evaluation of research and service. The primary responsibility for the evaluation of the academic qualification of an individual candidate for tenure rests with tenured faculty in the appropriate unit. The head of an academic unit is responsible for an annual evaluation of tenure-track faculty. In agreement with these policies, the **SIU Faculty**

Association contract states that the annual review serves to assess and communicate the nature and extent of the Faculty member's performance and to identify areas of strength and weakness and areas that need improvement in the components evaluated for tenure and promotion. Depending on the operating paper of the unit, tenured faculty may also be involved in the annual review.

The University does not require post-tenure review. Operating papers in the unit define the criteria for merit pay, annual workload assignments, and the submission of CVs to annually document teaching, research, and service activities.

As provided for in the **BOT and the SIU NTT Faculty Association contract**, NTT faculty receive a written annual performance review by the chair/director or designee. This review assesses the degree of effectiveness of performance and identifies individual areas of strength and weakness. Evaluations from students in all courses or other performance assessment tools relevant to teaching duties comprise the primary documentation for this process. Additionally, observations by peers may be submitted along with any other items faculty offer for consideration.

SIU implemented a policy in 2018 regarding the **appointment of graduate students** as instructor of record in order to align with the HLC's assumed practices on instructor qualifications. The **Graduate Assistants United Contract with the BOT** includes language on the evaluation of graduate assistants.

To support graduate teaching, the CTE offers a **micro-credential in teaching** as well as videos of faculty providing advice on pedagogy to the students. Some graduate programs include pedagogy courses in their master's and doctorate curriculum. Further, programs usually produce annual evaluations of graduate assistants with teaching duties based on student evaluations and feedback from supervising professors beyond the requirements included in the **GAU contract**.

According to **University policy**, promotion dossiers should present detailed and specific evidence of effective teaching, which includes evaluations from peers and students over multiple years. Peer evaluation is frequently done through observation, whereas student evaluations are provided primarily through Instructor and Course Evaluations (ICE). The Center for Teaching Excellence offers support and processing of the ICE. ICE scores are also used as evidence of outstanding teaching for the **University-Level Teaching Excellence Awards**.

3.C.4. The Center for Teaching Excellence (CTE) serves as the central unit for expert assistance in pedagogy, instructional technology, and overall enhancement of courses. As discussed in section 1.A.2, CTE provides support for faculty, graduate teaching assistants, and staff through a variety of services. Although participating in CTE's workshops or many venues for one-on-one consultation is not a requirement for faculty, many utilize the center. The following list summarizes the annual average use of various services:

- Video production (50 faculty/staff)

- Individual class consultation (1000-3000 calls; 300-400 emails; 4-7 daily one-on-one consults)
- New GA/TA training (up to 200 graduate students)
- Unconferences and Teaching/Learning Pop-Ups (300-500 faculty and graduate students)
- Classroom instructional media systems workshops (50 faculty/staff)
- Other workshops (75 faculty/staff)
- Course evaluation scans (4000 surveys)
- Test scanning (2000 exams)

Of note, SIU is moving to course evaluations through D2L.

CTE holds open labs on the use of D2L at key points during each semester. All faculty and instructors have access to the **Quality Matters (QM)** interactive rubric, allowing them to follow **QM standards** when developing online courses. Additional services and activities include:

- On-demand tutorials and webinars through D2L
- Youtopia platform to provide a micro-credential in teaching for graduate student instructors. Ten graduate students have completed the course; 20-30 are currently enrolled
- XR Collective, an initiative involving faculty and students from the College of Science, Creative Writing, Art & Design, and University Innovation Fellows. Monthly meetings demonstrate immersive media projects (Fall 2018)
- Boot camp for instructors new to online teaching (Summer 2019)

The BOT policy provides for **sabbatical and professional development** leaves. Sabbaticals are intended to promote professional development of tenured faculty by allowing an opportunity for extraordinary work beyond work done during a regular academic year. Sabbaticals must be approved by the BOT. All faculty must submit a **proposal** and a final written report on sabbatical activity.

Faculty can apply for **online course development funds** through Extended Campus. Proposals are solicited and reviewed in the Fall and Spring by the Distance Education Council for course quality and rigor. Faculty who are awarded funding are expected to engage with the Center for Teaching Excellence.

As described in section 4.A.1., program review (through accreditation or program review) is another mechanism whereby faculty are evaluated for being proficient in their discipline and qualified to teach in their respective programs. In these processes, faculty curriculum vitae provide evidence of degrees, professional credentials, and licenses of TT and NTT faculty.

The 2017-2018 Campus Climate Survey results suggest that students are highly satisfied with their instructors. When asked if SIU has a strong commitment to excellent teaching, 56% of the students who completed the survey strongly agreed/agreed (**Table 44**). When asked if faculty at SIU provide adequate instruction, 74% of respondents strongly agreed/agreed (**Table 58**).

The **2013 NSSE Executive Summary** shows that when students were questioned regarding the

level of challenge in their coursework, 39% of first-year students felt highly challenged, whereas 53% of seniors felt highly challenged.

University-wide excellence awards for tenure-track and non-tenure track instructors provide another incentive for meritorious teaching and research. Awards are also offered at the **college** or unit levels.

3.C.5. Students are central to the mission of the University. Faculty are required to be available to help outside the classroom and expected to mentor students in their academics, respond to student questions and concerns, provide career guidance, and mentor students on professional development. Faculty are required to hold office hours. Office hours must appear on every course syllabus, which must be made accessible upon request in unit offices and posted outside instructors' offices. Additionally, instructors are expected to be reasonably accessible to students via electronic media and list contact information (telephone and email) in the course syllabus (**FA / NTT Contracts**).

Duties for **Teaching Assistants** include, but are not limited to, duties primarily in support of instruction and educational activities or services:

- Lead discussion sections
- Lead class discussions
- Hold lectures
- Assist with the design of course materials
- Prepare exams
- Proctor and grade assignments or exam
- Hold office hours
- Note-taking
- Meet special needs of students with disabilities

3.C.6. Hiring procedures require posting open positions with a specific description and list of qualifications. The process of selection is reviewed by the **Affirmative Action office**. At present, the university is targeting underrepresented populations for all open tenure-track and selected administrative and professional positions (designated as underutilized).

Academic Advisement provides annual professional development activities for advisors and advisement related staff:

- Technology platform training
- Banner 9
- SSC Campus
- Degree Works
- Fall advisor workshop
- Spring and fall advisor days
- Monthly academic advisor meetings
- Summer Summit

The Director of Undergraduate Advisement reports directly to the provost. Monthly meetings are held with the chief academic advisors and directors from enrollment management areas. Bi-monthly meetings are held with academic advisors. Newly hired academic advisors are provided mentors.

New financial aid advisors are provided with a training manual. The employee must complete Federal Student Aid Online Coach Fundamentals Training. Training is supplemented with National Association of Student Financial Aid Administrators (NASFAA) study guides and annual training thru FSA E-Training and NASFAA hands-on self-study guides.

The Department of **Residence Life** in University Housing employs Hall Directors and Assistant Directors to provide management and supervision for the residence halls and apartment housing areas. Employees participate in professional development opportunities within regional and national conferences, Residence Life, University Housing, and the Division of Student Affairs.

The **Center for Learning Support Services** (CLSS) consists of tutoring, academic coaching, and testing services. The Director is a Master Tutor Trainer, required to:

- Complete Continuing Education Units (CEUs)
- Conduct a minimum of 40 hours of Tutor Training
- Provide 75 hours of documented tutoring or coordinating experience
- Maintain membership in the Association for the Tutoring Profession

Testing Services maintains a **checklist** to ensure that all testing staff are trained on an annual basis through the National College Testing Association (NCTA), complete proctor training provided by the Testing Services Coordinator, and complete training and testing/certifications required by the testing companies with whom CLSS holds contracts.

Disability Support Services staff members are highly qualified in their respective fields, most holding or currently seeking advanced degrees in Rehabilitation, and hold credentials as Certified Rehabilitation Counselors and ADA Coordinators, and certification from the Registry of Interpreters for the Deaf. Interpreters are credentialed and licensed to practice in the state. Webinars offered by professional and governmental entities and yearly attendance to national and regional conferences provide professional development opportunities.

The Graduate School provides professional development workshops. The Graduate and Professional Student Council (GPSC) serves as a resource for graduate and professional students regarding various university services. Teaching Assistants (TA), Research Assistants (RA), and Administrative Assistants (AA) attend annual training. CTE provides TAs with teaching resources on teaching preparation, classroom management, SIUOnline (Brightspace by D2L), and professional development resources.

Professional development opportunities are offered by colleges and departments, with staff across campus as members of professional organizations including:

- ACCRAO
- NACADA
- ILASFAA
- MASFAA
- NASFAA
- NASPA
- NCTA

Annual compliance training, including Title IX and FERPA, is mandatory for designated staff.

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3.D - Core Component

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.

Argument

3.D.1. SIU is celebrating its 150th anniversary in 2019. SIU is a diverse and accessible rural institution. The student body has over 40% first-generation students. Thirty-eight percent of undergraduate students are Pell eligible, and 88% of students are eligible for financial aid.

To identify the barriers to SIU first-generation students, the institution completed a **Quality Initiative project** as a requirement for re-accreditation. This project identified the demographic characteristics of SIU's first-generation students and differences in academic performance between first-generation and non-first-generation students. An outcome of the Quality Initiative project was the establishment of the **First Saluki Center**, a support center for first-generation students that officially began in August 2019. The center provides orientation for first-generation students and their families, helping students access a number of campus and community resources.

SIU offers a wide array of student support services to meet the needs of a diverse population. The **Student Services Building (SSB)** was opened in 2013 to centrally house university offices students frequently utilize such as the Multi-cultural Resource Center, Financial Aid, Registrar, and Housing.

The Dean of Students' Office sponsors **Solution Finder**, a website directing students to a wide range of services and resources.

The Graduate School sponsors a **resource website** directing students to nine different categories of supportive services.

SIU support services include:

- **Disability Support Services** provides auxiliary aids and services to students with disabilities, determined through an individualized interactive process with each student, considering the context of the student's major and other factors which present barriers to student access and success.
- **Achieve Program** serves students with ADD, ADHD, Dyslexia, Asperger's Syndrome, Processing Disorders, and other learning difficulties. A team of experienced staff advisors, case managers, test proctors, academic coaches, and content specific tutors work together to help students meet their academic requirements.
- **Center for International Education** coordinates international initiatives including recruitment, admissions and persistence of students. The center also houses the Study Abroad Program. The center promotes faculty and student involvement internationally through global academic partnerships.
- **Center for English as a Second Language (CESL)**, the third oldest certified intensive English program in the United States, helps students reach their target goals for speaking, understanding, reading, and writing English as a second language.
- University Core Curriculum **Early Warning Intervention Program (EWHIP)**, identifies students who have academic difficulty in general education and gateway courses. Students are contacted by instructors, academic advisors, and residence hall academic peer advocates to offer resources designed to support personal and academic life.
- **Center for Learning Support Services** helps students improve their academic performance through tutoring, academic coaching, and test preparation workshops.
- The Mathematics Department offers free **Math Tutoring and Help Sessions** in lower level courses.
- **SIU Writing Center** provides free writing assistance that helps faculty, staff, and students develop their writing skills to become more aware and confident writers.
- The Department of Languages, Cultures, and International Trade offers language tutoring/tables and clubs for students enrolled in language courses.
- **Student Multicultural Resource Center** supports student success while nurturing an institutional climate of social justice and equity through the **Black Resource Center, Hispanic/Latino Resource Center, Women's Resource Center, and LGBTQ Resource Center.**
- **TRIO Student Support Services** helps students from underserved populations with academic counseling, advice with course selection, individualized tutoring, workshops, career exploration, and social and cultural activities. **Project Upward Bound** assists qualifying high school students in developing the skills and motivation necessary for successful completion of post-secondary education or training. **Saluki Summer Bridge** is a program designed to help first-year students get an early start and adjust to student life. **McNair Scholars** provides enriching educational experiences for members of underserved groups promoting academic excellence, success in graduate school, and the achievement of a PhD.
- **University Honors Program (UHP)** is organized around core values: Learn. Lead. Serve. These values inform honors seminar classes, global seminar study abroad trips, living learning communities, campus co-curricular events, leadership development, community service work, and undergraduate research.

- **Student Health Services** medical clinic offers diagnostic services, including lab and x-ray, treatment, follow-up care, and an on-site pharmacy.
- **Counseling and Psychological Services** provides individual, couples and group counseling, crisis services, and alcohol and other drug counseling. Services help students resolve problems that interfere with personal, social, and academic functioning while emphasizing prevention, development, adjustment and wellness.
- **Wellness and Health Promotion Services** specializes in health promotion and education, and offers a confidential advisor, nutrition, sexual health, stress management, suicide prevention, and violence awareness prevention.
- **Veterans Center** assists the transition of veterans from the military to SIU Carbondale through benefits education, community service, and intrapersonal events. SIU continues to be recognized as a **military friendly school** that supports student military veterans, active duty personnel, and their families. SIU was named by Victory Media as a Military Friendly® School in 2018 for a ninth consecutive year. The University was also cited in Military Times magazine for being Best for Vets: Colleges 2018 for four-year universities, making the list in each of the last seven years.

Through the undergraduate **Academic Scholarship Office**, more than 2,500 incoming undergraduate students are awarded over \$10 million in scholarships each year, with \$6 million earmarked for new undergraduate students. Undergraduate students who complete the General Scholarship Application as part of the application are automatically reviewed for merit-based scholarships. International Students obtain scholarship information through the Center for International Education. Graduate students obtain scholarship, fellowship, and graduate assistant information from the Graduate School and their academic department. Additional outside scholarship sources are posted on websites.

Saluki Cents has an online financial wellness check accessed through Salukinet. Prior to the beginning of the semester, financial assistance is also offered through various sources to help students who cannot register due to bursar holds, especially those who are candidates for graduation in the upcoming semester.

The SIU Alumni Association offers over 20 scholarships provided by donors and alumni groups and funds **sponsored scholarship projects**. In 2008, under the direction of the Alumni Association's National Board of Directors, the Alumni Association began a **Textbook Award Ceremony** to help students with financial support outside the cost of tuition and fees. The annual spring program was expanded in 2019 to include the summer and fall semesters. The Alumni Association Tradition Fund was established for members to continue financial support for scholarships, programs, and events vital to alumni engagement and student success.

Launched in January 2017 with the goal of raising \$75 million, the SIU Foundation established **Forever SIU**, a campaign to increase scholarships, expand opportunities, enhance facilities, and resources and deepen community engagement for students. In spring 2019 the campaign surpassed its goal with over \$75.3 million raised and scheduled to continue through December 2019. More than 26,000 donors made more than 60,000 individual gifts in the three-year campaign, nearly \$40 million supporting student scholarships and \$33 million committed to academic programs.

Beginning in 2017 and held annually in March, the **SIU Day of Giving** is a 24-hour university-wide campaign to inspire alumni, students, parents, friends, and the larger community to make a gift to any area of campus. In 2019 over 2,900 gifts worth over \$911,000 was raised.

Extended Campus created a student complaint database, allowing for consistent tracking for all reported student issues. An online complaint form, linked both through Extended Campus's website and through SIU's student complaint website, feeds directly into the database. Since the implementation in December 2017, 37 complaints were logged. A disaggregated report of these issues is distributed and reviewed regularly by Extended Campus and the academic units, with a focus on continuous improvement. In addition, a policy and procedure document was developed to guide the implementation and use of the complaint log at all off-campus sites. This development is best practice, but also in response to **embedded monitoring required for Extended Campus**.

3.D.2. While college and major requirements vary, all students at SIU must successfully complete a math course to receive a degree. The math program administers a math placement test in order to determine the best course needed for an incoming freshman. **New Student Programs** facilitates the integration of students and families into the intellectual, cultural, and social climate of SIU and the Carbondale community. At **New Student Orientation**, students meet with university staff to review university requirements. Students also have an appointment with academic advisement to review student records, math placement results, degree program interests, course options, and academic support programs.

Students continue their Saluki experience by participating in **Saluki Start-Up, Weeks of Welcome**, and the Saluki Sprint. The Saluki Family Association welcomes family members to share in the Saluki experience, learning about issues their students may experience, remaining aware of important dates, academic support programs available to their student, and ways to become involved in activities on campus including **Family Weekend**.

The College of Business assesses a differential tuition fee. This fee funds enhanced **academic support services** including tutoring specific to business courses, the business placement center, and an academic intervention program, **STARS**.

3.D.3. In 2011, SIU contracted with a consultant to assess the organization and delivery of academic advisement (**AdviseU**). One of the recommendations was to establish a campus-wide advisory council. As a result, the Advisory Council on Academic Advisement (ACAA) was established and charged with developing a comprehensive vision and strategic plan to enhance effective academic advisement functions and strategies to promote students' academic success (retention/persistence) and timely degree completion. During this time, a number of platforms were integrated into advisement, including Degree Works (degree audit system) and EAB Navigate. The development of an academic advisor website, listserv, monthly meetings and scheduled training. In 2017, the Chancellor moved to a centralized advisement model under the Office of the Provost as opposed to reporting to deans. Advisors in off-campus programs are managed administratively by Extended Campus while participating in all campus training and information list-servs. Professional advisors attend monthly meetings with the provost. Chief Academic Advisors meet monthly with the provost. A new position, Director

of Undergraduate Advisement has been established, and is a direct report to the provost. The Study Abroad Program has an advisor position that assists with academic placement and course articulation.

Advisors collaborate with faculty and units including **University Honors, Achieve, Disability Support Services, Career Development**, the Multicultural Resource and Development Centers and other appropriate offices. **ESA** is the academic home for students exploring academic and career options while fulfilling core curriculum requirements. Students must declare a major after completing 45 credit hours. ESA academic advisors collaborate with **Career Development** staff to help students find careers that suit their interests and strengths. Dedicated guidance is available for international, pre-health professions, student athletes, and non-traditional students.

Detailed student handbooks outlining college and major requirements are provided by some programs (e.g. **applied sciences and arts, business, and science health professions**). In follow-up to the 2011 consultant report, some academic advisement offices developed advisement syllabus to help students identify individual and collective responsibilities as an engaged university stakeholder (examples: **business, education and human services, science**).

Two proprietary platforms, **EAB Navigate** (formerly SSC Campus) and **Ellucian's Degree Works**, are utilized to provide communication and collaboration on campus. Navigate is used for note-taking, documentation of services provided, online academic advisement appointment scheduling, and student data analytics. Degree Works is utilized for tracking academic progress and degree audit.

SIU's Graduate School, Law School, and Medical School provide academic advising to new and current students. Faculty are responsible for overseeing direct graduate student advising. Some programs on campus have dedicated graduate faculty directors or coordinators that provide varying levels of administrative oversight. Degree-seeking students are advised to consult a school or department to identify the most appropriate contact person. Nondeclared and non-degree students are provided assistance from the Graduate School.

3.D.4. Technological Infrastructure; The Office of Information Technology (OIT) provides direct support of teaching, learning, research, and organizational needs. Student Information Systems supports student information systems throughout the university that range from small departmental applications to comprehensive, enterprise resource planning systems such as Banner 9, **Salukinet, Ellucian Degree Works, EAB Navigate**, Admin Pages, Appworx, ARGOS, Bolt-On, Workflow, and Xtender. SalukiTech provides technology support and services. Computer Learning Centers comprise the computer labs and classrooms managed by OIT. The Computer Learning Centers (CLC) and Disability Support Services staff work to provide accessibility accommodations at CLC facilities including adaptive technology, a comprehensive list of computer labs, tutorials, and guides.

CTE oversees the instructional media systems used by faculty during presentation of course content in 132 classrooms and auditoria. These systems include image projectors, video

switching equipment, video cameras, audio amplification and recording equipment, Blu-ray players, document cameras, computers, and presentation controllers.

CTE is also responsible for developing and implementing a management plan that accounts for maintenance and replacement of the learning systems in classrooms, including seating that can be used in various configurations. In summer of 2018, CTE began upgrading equipment in all large auditoria, completing seven state-of-the-art systems that include high-resolution laser projectors and all-digital signal paths. CTE plans to continue improvements through 2019, finishing upgrades in the flagship teaching facility Lawson Hall, and expanding upgrades to other high-profile auditoria across campus, as resources allow. The installation of new systems in all large auditoria is expected by summer 2020. Similarly, CTE is planning to upgrade sixteen smaller classrooms over the fall 2019 and spring 2020 semesters. CTE plans to renovate small classrooms each year, until all are equally equipped with the latest technologies in instructional media. This incremental phased approach to improving classroom technology permits SIU to establish and maintain the most advanced instructional media systems on our campus.

CTE partners with Disability Support Services (DSS) to train faculty in accessible materials and captioning for their courses. Sessions are held to show faculty how to create accessible materials and where to go for help in re-mediating any existing materials they have which may not be accessible to students with disabilities. Staff from CTE sit on the ADA Advisory Board and have served as technical advisors for the purchase of assistive listening systems to replace aging systems in the lecture halls and performance spaces.

CTE also supports the learning platform MyCourses (D2L). D2L provides access to materials and activities for both on-campus and distance education courses.

Scientific Laboratories

Many courses include laboratories that provide students with more hands-on and in-depth exploration of theory and lectures. In addition, faculty maintain research labs, which are supported by centralized research facilities. Examples include:

- Programs in the College of Engineering have well-equipped modern laboratory facilities uniquely suited for hands-on experiment throughout the curriculum including electric circuits, fluid mechanics, thermal measurements, materials testing, water treatment systems, and intelligent measurement and evaluation.
- **The Center for Ecology**, an interdisciplinary program with the Colleges of Agricultural Sciences, Engineering, Science, and Liberal Arts, includes a state-of-the-art analytical laboratory and the 1,400-acre Middle Mississippi River Wetland Field Station.
- **The Center for Fisheries, Aquaculture, and Aquatic Sciences** is housed in a new Aquatic Research Laboratory. It also supports an 8,300 square-foot wet-laboratory building and a 90-pond research and demonstration facility.
- **The Fermentation Science Institute** focuses on the production and analysis of alcoholic beverages and fermented foods, as well as the production of fuels, pharmaceuticals, and biomaterials. Located in newly renovated space in the McLafferty Annex, the

Institute operates a fee-for-service laboratory providing third-party testing of wine, beer, and distilled spirits.

- A training checklist for laboratories and non-lab facilities is maintained by **The Center for Environmental Health and Safety (CEHS)**, that coordinates all activities associated with the campus environmental regulatory compliance.

Libraries

Morris Library is at the center of academic and research activity at SIU. The library supports innovation in research and creativity through its services and collections. Morris Library houses more than 3 million volumes, including approximately 250,000 e-books, 25,000 maps, music scores, films, and sounds recordings. The library subscribes to 175 research databases in a range of academic areas. Through these databases, students can access 60,000 periodicals, book chapters, theses/dissertations, and conference proceedings. Through its membership in library consortia (i.e., Consortium of Academic and Research Libraries in Illinois and Greater Western Library Alliance), Morris Library provides inter-library borrowing services to students, faculty, researchers, and staff members. The I-Share database, which includes the combined collection of 14.7 million items from 91 CARLI libraries, allows patrons to locate, borrow, and check out items not available at Morris Library.

Morris Library Researcher Support Services provides support for graduate student research. Law students have access to the law library, which includes access to electronic legal materials. The law librarians, who hold both law and library science degrees, instruct law students on the fundamentals of legal research by co-teaching the Lawyering Skills first-year course. The SIU Medical Library and outreach library serves as a state and regional resource through the provision of documents and selected reference and outreach services.

Performance Spaces

McLeod Theater is a 521-seat, fully equipped proscenium theater used for larger productions during the academic calendar. It is also the home for McLeod Summer Playhouse, the professional summer theater company. The theater was renovated in 2000 with professional rigging, a computerized lighting system, and an audio system. In 2004, a back of the house sound booth was added. In 2009 the inventory of lighting instruments, including intelligent lights and a new fire curtain, was installed. LED lighting instruments were added to the inventory in 2014, funded by the Student Green Fee. The **Christian H. Moe Laboratory Theater** is an intimate and flexible 1,400 sq. ft. black box space that seats approximately 100 and provides a more versatile venue for creating theater. The Kleinau theater is an 110-seat theatre with state-of-the-art light and sound systems.

In addition to the performance spaces, faculty and students have access to a rehearsal studio, fully equipped scene and costume studios, a drafting studio, and computer design and lighting labs.

Shryock Auditorium is a 1,200-seat auditorium in the heart of Old Campus that features a 3,312-pipe, 3-manual, 58-rank Reuter Opus 1741 pipe organ. The ninth building constructed at SIU, Shryock remains one of the oldest operational buildings on campus and serves as the performance space for SIU's School of Music choral and instrumental ensembles. Shryock is also home to annual music festivals, including the Outside the Box new music festival and concert series, Winds and Percussion Festivals for high school and community college students, and the Piano Festival. The auditorium is also utilized for lecture series, summer music camps, and SIU's Law School commencement. A new spring dance floor was added to the stage in 2002. In 2009, a million-dollar five-year electrical overhaul project began, and included the installation of new sound and lighting equipment.

The Old Baptist Foundation (OBF) building houses a 150-seat recital hall used for small ensemble performances, student recitals, and lectures. OBF's recital hall is also used for special performances, guest recitals, and as meeting space for the School of Music's social organizations, including Phi Mu Alpha Sinfonia fraternity and Sigma Alpha Iota sorority. The building was renovated in 2004 as part of the larger Altgeld Hall renovation project.

Clinical Sites

SIU provides clinical practice and field work opportunities in teaching, health, business, law, and human services organizations. The Office of Teacher Education offers clinical placements throughout the region as well as at schools in Belleville and suburban Chicago. For the last two years, the **Clinical Center** has partnered with Jackson County to waive fees for psychological assessments. The center often works with DCFS on cases, along with receiving assessment and counseling cases by court order. SIU School of Law is one of the few schools in the country to guarantee its JD students an opportunity to participate in a legal clinic or field placement experience.

Museum Collections

Morris Library holds several notable collections in audio, images, instructional materials, maps and aerial photography, microforms, movies, music scores and recordings, statistical resources, and television.

- Special Collections Research Center (SCRC): Collects and preserves unique and rare historical materials in selected subject areas, and promotes the use of these materials by the SIU community, scholars, and the public.
- Geospatial Resources: Includes the Map Library and Geospatial Information Systems (GIS) services established in the early 1950's. The collection includes approximately 255,000 worldwide maps, 93,000 aerial photographs and Cartography-related books. The Map Library is part of the Federal depository Library program and includes U.S. Geological survey topographic quadrangle coverage for the United States.
- **University Museum:** First opened as a natural history museum in 1874, the University Museum has roughly 70,000 objects in its care. It has evolved into a teaching museum that represents the humanities, the sciences, and the arts and it is the only encyclopedic museum in southern Illinois. While the focus is on southern Illinois, the museum humanities collection includes ethnographic materials that allow staff to share the world with a diverse campus and a region that is isolated from urban centers.
- Government Information: Morris Library was designated by U.S. Congress as a large selective depository serving U.S. Congressional District #12 in 1932. It is now the largest Federal Depository Library in Southern Illinois. The library networks with over 1,000 Federal depository libraries across the country, to provide public access to the official and authentic U.S. government information. Government documents in the SIU collections date back to 1700s.
- Instructional Materials Center (IMC): Houses educational resources that provide curriculum and instructional experiences for preK-12 students. These materials are used by educators to develop curricula and lesson plans and may also be used in actual instructional situations.
- OpenSIUC is an institutional repository offering permanent, reliable, and free access to research and scholarly material produced at SIU.

Highlighted collections for the SCRC include:

- Manuscripts
 - American Broadides from Pre-Revolution to Post Civil War
 - Caresse Crosby Papers
 - Cricket Media Records
 - Erwin Piscator Papers
 - John Dewey Papers
 - Open Court Publishing Company Records
 - Richard Aldington Papers
- Collections
 - C. William Horrell Photograph Collection
 - Chancellor of the Carbondale Campus
 - Delyte W. Morris Administrative Papers
 - John W. Allen Papers and Photographs

- Katherine Dunham Papers
- *The Obelisk* Yearbooks
- Southern Illinois University Carbondale Photograph Collection
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3.D.5. In fiscal year 2018, librarians taught approximately 700 information literacy sessions reaching nearly 6,000 undergraduate and graduate students. In addition, the library maintains an active outreach program to local high school students. Librarians also teach or co-teach three different credit-bearing courses on campus. The library maintains an extensive collection of online research guides which help students navigate information resources on selected topics and provides an online chat reference service for students who would like to consult with a librarian for in-depth assistance with their research. The library's **Special Collections Research Center** provides instruction and support for using primary sources, such as manuscripts or historic photographs, in the research process. Archivists provide one-on-one research consultations as well as customized presentations to teach students how to use these unique materials.

Undergraduate students from all disciplines are encouraged to participate in a creative activity or research. The widespread opportunities produce grant-funded undergraduate creative activities and research ranging from comparing microscopic parasites to exploring the art of stage combat. Each year, students from all disciplines compete for 20 **Research-enriched Academic Challenge (REACH)** grants working on an independent research or creative activity project with a faculty mentor. REACH also sponsors the University's annual Undergraduate Research and Creative Activities Forum. The Saluki Research Rookies Program targets freshmen and sophomores, offering students the chance to learn more about expectations for success in their chosen interests, and to develop relationships within their areas that will fuel their interest in learning. The McNair Scholars program supports undergraduates from underrepresented populations and first-generation students interested in pursuing graduate work. See 3.E.2.

The Writing Center, UNIV 101 course, and professional schools also provide students guidance with information literacy.

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- SIUC Student Handbook - College of Business
- SIUC Student Handbook - Pre-Professional
- SIUC Student Health Services
- SIUC Student Information System
- SIUC Student Services Building
- SIUC Student Success Collaborative Navigate Overview
- SIUC The Writing Center
- SIUC TRIO Student Support Services
- SIUC Undergraduate Academic Scholarships
- SIUC Undergraduate Catalog 2018-2019
- SIUC University Core Curriculum Program Overview
- SIUC University Honors Courses
- SIUC University Museum
- SIUC Veterans Services
- SIUC Weeks of Welcome
- SIUC Womens Resource Center
- SOM Wellness Resources

3.E - Core Component

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.

Argument

3.E.1. SIU's co-curricular programs are student-centered, mission-based, and offer resources and activities for students to learn and practice research, leadership, cultural understanding, and service learning outside of the classroom. The **Office of Student Engagement** oversees over 280 **registered student organizations (RSO)**. Through the RSO and other sponsored events, students can become involved in undergraduate student government, volunteerism, public interest groups, fraternities and sororities, professional societies, special interest groups, religious organizations, and sports and recreation clubs. Examples include:

- Student chapter of **Agronomy Society** organize a variety of events including Field Days, Internship Poster Competition, Founders Day Luncheon and a Gratitude Fellowship. Students attended the International Meeting of the Agronomy Society of America, Crop Science Society of America and the Soil Science Society of America (SSSA) in 2017 and 2018. Students competing in the undergraduate research presentations and internship poster competition at SSSA earned first place awards both years.
- **Beta Alpha Psi** is an honors organization for students in accounting, finance, and management information majors. They annually sponsor the Volunteer Tax Assistance (VITA) program to assist students and community members with free help with tax returns.
- The **Saluki Student Investment Fund** allows undergraduate students develop experience in portfolio management and investment research.
- The **Flying Salukis** have nine National Intercollegiate Flying Association Championship titles dating back to 1977. In 2018, the team earned a place at the national finals marking the team's eighth straight title.
- The student chapter of the Association of Technology Management and Applied Engineering (ATMAE) sponsors a **Robotics team**. The team has won top honors in three out of four categories and winning the overall competition at the 2017 ATMAE robotics contest. The five-member team took first place in the obstacle course, presentations and was the overall champion.
- The **Debate team** has been ranked #1 or #2 in the country from 2008-2015. The SIU team has advanced to the semifinal round or better in at least one national championship tournament every year since 2010. In 2018, the four students from the team competed in the World University Debating Championship in Cape Town, South Africa.

- Celebrating their 100th anniversary in 2016, the student run **Daily Egyptian** newspaper routinely wins awards from the Illinois College Press Association for coverage of sports, administration, campus, and the community. In 2017 and 2018, the DE was awarded the the **Associated Collegiate Press Pacemaker** for online newspapers, collegiate journalism's preeminent award.
- The new **E-sports** Arena, an extracurricular sport club, features over 20 popular games in both a competitive gaming side and a console-style area. The 1,200 square foot facility was opened in August 2019 n the Student Center.

The Center for International Education (CIE) **Community Outreach Program** coordinates many co-curricular programs for international students.

- Weekly conservation groups
- International Womens' Support Group
- Global Scholars Group
- International Coffee Hour.
- Annual International Festival Week (features the Parade of Flags, International Food Festival and Culture Show
- Annual International Education Week (hosting outdoor recreation opportunities, campus-wide inter-cultural communications training, preparation workshops for employment interviews.

CIE also houses the **Study Abroad Program** which promotes exchange programs, global seminar programs, and academic partnerships.

3.E.2. SIU's co-curricular activities are aligned with the **mission** as evidenced by the range of opportunities for leadership development, community service, research, and student services. Co-curricular units collaborate with student affairs, colleges, organizations, and community partners to provide workshops, hands-on learning opportunities, and resources to nurture student success. See 1.A.1.

The Carnegie Foundation for the Advancement of Teaching ranks SIU among the top 5 percent of all U.S. higher education institutions for research. The Office of Sponsored Projects Administration provides links to undergraduate student research and creative activities and graduate student research. Undergraduate research opportunities include McNair Scholars, Illinois Stokes Alliance for Minority Participation (ILSAMP), Research Enriched Academic Challenge (REACH), and University Honors. See 3.D.5.

Student Affairs is committed to supporting SIU's mission by providing purposeful and engaging programs, resources, and spaces. The goal of Student Affairs is to create a comprehensive experience that supports and challenges all students to achieve their academic goals and personal potential. The following list of units reporting to the Vice Chancellor for Student Affairs provides a comprehensive overview.

- **Dean of Students**
 - **Achieve**

- **Center for Service Learning and Volunteerism**
- **Confidential Advisor**
- **First Scholars**
- **First Saluki Center**
- **Fraternity and Sorority Life**
- **Learning Support Services**
- **New Student Programs**
- **Non-Traditional Student Services**
- **Saluki Cares**
- **Students' Legal Assistance**
- **Student Multicultural Resource Center**
- **Student Ombudsperson**
- **Student Rights and Responsibilities**
- **Trio Student Support Services**
- **Veteran's Support Services**
- **Career Development Center**
- **Office of Student Engagement**
- **Rainbow's End Child Development Center**
- **Recreational Sports & Services**
- **Disability Support Services**
- **Student Center**
- **Sustainability - Saluki Green Action Team, Green Tour, and Tree Campus USA designation**
- **Touch of Nature Environmental Center - Dawg Days Student Retreat, Camp Little Giant, Camps and Retreats**
- **University Housing**
- **Student Health Services**
- **Achieve**

Career Development Center helps students develop resumes and hone interview skills through the use of **mock interviews**, and coordinates the Extern Program. The Extern Program, coordinated with the Alumni Associates, provides students with an opportunity to shadow professionals in the field over spring break. In 2018 SIU's Career Development Center implemented the National Association of Colleges and Employers (NACE) standards on its Final Destination survey of graduates through the Handshake platform. See 4.A

The **Center for Service-Learning and Volunteerism** supports the university mission of service by preparing students to be engaged, aware and responsible citizens. The Land of Lincoln AmeriCorps program is the oldest and longest-running program in Illinois and has provided more than 20 years of service to the region.

University Housing provides more than 2,000 programs within the residence halls each year in support of curricular and co-curricular models including the **Academic Peer Advocate** academic interventions program and **specialty housing** options. Each February, University Housing and the **Black Togetherness Organization** sponsor the Tunnel of Oppression, an intensive awareness experience that gives participants an understanding of oppression, racism and other

issues that draws visitors from campus and the community. The University Honors Living Learning Community provides rich engagement, leadership and service opportunities as well as a community that fosters wellness and success.

The **Chancellor's Diversity Council** was formed to examine what factors may be impeding our efforts to increase diversity and to recommend a plan to eliminate existing barriers. The **Diversity Competence Certificate** from the Office of Associate Chancellor for Diversity is a new initiative designed for students, stakeholders and departments to become more culturally competent and aware. Three levels of training provides information and education on concepts of diversity, privilege, power, intersectionality, and how to be an ally; as well as, opportunities to discuss how diversity and inclusivity to apply to one's context.

Saluki Cares facilitates and coordinates a University-wide program of care and support for students in distress to help cultivate a culture of caring and aids with student retention and persistence. This early alert initiative notifies faculty and staff from different areas of campus when a report is filed. The idea is to alert and set into action responses that will aid students. This alert may include faculty and staff from the academic units, Dean of Students, New Student Programs, Center for International Education, University Housing and Wellness Center. In response to serve a noticed and increasing population of food insecurity, the **Saluki Food Pantry** was created to address identified food insecurity. In the first few weeks of the Fall 2019 term, a program to Swipe Out Hunger resulted in 604 free meals for students in need.

The Big Event, modeled after Texas A&M University's The Big Event, is a Saluki day of service one-day event for students, faculty and staff to express gratitude to the community. 2019 marked the third year for the SIU program. SIU uses the Association of American Colleges & Universities' LEAP objectives civic engagement; creative thinking; ethical reasoning; intercultural knowledge and competence; skills for life-long learning; and teamwork, as the foundation for the event.

SIU **Campus Ministries** is an association for faith communities with each faith community organizing its own activities to promote spiritual growth, and to support the relevancy of religious expression on our university campus.

SIU is at the crossroads of not one, but two total solar eclipses just a few years apart: on August 21, 2017 and again on April 8, 2024. Saluki Stadium was the focal point of the **eclipse observation event**, where the public was invited to a **guided eclipse experience** emceed by Mat Kaplan of Planetary Radio. Guests saw the eclipse happening live while they participated in a variety of edutainment activities developed in conjunction with external **partners**, including NASA Eclipse 2017, the Adler Planetarium of Chicago, the Louisiana Space Consortium, The Science Center of Southern Illinois and other related groups.

In 2019 the 46th Annual **Great Cardboard Boat Regatta** continued a SIU tradition that challenges individuals and groups to build a cardboard boat and race it across a 300-yard course. The regatta was held at the Becker Pavilion at Campus Lake, opened in April 2018. SIU is proud to claim the first cardboard boat regatta that has served as inspiration for thousands of cardboard boat regattas world-wide. The regatta originated at SIU in 1974 as a freshman art

and design class project and went on to become an annual event, replicated all around the world and viewed by an estimated half-million plus visitors.

For the Community is a website promoting educational, recreational and entertainment opportunities open to the public as well as special programs, exhibits, and facilities and services available for public use. In 2018, the SIU Presents initiative was relaunched to bring popular entertainment events to the campus and surrounding community.

Established in 1986, the Office of **Economic and Regional Development's** (OERD) mission is to establish and support an environment to foster innovation, commercialize University discoveries, and advance entrepreneurship and economic development within SIU and throughout the region (see 1.A.1.) Research park space may also be leased for new business start-up or existing business expansion.

The **SIU Alumni Association**, serving alumni since 1896, is SIU's largest and oldest organization with more than 250,000 alumni in every state and in more than 100 countries. The **Association** plays a vital role in key University functions by working with various departments across campus, including Career Development, Saluki Athletics, and the Chancellor's Office. Sponsored events and programs include the Student Alumni Council, a student run organization linking students with alumni and friends of SIU; a nationally-recognized Extern program; delivering financial assistance programs in the form of scholarships and textbooks; and reunions, including the Black Alumni Group and the 50-Year Class Reunion. These alumni activities are readily mapped to our mission.

Sources

- SIUC ACHIEVE Program
- SIUC Agronomy Society
- SIUC Alumni Association
- SIUC Alumni Scholarship Funded Projects 2016-2019
- SIUC Beta Alpha Psi
- SIUC Black Togetherness Organization
- SIUC Camp Little Giant
- SIUC Camps and Retreats
- SIUC Campus Ministries
- SIUC Career Development Center
- SIUC Career Development Center Mock Interview Program
- SIUC Center for International Education Community Outreach
- SIUC Center for Learning Support Services
- SIUC Center for Service Learning and Volunteerism
- SIUC Crossroads of America Photos and Facts
- SIUC Daily Egyptian
- SIUC Daily Egyptian Pacemaker Award
- SIUC Dawg Days New Student Retreat
- SIUC Dean of Students
- SIUC Debate Team

- SIUC Disability Support Services
- SIUC Diversity Council
- SIUC Diversity Training
- SIUC Diversity Training Offerings
- SIUC Eclipse Crossroads of America Photos and Facts
- SIUC Eclipse Events Summary
- SIUC Eclipse Key Personnel
- SIUC Emerging Salukis
- SIUC E-Sports
- SIUC First Saluki Center
- SIUC First Scholars
- SIUC Flying Salukis
- SIUC For the Community
- SIUC Fraternity and Sorority Life
- SIUC Great Cardboard Boat Regatta
- SIUC Green Tour
- SIUC Health Services
- SIUC Housing
- SIUC Mission and ILO
- SIUC Multicultural Resource Center
- SIUC New Student Programs
- SIUC Non-Traditional Student Services
- SIUC Office of Economic and Regional Development
- SIUC Office of Student Engagement
- SIUC Rainbows End Child Development Center
- SIUC Recreational Sports and Services
- SIUC Registered Student Organizations
- SIUC Robotics Team
- SIUC Saluki Cares
- SIUC Saluki Food Pantry
- SIUC Saluki Green Action Team
- SIUC Saluki Student Investment Fund
- SIUC Specialty Housing
- SIUC Student Affairs
- SIUC Student Center
- SIUC Student Legal Assistance
- SIUC Student Ombudsperson
- SIUC Student Rights and Responsibilities
- SIUC Study Abroad Programs
- SIUC Survivor Support (Confidential Advisor)
- SIUC Sustainability
- SIUC The Big Event Website
- SIUC Tree Campus USA
- SIUC TRIO Student Support Services
- SIUC Veterans Services

3.S - Criterion 3 - Summary

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

Summary

The educational experience at SIU is guided by its mission and is appropriate to higher education. Faculty and staff are subject to review through documented annual processes. SIU provides academic and student support services appropriate to the needs of students and is enhanced by numerous co-curricular and experiential opportunities. Proprietary platforms are used to enhance advisement and adherence to degree requirements. Faculty oversight and outcome based student assessment assures quality across modalities.

Sources

There are no sources.

Criterion 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

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).

Argument

SIU regularly assesses its educational programs, learning environments, and support services. Curricular and co-curricular teams work cooperatively, sharing best practices and data related to student learning outcomes that inform programmatic changes and future initiatives. Since its 2010 reaccreditation, SIU has established more effective and visible institutional support for the assessment of student learning, program review and program accreditation.

- SIU joined the HLC Assessment Academy in 2009, prior to our 2010 institution-wide reaccreditation. SIU's project looked at the Saluki First Year (SFY) program, with a focus on assessing student learning across different disciplines and co-curricular learning. Initial engagement with the **Foundation of Excellence program** informed and structured the SFY program. The program was scheduled to start in Fall 2011 but was postponed a year in order to roll out University College (4.C.3). SFY was then renamed UCOL 101. Initiatives in the course included free Dell tablets with eTextbooks and Pearson Lab Products pre-loaded for select foundation courses (UCOL 101, Math 101, 107, 108; English 101, 102). UCC adopted the LEAP Essential Learning Outcomes

(3.B.2.). The Campus Wide Assessment Committee (CWAC) was restructured to include college-level and co-curricular committees. Additional activities included annual assessment training and developing an assessment database of plans, reports, and rubrics. The **final report** on the Assessment Academy was submitted to HLC in August 2013.

- In March 2010, SIU established the Office of Assessment and Program Review, which eventually became Office of the Associate Provost for Academic Programs (APAP). The office supports the review of academic programs and centers, the development and approval of proposals for new degree programs and the revision of existing programs, and the accreditation of programs. It also serves as the office of record for accreditation, maintains the undergraduate and graduate catalogs, and provides support for student success.
- During 2018-2019, the Institutional Learning Outcomes (ILO) Task Force was formed by the APAP. The ILOs were approved by **Faculty Senate** in the spring of 2019 (4.B).

4.A.1. IBHE mandates that all university programs undergo a review every eight years. At SIU, this mandate is met through external accreditation or an internally-managed program review. In addition, IBHE mandates that all new programs undergo an initial 3-year review (4.B). All records and correspondence regarding program review and accreditation are maintained by the APAP office. On the SIU system website, the **Program Quality Assurance Reports** (PQARs) are posted. The PQAR contains annual information on the status of accreditation, the outcome of program reviews, and accreditation or program review schedules.

The lead faculty or administrator in accredited programs involves the APAP Office in all major communications, in the submission of the self-study, and in the site review. Review teams frequently request meetings with faculty, students, staff, support units, and administrators. Subsequent processes that may require supplemental information, additional reporting, resources, or program restructuring are coordinated between the program faculty and the appropriate administrators.

Both accredited and non-accredited programs are required to submit an **Assessment Plan** every four years and an **Assessment Report** every year. Each plan requires the program to identify student learning outcomes, the process for assessment, and benchmarks. The report requires the program to present student learning data and to describe how the data informs programmatic changes.

These processes provide data for reports to the SIU system are compiled and submitted annually to IBHE.

Examples of actions and improvements as a result of program reviews across a variety of colleges and schools include:

- College of Agricultural Sciences

- The **Agronomy Society**, a registered student organization, was revitalized with an emphasis on student leadership, academics, and interactions within the agriculture community at the regional and national levels.
- Faculty involved undergraduate students in **research projects** with outstanding results.
- A new classroom was constructed on the university farm near the Agronomy Research Center, and it is used for events such as research field days and industry meetings.
- Classrooms updated with Smart Board technology offer improved learning experiences.
- The **green roof**, rain garden, and vertical garden are maintained by students and continue to provide hands-on experiences.
- College of Science
 - Department of Chemistry and Biochemistry decreased class sizes for lower division chemistry and science major courses. The department began conducting undergraduate exit interviews in 2017.
 - Department of Physics improved its undergraduate student recruitment efforts by providing all incoming majors an opportunity to participate in research through continued funding of the **Research Experience for Undergraduates** (REU) program. They also added a non-thesis M.S. option.

4.A.2. SIU evaluates credit through course and program articulations, proficiency exams, military service experience, industry certifications, and work experience. The Articulation & Evaluation division of the Registrar's Office provides information on and administration of these programs.

- The **Occupational Education** program establishes credit for past occupational experiences related to the student's educational objectives. Credit is established by program evaluation and is applied only to technical or career electives unless otherwise determined by the program chair.
- High School **Advanced Placement** (AP) Program test scores are sent electronically from the College Board. A minimum score of 3 is required, and in some cases a score of 4 or 5, to receive major specific credit.
- **College Level Exam Program** (CLEP) general exams and a selected number of subject exams are accepted for credit at SIU. Scores are received directly from the College Board or from a previous institution, with the exception of English which requires a CLEP transcript. Illinois Community College transfer students with an AA or an AS degree receive credit for English CLEP if it is listed on the transcript as a course from that institution.
- **DSST/DANTES** credits are obtained from standardized subject tests. Credit is allowed for scores at or above the ACE-recommended minimum.
- The **International Baccalaureate** (IB) Diploma Program is a two-year course of study for students of senior high school age leading to final examinations in six subject areas. SIU awards proficiency credit to students who have passed the higher-level exam with an eligible score. The maximum credit granted through IB examinations is 30

hours. Transfer students who have IB credit transcribed as college courses from previous institutions will receive that course credit at SIU as transfer credit.

SIU continually expands and updates its articulation agreements for seamless transition of transfer students to the institution. SIU advisors work with community college advisors to properly guide students along the educational pathway.

4.A.3. Transfer credits are determined by program faculty and maintained through the **Articulation and Evaluation** office. Remedial, developmental, and pre-college courses are not accepted for transfer. SIU maintains a database of **transfer course equivalencies** that can be accessed on-line. Schools or courses not listed are evaluated by program faculty on a course-by-course basis.

Some elective credits can transfer but cannot be applied to the UCC or to a specific degree program. The Illinois Articulation Initiative General Education Core Curriculum (IAI GECC) certified courses meet the UCC requirements.

SIU does not offer dual credit courses but accepts dual credit courses offered through community colleges.

4.A.4. The Faculty are responsible for the educational functions of the university, including all matters of admission standards, curriculum, procedures of student instruction and evaluation, graduation requirements, and accreditation, except as otherwise provided by the Board of Trustees, state and federal laws, as articulated in the **Faculty Senate Operating Papers**. The **BOT policies** on admission and graduation requirements rely upon the original jurisdiction of the Faculty. The **BOT Statutes** state that each college, division, or school faculty shall have original jurisdiction in all educational and academic disciplinary matters within the scope of the purposes of the college, division, or school, including the determination of its curricula and of admission thereto and graduation therefrom, except as authority is otherwise assigned by legislation of the Board of Trustees or as its autonomy is limited by correct academic and administrative relations with other units of SIUC or SIUE. In addition, the statutes state that **each graduate faculty** is empowered to determine academic policy on all matters having to do with the respective graduate program, except as its authority is otherwise assigned by legislation of the Board of Trustees, or as its autonomy is limited by correct academic and administrative relations with other units of the campus. To maintain educational quality and rigor, faculty are also involved in all search committees for new faculty hiring in order to maintain qualifications of new hires.

In most cases, program and curricular changes (additions, deletions, and revisions) are proposed and initially approved by faculty at the department or school level. Operating papers determine the appropriate committee(s) and procedures. The **English program's self study** demonstrates how faculty engaged in curricular changes to better serve student needs.

College-level approval is governed by the college operating paper (e.g. designate processes that require college committee approval, name of the committee, composition of the committee, voting procedure). Dean-level approval is always required. The Associate Dean and Director of

the Graduate School approves new graduate courses, revision to graduate courses, and deletion of graduate courses. The APAP approves all new courses, revision to courses, and deletion of courses. The addition or deletion of academic programs are reviewed and voted on by the Faculty Senate and Graduate Council, followed by the provost, chancellor, president, and IBHE.

Faculty determine expectations for student learning within the context of the programs and courses. Program assessment plans document student learning for the program. When programs submit proposals for new courses, they document student learning outcomes for these courses.

4.A.5. Accreditation is a distinguished mark of excellence that affords external recognition of an organization's commitment to quality and improvement. In general, accreditation assures

- Quality and improvement
- Broader recognition of programs in academic and professional communities
- Graduates are qualified for employment

SIU has eighty-five programs, labs, and centers accredited by forty-five national agencies. The APAP website provides information on all **SIU accreditations**.

The School of Medicine (SOM) received international recognition in 2013 with three **ASPIRE** awards – for excellence in assessment, student engagement, and social accountability. The SOM is the only institution in the world to receive a total of five ASPIRE awards. The SOM was recognized again in 2018 by the Association for Medical Education in Europe for their simulations and in 2019 for curriculum innovation and development.

4.A.6. One of the objectives in SIU's **strategic plan** is to engage employers and industry partners in our pursuit of offering relevant high-quality degree programs that develop highly prepared graduates. One of the most common ways for programs and colleges to engage industry partners is through advisory boards, generally consisting of alumni and employers. A common activity is a review of the program objectives, student learning outcomes, and curriculum. In addition, they provide networking opportunities for students and faculty, with potential internship or short-term projects.

External advisory boards meet on a regular basis to provide input into the relevance and adequacy of the curriculum to adapt to an ever-changing workplace. Program changes made as a direct result of advisory board feedback include:

- **Dental Health Advisory Board**
 - Extended hours of availability to support students' mastery of technical skills
 - Developed a peer tutoring program
 - Provided more frequent calibration among faculty while in clinic and during the mock clinical exam
- **Hospitality and Tourism Advisory Board**
 - Started offering job shadowing internships

- Increased required projects and presentations that foster communication skills
- Implemented a policy that students dress and act professionally during guest events
- Prioritized safety and security in facilities management class
- Merged into College of Business to gain more access to accounting and revenue management resources
- Increased minimum requirements for a passing grade to 75%
- Implemented competency exams at the end of the senior seminar
- Required students to pass mock exams before being allowed to sit for the National Board Exam
- Re-implemented professional dress days to improve a sense of professionalism
- **Physical Therapist Assistant Advisory Board**
 - Redistributed clinical hours to better meet curriculum needs
 - Increased availability of clinical sites
 - Revised student clinical evaluation forms for first year students to document clinical performance
- **Healthcare Management Advisory Board**
 - Revised course topic outlines
 - Added performance activities and assessments
 - Increased safety protocols in courses
- **Industrial Advisory Committee (2013 and 2015)**
 - Aligned syllabi among on-campus, off-campus and online courses
 - Added LogixPro, an industry standard programmable logic controller to provide students with hands-on experience
 - Merged “Facilities Planning” and “Workplace Design” to improve the learning experience
 - Added two supply chain courses to the curriculum
 - Developed a “Fundamentals of Leadership” course
 - Created three new courses to reinforce skills used in the workplace
 - Added a concentration in Industrial and Quality Engineering within the Engineering Sciences PhD program, creating a pathway into a Ph.D. program in QEM

Faculty are responsive to feedback received from advisory boards. Faculty seek to maintain a high level of rigor in their programs and courses while also meeting the applicable demands of their professions.

In May 2014, Career Services modified its placement survey to align with National Association of Colleges and Employers' (NACE) **First Destination** survey questions. Four years later, the Career Development Center (formerly Career Services) implemented the NACE standards on its survey of graduates through the Handshake platform.

A NACE report from **May 2018** that followed students 6 months after graduation yielded the following information about SIU students' future plans:

- 68.4% - seek employment

- 28.87% - continue education
- 1.73% - volunteer
- 0.99% - join the military

Most working graduates indicated they were in a field related to their degree (77.38%). For graduates who were continuing their education, 62.39% were pursuing a Master's degree and 25.66% were pursuing a doctorate. The survey response rate was 38.3%. The Career Development Center has implemented Handshake, a recruitment platform that has connected 1,808 SIU students with over 9,500 employers.

First Destination Data is used in a variety of ways across campus and outside the institution. The results are summarized and used to provide data required by externally accredited programs and can be used within the self-study document for IBHE-mandated 8-year program reviews. Salary and placement data are used to assist students in selecting majors and identifying potential earnings related to various majors. Survey data inform prospective students of the opportunities available to them upon graduation and highlight the value obtained through higher education.

SIU's Career Development Center also facilitates the **Saluki Mentor Network**, which is an online platform designed to connect students with faculty, staff and alumni for academic and career mentorship. The Saluki Mentor Network, with over 1,100 members, creates opportunities for students to become a member of a mentor community.

SIU's Campus Climate Survey indicates the 1,072 student respondents:

- 72.4% strongly agree or agree that SIU provides adequate resources for academic growth (**Table 23**)
- 57.8% strongly agree or agree that SIU attempts to continuously improve the quality of its academic endeavors (**Table 50**)
- 59.3% strongly agree or agree that SIU promotes excellence in its undergraduate programs (**Table 51**)

Sources

- BOT Policies
- BOT Statutes
- First Destination Survey Standards and Protocols 2018
- Gardner Institute Foundations of Excellence.pdf
- IBHE iTransfer
- iTransfer General Education Core Curriculum Requirements
- SIU FY18 Program Quality Assurance
- SIUC 2017-18 ARC Campus Climate Survey
- SIUC Accreditations Report
- SIUC Advanced Placement
- SIUC Agriculture Research News
- SIUC Agronomy Society

- SIUC Assessment Plan
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- SIUC DANTES-DSS
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- SIUC External Advisory Board Engineering Technology Minutes 2013 2015
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- SIUC External Advisory Board Physical Therapy Assistants Minutes 2017
- SIUC Faculty Senate Meeting Minutes May 14 2019
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- SIUC Physics Graduate Program
- SIUC Post-Graduation Status by Colleges.pdf
- SIUC Priority Review CWAC - Philosophy
- SIUC Program Review and Assessment website
- SIUC Program Review Manual
- SIUC Request for Substitution of University Core Curriculum
- SIUC Research Experience for Undergraduates
- SIUC Saluki Mentor Network
- SIUC Sustainability Green Fund Projects
- SIUC Transfer Equivalencies
- SIUC Transfer Equivalency Guides
- SOM ASPIRE Recognition 2013
- SOM Educational Policy Council 2017
- SOM Physicians Assistant Self Study 2013-2018

4.B - Core Component

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.

Argument

4.B.1. Student success is built from the foundation of institutional programs with clearly stated goals that guide teaching, research, and service. Effective processes for assessment and evaluation assure that student learning is aligned with and guided by these goals. This section will focus on the processes in four central areas:

- Academic programs
- University core curriculum
- Co-curricular programs
- School of Medicine

At SIU, academic programs submit an **assessment plan** every four years that documents the process for assessing outcome based student learning and a **self-study** report every eight years that documents the results. Flexibility is built into the process for accredited programs. As a starting point, the assessment plan includes:

- Program goals
- Student learning outcomes (SLO)
- Assessment tools/baselines
- Action plan

Programs submit annual **assessment reports** that document the assessment of SLO as established in the assessment plan, including the assessment tools used, noting any patterns and trends observed. Programs also document changes to curriculum, faculty, and administration of the program. The report also tracks cost study data, enrollment, graduation and placement for the most recent three years.

If the program has both face-to-face and off-site location and/or distance education courses, they must document assessment consistency across modes of delivery in the plan and report.

For academic programs, the self-study report is an introspective account of the program's strength and a candid evaluation of the degree to which the program meets its mission, goals, and student learning. It serves as the primary tool for continuous improvement. The assessment plan and assessment reports are designed to provide data that feeds directly into the program self-study. External and internal reviewers use the self-study to initially evaluate the program, followed by an on-site visit.

Like accredited program reviews, non-accredited programs reviews use a **self-study template** and a **reviewer report template**. Key elements of these reports are aligned.

The process is finalized with a report from the **college dean** to the provost that provides **information required by IBHE**:

- Description and assessment of any major changes in the program
- Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement
- Description of actions taken since the last review, including instructional resources and practices, and curricular changes
- Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes

The process outlined meets the requirement by IBHE to review programs every eight years. Accredited programs use the accreditation process in lieu of the process outlined above, which is for non-accredited programs and mirrors the best practices of program specific accreditation. Of note, IBHE does not specify the process for review.

For accredited programs, the process for the selection of reviewers, the schedule for on-site visit, and steps to the final report are dictated by the accreditation body. For non-accredited programs, external and internal reviewers are nominated by programs and approved by the Faculty Senate or the Graduate Council. The process is administered by the Office of the Associate Provost for Academic Programs (APAP).

The general education requirements for undergraduates are known as the University Core Curriculum (UCC). Elements of the core are **required by the state**. In Fall 2012, the SIU Faculty Senate approved adoption of Liberal Education and America's Promise (LEAP) learning outcomes for the UCC. UCC courses are required to submit a **course assessment plan** that documents the assessment of at least three LEAP outcomes. Instructors are encouraged to use the **AAC&U Value Rubrics** associated with LEAP. The SIU course management system (Desire2Learn) has the rubrics available for instructors to link course activities for automatic collection and retrieval of learning objective data. Faculty also have the option of collecting the data manually. At the end of the course, the UCC office combines the assessment data with an analysis of the final grades and demographics of students. Faculty use this analysis as part of a final plan for improvement documented in a **Reflection Paper**. **Proposals for new courses** in the core are reviewed by the UCC Executive Council.

Co-curricular assessment is managed by the Assistant Dean of Students in the Division of Student Affairs. Programming and services are mission-driven and map to co-curricular SLOs:

- Intellectual and Professional Skills: Students who engage in Student Affairs programs, activities, and services will progress their practical knowledge and skill set to enrich their career development
- Personal and Social Responsibility: Students who engage in Student Affairs programs, activities, and services will explore and develop ethical responsibility to themselves and others
- Cultural Competency: Students who engage in Student Affairs programs, activities, and services will enhance their knowledge, skills, and attitudes towards understanding diverse views and people
- Intrapersonal and Interpersonal Development: Students who engage in Student Affairs programs, activities, and services will learn how to develop meaningful relationships while also navigating through their own personal development

Each unit in Student Affairs is required to submit an **assessment report** for at least one program or service annually.

With the exception of the MD, academic programs and IBHE recognized centers in the School of Medicine (SOM) undergo program review following the processes outlined above. For the MD degree, assessment is done using an online platform. Objectives guide the evaluation of student performance, inform curriculum development and evaluation, and establish expectations for graduation. The SOM employs a cohort model with distinct learning opportunities and objectives for Year One, Year Two, Year Three, and Year Four students. The following categories for the SOM's objectives can be mapped to the **Liaison Committee on Medical Education's (LCME)'s accreditation standards**:

- The Patient Encounter – Clinical Skills
- Knowledge
- Communication/Team Skills
- Community/Public Health/Preventive Medicine
- Self-Assessment/Professional Development Skills
- Professional and Ethical Behavior

The objectives are periodically reviewed by the SOM's Educational Policy Committee (EPC). The EPC meets annually for an assessment retreat where Year One through Year Four Curriculum Committees present summarized data reports based on the performance of each year's cohort of students. The faculty and administrators analyze multiple data sources, including student performance and feedback from key stakeholders, to inform programmatic goals and changes for the next year.

4.B.2. Annual assessment reports document student achievement of programmatic learning outcomes, and self studies document longitudinal trends. The following examples from different programs are provided for different elements of the program review process:

- Assessment plan for the **BS in Industrial Management and Applied Engineering** as an example of a program that offers face-to-face and on-line programs (evidence for **embedded monitoring** of Extended Campus)
- 2017-2018 assessment report for the **BS in Elementary Education** as an example of curriculum changes as a result of annual assessment of student learning
- **Self-study report** for the programs in English as an example of changes made within a graduate program
- **Reviewers' report** for the programs English as an example of feedback provided for program improvement
- Final **Dean's Report** for the programs in English

The Office of APAP provides oversight for assessment activities across campus and is supported by the **Campus Wide Assessment Committee (CWAC)**. CWAC is composed of deans, associate deans, UCC director, Honors Program director, Faculty Senate, Graduate Council, student affairs, and student government. The Associate Director for Program Review and Assessment (APAP Office) chairs the committee. The primary goals of CWAC are:

- Support outcome-based assessment of student learning across campus
- Assure programs effectively use assessment to drive continuous improvement
- Promote engagement of faculty, instructors, and graduate teaching assistants in the mission

CWAC plays a critical role in the review and feedback to low producing programs (priority review) and new programs (third year progress report).

- IBHE sets the criteria for **low producing programs**. Programs identified as low producing are required to submit a **priority review report**. Two to three members of CWAC review the report and provide constructive feedback (**form**). An example of CWAC feedback on a priority review report is provided for the **Philosophy program**.
- New programs are required to undergo a three year review. This process involves a **modified self-study** which is reviewed by CWAC. An example of a third year review and feedback is provided for the **Health Administration program**.

The UCC prepares a report on **student learning outcomes across all of the UCC courses**. This entails nearly 300 courses spanning composition, foundations of inquiry, mathematics, communications, fine arts, human health, humanities, life sciences, social sciences and multicultural. The report is shared with the UCC Executive Committee. An example of a final **reflection paper** provides evidence of program improvement in communication studies.

The Division of Student Affairs prepares an **annual report** containing the key results, recommendations, and plans for implementation of all programs and services assessed. The report is shared by all of the units, which promotes a discussion of best practices. The Assistant Dean of Students uses the report to assess the overall achievement of co-curricular SLO. The assessment methods used include surveys, pre/post-tests, observations, interviews,

participation count, and student narratives. An example is **Disability Support Services (DSS)**. DSS objectives include a student's ability to:

- Identify how their disability impacts them in the college classroom
- Notify their professors and explain their accommodations
- Utilize services and understand where to go for help with their accommodations
- Select offices where they can go for academic and personal services like tutoring and counseling

A survey was sent to 642 students receiving support by DSS, 108 students responded.

- 62% of students agreed that after meeting with DSS staff they better understand how their disability impacts them in a college setting
- 81% agree that after meeting with DSS staff they know how to discuss their disability with professors
- 84% agree that after meeting with DSS staff they know how to utilize the services and where to find help regarding their accommodations.
- 80% were able to identify offices and programs where they could go if feeling overwhelmed or stressed

DSS staff used the survey data to improve their training for new student interviews, engage in a comprehensive process utilizing academic coaching techniques, and develop a new student meeting protocol to ensure there is consistency among interactions with students.

The 2019 Assessment Report from the **Office of Student Engagement** reported on the functional areas of oversight:

1. Leadership Development Programs
 - Emerging Salukis
 - Leadership Over Lunch (LOL) programs
 - TEDxSIUC
2. Student Programs & Events
 - Student Programming Council (SPC)
 - WIDB Student Radio
 - Family Weekend
 - Sibs & Kids Day
 - Saluki Con
 - Sunset Concerts
3. Campus Spirit & Traditions
 - Homecoming
 - Dawg Pound
4. Approximately 300 Registered Student Organizations (RSO)
 - RSO Suite, locker rentals, and RSO resources
 - Accounting services for RSO funds.

The report identifies methodology and assessment instruments, significant results, and future improvements in the process of assessing these co-curricular programs.

In the SOM, measurements of performance beyond knowledge include assessments of problem-solving, clinical reasoning, communication, and other critical skills, behaviors, and attitudes. Standards of achievement are set by faculty in conjunction with consultation from medical education/assessment experts. In the pre-clinical years, students are assessed using multiple-choice examinations, laboratory practical examinations, tutor group assessments, objective structured clinical examinations, diagnostic justification questions, and standardized patients. In the clinical years, required clerkships assess students with a combination of observation, peer ratings, multiple-choice questions (all use the NBME Shelf Exams), diagnostic justification questions, and standardized patient examinations. The school developed an innovative longitudinal performance exam (LPE), measuring a student's growth in clinical reasoning ability through all four years of medical school, which is now used by five other medical schools. Finally, a Senior Clinical Competency Exam assesses students' abilities with patients in an un-cued environment.

Experts in test development and/or educational measurement from the SOM's Academy for Scholarship in Education assist faculty in developing formative and summative evaluations of students or residents. The Academy ensures that all faculty, staff, and medical students have access to resources, and it offers professional development to departments, small groups, and individuals.

The 2017-2018 SIU Campus Climate Survey indicates that learning outcomes are articulated to students:

- 72.3% of students agreed that faculty connect course assignments to learning outcomes (**Table 79**)
- 89.3% of faculty agreed that goals for learning outcomes of students are clearly defined for courses and for the program (**Table 157**).

4.B.3. The 2017-2018 Campus Climate Survey indicates that information gained from assessment is used to improve student learning. Faculty responses regarding assessment of learning outcomes in their programs are favorable. 87.1% agree that student-performance data they collect is used to assess learning outcomes, (**Table 158**), 81.7% agree that student-performance data is used to improve course or curriculum design, (**Table 159**), and 67.8% agree that student-performance data collected in the past has been used to improve curriculum design (**Table 161**).

By having plan and report templates, the ability to review elements of the assessment process across all programs is in place. Faculty can also reference reports used by other programs to improve or enhance their approach. The APAP office, which is responsible for accreditation and assessment, recognizes that a consistent, logical, and sound process for driving outcome based assessment promotes campus engagement. The current standardized process was deliberately designed to align our processes with best practices used in the review of accredited programs.

The assessment plans, assessment reports, self-study, reviewers' report, and the final IBHE report have common elements that support the overall review. The focus of the process has moved from evidence of the need for resources to evidence of student learning.

This cultural shift is still a work in progress, since student learning and resources are related. A long term goal is to move to an on-line platform for collecting assessment data. However, this needs to build on effective process in place. The current process for non-accredited programs has only been in place for 2-3 review cycles.

Two workshops held in Fall of 2019 focused on student learning in **academic** and **co-curricular** programs. The topics were presented by and of broad interest to faculty, staff, and graduate students. Examples include:

- The Rise of Mental Health Issues on College Campuses: How Faculty and Staff can Help SIU Students
- Leveling the Playing Field: Flipped Instruction as a Tool for Promoting Equity in General Chemistry
- Student Needs Assessment Process: Formative Assessment in the Introductory Oral Communication Course
- Quantitative vs. Qualitative Assessment (co-curricular)

Plans are in place to hold both of these workshops annually.

UCC is charged with developing effective processes for assessing the required general education curriculum. The UCC Executive Committee approves course proposals and oversees the implementation of curriculum and assessment. The UCC Advisory Representatives advise the director about curriculum and accrediting needs of programs.

Student Affairs has enhanced assessment of co-curricular activities by using more than just surveys. This provides a more in-depth analysis of effective student learning. The annual report is used to evaluate assessment across all programs and identify areas of improvement, including strategies to increase student involvement, improve student learning, and improve assessment.

The SOM monitors its curriculum and student progress through the use of My Progress and Examsoft databases. Formative feedback in the pre-clinical years is available from tutor group assessments, the Self-Assessment Questions (SAQs), and mid-unit multiple-choice examinations in Year 1. Formative feedback in the third year (mid-clerkship) is required and compliance with this is monitored. Narrative feedback is available in every course and required during clerkship. Feedback is timely and turn-around time regarding exam performance is swift. The school reviews student performance data and feedback to monitor for gaps and redundancies in the curriculum. The associate dean for education and curriculum, as well as all four Year directors, Year coordinators, and doctoring directors meet monthly to ensure that issues of vertical integration are addressed. Year directors also attend each other's **annual retreats** for this purpose. Examples of how faculty use data to improve student learning are evident in the **SOM Sample Assessment Report**.

A review of the 2013-2018 **Physicians Assistant's Self-Study** reveals sound pedagogical and assessment practices, focused on student learning and success. Faculty meet every month to review the academic progress of each student and advise the students accordingly, ensuring future success. Faculty from all programs in the SOM participate in an annual retreat where they analyze how well the curriculum and instruction supported student learning. The **2017 Educational Policy Council minutes** demonstrate how the SOM faculty are committed to using the assessment cycle to benefit student learning.

4.B.4. Programs involve faculty, staff, and students throughout the full process leading to and including program review. Programs may also have an external advisory board of alumni, employers, or other stakeholders. This overall approach promotes accountability and enhances the quality of academic programs. The final report on program reviews is submitted to the IBHE, the Faculty Senate, and the Graduate Council. Using internal reviewers as part of the review team has also improved conversations on best practices across programs.

A task force of faculty and student affairs personnel chaired by the Director of Assessment and Program Review, was charged with developing institutional learning outcomes (ILO) for undergraduate students in 2018. The task force reviewed and identified common categories of SLO reported in the assessment plans for academic programs and student affairs. The online program, **Dedoose**, supported the effort by providing a qualitative analysis of data found throughout assessment plans and reports. Categories were identified and compared to ILO developed by peer institutions. The task force also considered a recent consulting report submitted to the Association of American Colleges and Universities that **identified learning priorities that executives and hiring manager's value**. A draft of ILO was shared with CWAC, academic deans, and various campus constituencies. The feedback was incorporated in to a final proposal to the Faculty Senate. The Senate approved the following ILO in **Spring 2019**:

- Civic and Global Engagement: SIU students are informed and engaged citizens who understand the interdependent nature of our society.
- Diversity and Inclusivity: SIU students respect the social construction of difference and engage with diverse individuals and groups representing varied races, ethnicities, ages, genders, cultures, abilities, and family structures.
- Creative and Critical Inquiry: SIU students apply creative and critical thinking skills to self-directed inquiry.
- Communicative and Technical Literacy: SIU students demonstrate fluent communication and effective technology skills appropriate to a discipline.
- Ethical Reasoning and Professional Integrity: SIU students demonstrate professional integrity and make informed judgments based on regulatory and ethical principles.
- Disciplinary Knowledge and Application: SIU students apply an understanding of the principles, concepts, and methods within a discipline to issues of professional practice.
- Emotional Intelligence and Teamwork: SIU students establish respectful and productive relationships while collaborating on teams to integrate knowledge, skills, and methods of inquiry to find solutions in global, economic, environmental, and/or social context

SIU's ILO are now included on the webpage with the **SIU mission**. Moving ahead, plans will be developed to include assessment or mapping of ILO as an integrated process of outcome based student learning.

The Association for Medical Education in Europe (AMEE) awarded the SOM an **ASPIRE** award for excellence in the area of assessment in 2013. The SOM faculty monitor progress in meeting specific requirements of the LCME, including timely feedback, participation of appropriate stakeholders for vertical and horizontal alignment of the curriculum, and the use of multiple longitudinal measures, like the LPE. The SOM recently implemented a new Continuous Quality Improvement process to further align with LCME's requirements and are collecting data on some of these measures, ensuring maximum student benefit.

Sources

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- SIUC UCC Course Proposal Instructions
- SIUC UCC Tips for Completing the UCC Reflection Document
- SOM ASPIRE International Recognition of Excellence in Medical Education
- SOM Educational Policy Council 2017
- SOM LCME Accreditation Standards 2018-2019
- SOM Physicians Assistant Self Study 2013-2018

4.C - Core Component

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.)

Argument

4.C.1. The mission for SIU states that we embrace access and opportunity. A data-driven and outcomes focused approach to retention, persistence, and completion is key to meeting the mission and our responsibilities to our students, their families, and our constituencies.

The Provost and Vice Chancellor for Academic Affairs (PVCAA) is responsible for overseeing retention, persistence, and completion initiatives. Goals and plans are presented regularly to the SIU Board of Trustees in open meetings that serve to inform and engage constituencies. As such, SIU's goals are:

- Increase enrollment to 15,000 within five years
- Improve the first-year retention rate to 85%
- Improve the six-year graduation rate to 65%

In Fall 2019, SIU **enrollment** was 11,695. The current **first-year retention rate** is 75.1% and six-year graduation rate is 47.6%.

The provost conducts monthly meetings with a University-Wide Retention Task Force, which includes the Vice Chancellor for Student Affairs, academic deans, key people in enrollment management, and the Dean of Students . This committee serves to inform and guide the process and strategies. Members of the committee are responsible for implementation of the plan.

4.C.2 In order to collect and analyze information on student retention, persistence, and completion of its program, SIU utilizes the following software platforms:

- Ellucian Banner: student information system

- Ellucian Degree Works: degree planning and audit
- Slate: customer relationship management tool for admissions processes
- D2L: learning management system
- EAB Navigate: student success tool
- Tableau: analytics platform for data visualization
- Mongoose Cadence: texting notifications
- Star Rex: student housing management system

Using Tableau, the SIU Interactive Factbook has dashboards for public information. Tableau also has an internal system available for high level administrators and deans for in-depth analytics.

This data is utilized in all units within Academic Affairs, which includes all academic colleges, enrollment management, and centers. Regular planning activities are developed and employed by the University-Wide Retention Task Force and other campus units critical to student success.

4.C.3. Since the 2010 HLC review, SIU has enacted major initiatives for increasing student success. Each initiative was data-driven and outcome focused, and aligned with the leadership of Chancellor Rita Cheng (2010-2014) and Chancellor Carlo Montemagno (2017-2018).

The first initiative implemented was the formation of University College in 2011. The Saluki First Year (SFY) program was implemented just prior to this time, supported in part by a partnership with the **John Gardner Foundations of Excellence**. Recommendations from this partnership included forming the University College as an efficient and effective way to organize university functions and administrative systems to support our beginning students. Units previously under VCSA were moved into the college with the purpose of centralizing student support services. The new college and restructuring was **approved by the BOT** in 2011. Additionally, a first year success course, UCOL 101, was implemented (5.D.2).

A **2014 Retention Plan** was prepared by a committee that included administration, faculty, staff, and a consultant from the marketing firm Lipman-Hearne. This plan set goals and action plans for the retention of targeted populations including academically under-prepared, exploratory, first-time full-time students, all students, and students of color. Major initiatives and recommendations from this report included:

- Increase in the number of living learning communities in university housing
- Increase support for students exploring careers and majors
- Pilot block scheduling
- Implementation of an early alert and intervention program
- Increase consistency and effectiveness of communications for students
- Tablet initiative for freshman
- Increase faculty adoption of technology
- Decrease DFW rates
- Expand and enhance mentoring program for students
- Improve UCOL101 content and deliver
- Improve freshman advisement

Chancellor Cheng hired a consulting firm, Farnum and Associates, to evaluate and recommend retention and degree completion strategies, many of which were adopted by the Retention Task Force. The 2013 Farnum Report noted that despite the best practices on paper, retention had gone down significantly while making significant investments in human and fiscal resources in the University College. With enrollment declining over the years, the decrease in tuition and fee revenue was exasperated by losses in general state appropriations and the 2015-2015 budget impasse. In 2017, the SIU System President directed the campus to develop a **Financial Sustainability Plan**. The **BOT** approved the plan in 2017, which included the elimination of University College.

Chancellor Montemagno initiated a revitalization of campus with a focus on student success and administrative reorganization. Whereas the reorganization was focused on moving from 8 colleges with 55 departments and schools to 6 colleges with 23 schools, student success was a priority. A survey regarding the vision of SIU, completed by nearly 3,000 faculty, staff, students, alumni, friends, and community members, reported that 71% of respondents reaffirmed SIU's commitment to access, inclusion, and opportunity. Initiatives launched included:

- Centralized advisement
- Hiring an Associate Vice Chancellor for Enrollment Management (vacant since 2012, title changed to Associate Provost 2019)
- Relocated the Multi-Cultural Resource Center to a central campus location (from residential east side towers to first floor of the Student Service Building)
- Provided support for HLC Quality Initiative project focused on identifying demographic characteristics and academic indicators of the institution's first-generation students
- Enhanced and improved student engagement through co-curricular activities
- Revitalized SIU Days, which involved re-engaging area high schools within two-hours driving
- Improved course scheduling through a Student Education Planner, allowing for automatic registration into courses and promoting on-time graduation
- Realigned student support and engagement initiatives into student affairs,

Recognizing the initial success of the 2014 retention plan, Montemagno directed the campus to **revisit the plan** (March 2018) as a starting point for re-establishing goals. He also challenged the campus to increase the 4-year graduation rate from 27% to 55% and the six-year graduation rate from 44% to 65%, with an ideal enrollment of 18,300 by 2025.

Provost Komarraju has furthered this work under Chancellor John M. Dunn, including the recent revision of new admissions criteria. In 2012, SIU began to implement an auto-admit standard for applications with ACT composite scores at or above 23 or a high school GPA, in core courses, at or above a 3.0 on a 4.0 scale. In 2014, a slight revision was made allowing for either a combination of an ACT composite score at or above 23 and a high school grade point average of 2.0 or an ACT composite score at or above 18 and a high school grade point average of 3.0. In December 2019, SIU implemented a change to its admission policy that was approved by the Faculty Senate. The new policy is as follows:

Applicants with a high school GPA of 2.75 or an ACT of 23 or those achieving a high school rank in the top 10% are automatically admitted to the university. Some disciplines (such as Engineering) will have secondary admission criteria. Applicants who do not meet any of these admission criteria will be reviewed on a holistic basis for provisional admission to the university.

SIU uses an early warning system for required core curriculum courses, including mathematics. The UCC director generates an Early Warning report in the first quarter of the semester which identifies students below an acceptable threshold for attendance, homework, quizzes, or exams. The report is distributed to housing, academic advisors, learning support services, and academic deans. Students on the early warning report are contacted to determine whether a student is having difficulty, the nature and source of that difficulty, and to offer additional resources to improve the student's chances of successfully completing these courses. Students are alerted to this program in a **syllabus attachment** included with the course syllabus.

SIU Housing also uses an **intrusive early warning system**. Housing can be notified of student issues through SalukiCares, Navigate, or through direct contact with staff. Issues may include missing class, abrupt changes in behavior, poor classroom performance, or lack of engagement in the classroom or larger campus community. Housing trains student Academic Peer Advocates to initiate the initial intrusive interventions. The peer advocates provide information on resources. They may also refer the student or issue to appropriate support units on campus. All student communications with Housing are tracked using the platform StarRex. This is an additional intersection for identifying where intrusive intervention may be needed.

Building from the success of the **First Scholars** program funded by the Suder Foundation and the data provided by the **HLC Quality Initiative**, SIU launched a **First Saluki Center** to serve first-generation students in Fall 2019.

Grants from NSF (**S-STEM, REU**) and DOE (**McNair**) promote retention and completion through focused curriculum, activities and cohorts. For example, a current S-STEM grant providing energy scholarships reported 87.8% retention and graduation of student scholars.

Other notable policy changes to improve retention and persistence include:

- **Course repeats:** When a student re-takes a course, the new grade is allowed to replace a previous failing grade in the computation of the GPA, decreasing time to achieve graduation GPA.
- **Incomplete grade assignments:** The time to complete an incomplete grade was reduced from one year to one semester (or grade automatically changes to F) to prevent lingering grades that slow progress to degree.
- **Senior Institution Hours:** Reduced from 60 to 42 to make transfer more desirable and to accelerate degree completion for transfer students, while maintaining state standards.
- **Dual degree/Double major:** The Faculty Senate established a clear distinction between a dual degree and double major to ensure clarity for advisors and students.

- UNIV 101: The UCOL101 introductory courses were reconfigured and renamed UNIV 101. The current course has sections designated for majors and involves the academic units in the content and goals of the course.

In the Fall 2019, the provost presented an **Enrollment and Retention Plan** to the BOT that included these initiatives. Recognizing that work is still needed to meet SIU's goals for retention, persistence, and graduation, there are some positive signs for 2019:

1. The freshmen class represents an enrollment decline of 8.75%, which contrasts sharply with the 24% and 20% decline from the prior two years
2. Graduate enrollment is relatively flat at 2,683, with a decline of less than 1% (compared to a decline of 8.29% in 2018)
3. Transfer students increased 0.6% from 2018
4. An increased yield rate of 29%, up from 25% and 23% in 2017 and 2018
5. The freshmen class has an average ACT of 24.4, up from 2018's 23.7
6. Retention rate increased to 75%, up from 72.2% & 67% in 2017 and 2018

4.C.4 SIU uses the IPEDS definition for first-year retention rates and six-year graduation rates. Banner is the integrated student information system used for data collection of student demographics, enrollment information, grades, and course information. Information Technology (IT) maintains the technical infrastructure (server, storage, software upgrades) that stores student data. Enrollment Management is the office/system of record and controls access to data. All faculty and staff must seek approval from their direct supervisor and Enrollment Management to access specific data.

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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.

Summary

SIU assures processes exist for determining the effectiveness of curricular and co-curricular programming through annual program assessments, program reviews for non-accredited programs, and the external accreditation process. Co-curricular assessment is integrated into the administration of Student Affairs. A majority of the accredited programs are in good standing. The current culture of assessment in non-accredited academic programs tends toward compliance with the process of program review. Whereas some faculty use assessment to improve student learning, faculty in other programs acknowledge the need to further engage in best practices that drive continuous improvement focused on student learning.

SIU assesses the on-going effectiveness of recruitment, retention, and completion initiatives, with a focus on positive and supportive experiences for all students, including first generation students. Major initiatives, such as University College, were discontinued when the investment did not result in significant improvements. New initiatives, based on best practices and stronger campus collaboration, will be evaluated using the same approach to data driven assessment. The new Institutional Learning Outcomes affirm SIU's commitment to a shared vision of student success.

Sources

There are no sources.

Criterion 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

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.

Argument

5.A.1. SIUs annual operating budget in fiscal year 2019 was \$571 million with \$363 million for the Carbondale campus and \$208 million for the School of Medicine. As a public institution, SIU relies on a combination of state appropriations and additional funding sources, primarily tuition and fees, to provide the general support of educational and related activities for students. The combination of reduced state support and declining enrollment have challenged the ability of the institution to maintain operations. Since fiscal year 2015, the **Carbondale campus operating budget has been cut 16%**. The campus developed a **Financial Sustainability Plan in 2017** 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. To the extent possible, budget reductions have been based on maintaining the University's core academic mission. The most recent **IPEDS data** provides a breakdown of the distribution of core revenues and expenses.

Fiscal Resources

State support: The fiscal condition of the State of Illinois has deeply affected SIU over the past decade, with the largest budget challenges attributable to state appropriated funding occurring during the budget impasse of fiscal years 2016 and 2017. During the impasse, funding for higher education was reduced and delayed. To assure financial stability, the University had planned for the financial impacts of declining enrollment with the expectation of predictable level of state appropriations. However, SIU only received 29% of the expected fiscal year 2016 state funding,

and following a protracted legislative budget impasse, 100% of expected fiscal year 2017 funding. The 71% reduction in fiscal year 2016 appropriated funding resulted in a \$64 million decrease in total unrestricted cash on June 30, 2017, compared to June 30, 2015. The depletion of total unrestricted cash reserves resulted in the Carbondale campus borrowing from SIUE in order to avoid spending restricted funds. The borrowing was short-term; following the July 2017 receipt of \$19.5 million of state appropriated funds and \$11.7 million in MAP funding, SIU's unrestricted cash was in the black as of July 24, 2017. With the restoration of state funding in July 2017, additional borrowing from SIUE was not needed. State appropriated funding for fiscal year 2018 was then cut 10%, compared to the prior year. The campus received a 2% increase in funding for fiscal year 2019 compared to fiscal year 2018.

Tuition/fees: The **decrease in state support** is a major contributor to the significant increase in tuition and fees in the past 10 years. The high point for state appropriated funding was fiscal year 2002. **Tuition** has increased from \$232.50 per credit hour in fall semester 2008 to \$321.25 per credit hour in fall semester 2018. There was no increase to tuition or fees for fall semester 2019. The net tuition price to students is considerably less than the list price. In fiscal year 2018, SIU discounted 31% of tuition, valued at \$42.5 million. Nearly 6,400 students received at least a partial waiver. Beginning fall 2019, the state's new AIM HIGH program will provide additional funding for merit based scholarships for new students who are Illinois residents. Budgeting and planning for tuition revenues is impacted by Illinois' **Guaranteed Tuition Program** that guarantees the tuition rate charged to new undergraduate students remains constant for four continuous academic years. **Falling enrollment** is also a critical factor that impacts the tuition and fee revenue budget. Tuition accounts for approximately 25% of the **University's operating budget**, approximately the same percentage that is currently provided from state appropriations. Enrollment at the Carbondale campus has been in decline, but it worsened in fall 2017, perhaps in large part due to the uncertainty created by the lack of a state budget for higher education. Enrollment declined again in fall 2018, with 10-day enrollment totaling 12,817, a decrease of 1,737 students from the previous fall.

Development/Support: One of SIU's most ambitious fundraising efforts began January 1, 2017. "**Forever SIU: The Campaign for Students**" is a three-year, \$75 million fundraising campaign by the SIU Foundation to provide scholarships and other support for the students of SIU. The campaign is scheduled to end in December 2019, the year of the University's 150th anniversary. As of August 2019, the foundation exceeded its goal with \$75.3 million raised. This campaign will propel the Forever SIU initiatives, which include increased scholarships, expanded opportunities in the classroom, enhanced facilities and resources, and deeper community engagement. In March 2017, SIU initiated the annual "**Day of Giving**", a 24-hour online campaign designed to encourage financial support for SIU. On March 6, 2019, the "Day of Giving" officially launched SIU's year-long celebration of its 150th anniversary. Over 2,900 gifts totaling over \$911,000 came from people in over 45 states and 10 countries for scholarships, programs and other priorities. The School of Medicine's Development Office works diligently to nurture and expand relationships with benefactors, resulting in an increase in cash contributions from \$193,300 in fiscal year 2013 to over \$3.3 million in fiscal year 2017.

Grants and Contracts: Externally funded grants and contracts in support of research contribute about 17% of the University's operating budget. While these revenues are often restricted to

the support of specific activities, they provide support for initiatives that might not be funded otherwise. Fiscal year 2013 was a high point for external funding, which declined due to the challenges of the federal sequestration and the impact on state grant funding. Spending from grants and contracts has stabilized in the last few years, totaling about \$56 million from the Carbondale campus and \$15.2 million at the School of Medicine for fiscal year 2018.

Human Resources

SIU is a Carnegie High Research Activity Doctoral University with 1,316 faculty, 3274 staff members and 1189 graduate/undergraduate assistants in fall 2017. As a result of both position vacancies and layoffs, SIU 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 two administrative professional staff and 27 non-tenure-track faculty to begin fiscal year 2018. Not all of the layoffs were state funded positions; some were in auxiliary units dependent on student fees.

Employee retirements and the ability to place some staff in other positions mitigated the number of lay-offs. Beginning fiscal year 2018, a central salary pool was created to hold 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. As of FY19, the Provost and Vice Chancellor for Academic Affairs manages the vacant faculty positions in the central salary pool.

Physical Infrastructure

SIU maintains the **physical infrastructure** to support facilities for teaching, research, student housing, and other space required for student success. The majority of buildings on the Carbondale campus were funded by state appropriations. The University continues to prioritize facility needs and submits **annual capital budget requests to the state**. The highest priority capital project for fiscal year 2020 is the estimated \$83 million renovation and expansion of the Communications Building built in 1964. Other current high priority projects include a \$91 million renovation/addition to the Agricultural Science building and a \$98 million renovation and addition to the Neckers building. SIU has also requested \$16 million in state funding for capital renewal projects including construction of an agriculture teaching greenhouse, campus roof replacements, water line replacements, steam tunnel repairs, sewer line replacements, electrical upgrades, and fire alarm system repairs. Revenue bonds finance housing and student services related facilities and certificates of participation finance other capital projects, such as the renovation of Woody Hall. A facilities maintenance fee paid by students totaling over \$6 million per academic year provides another revenue source for renovation and maintenance. The current infrastructure of the Carbondale campus is more than sufficient to support current enrollment and anticipated growth.

In the School of Medicine, space continues to be evaluated and renovated as needed for teaching, research, and service activities. Facilities have updated technology to support distance learning and multi-media presentations. Teaching laboratories have also been upgraded to remain technologically current.

During 2018, the School of Medicine partnered with Southern Illinois Healthcare (SIH) on a new \$17 million 41,000 square-foot building adjacent to Carbondale's Memorial Hospital which will be used to further the education of students in the Family Medicine Residency and the Physician's Assistant programs. The School of Medicine has also developed two major professional development laboratories, one in Springfield and one in Carbondale. These facilities are utilized throughout the curriculum for teaching and assessment. One of the SIU School of Medicine's affiliated teaching hospitals has built a new learning and innovation center allowing SIU to serve the full continuum of medical education. Research facilities in the School of Medicine have also been enhanced through a mix of university, state and private funding.

Technological Infrastructure

SIU uses academic and administrative technology, services, and tools to promote and support the University's mission and business efficiency. The **Center for Teaching Excellence** provides and maintains academic technology tools, including technology enhanced open access classrooms, classroom computer software, video conferencing, live virtual classrooms, the University's Learning Management System (D2L), and guidance for these tools in the classroom. The **Office of Information Technology selects, implements, administers, and maintains business and enterprise systems** that enhance operational efficiency and allow the University to conduct business and meet its educational and research mission.

University administration has a long track record of sponsoring major technology projects. Information Technology (IT) staff meets regularly with the Computer Advisory Committee (CAC), a group of general and technology-focused faculty, staff, campus auditors, and students, who vet IT projects and provide input and perspective. The IT office follows Project Management Institute standards to provide vigorous and transparent oversight of technology projects. Additionally, IT staff connect as required with departments, units, and grant committees who use the High Performance Computing Cluster for research.

SIU School of Medicine uses diverse technology to support medical education. Technology is embedded in the curriculum via electronic problem-based learning modules. The school provides an extensive video conference network that connects to its remote clinical and educational sites, other SIU campuses, and a number of rural and critical care hospitals. Access to information resources is broad, and educational content is increasing. Support for these resources is effective, coordinated, and well integrated within the medical education programs.

Pay Differential for Extended Campus Locations

Extended Campus conducted a cost-of-living market analysis between Carbondale and all off-campus locations. The analysis targeted the pay scale for program/student advisors. The analysis led to the approval of a geographical differential base pay effective January 2020. This solution is part of the **embedded monitoring** required for Extended Campus (5.D.2).

5.A.2. SIU follows an historical budget model with incremental increases or decreases necessary to maintain a balanced state-appropriated budget. The Vice Chancellor for Administration and Finance oversees the campus resource allocation processes. Each vice

chancellor receives a share of the total budget annually. The final **proposed budget** is subject to approval by the SIU Board of Trustees. Budgetary decisions by the chancellor are formulated with input from the cabinet. To inform the decision making process, the provost has formal and informal meeting that with deans, directors, and other direct report. Since fiscal year 2013, various budget reduction strategies have been used, including a productivity model based on credit hour production and the number of new students, across-the-board cuts, and **cuts designed to limit the impact on direct instruction**.

5.A.3. SIU's mission statement is:

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

SIU's **diverse student population** is supported by the Veterans, Hispanic/Latino, LGBTQ, Women's, and Black Resource Centers as well as the Nontraditional Student Services Office. The Center for International Education serves over 2,000 students and scholars, including 1,256 international students and 350 dependents from 101 countries, 70 study abroad experiences, 61 visiting scholars, and recent graduates on Optional Practical Training. The Office of Disability Support Services (DSS) provides **academic and programmatic support services**, including test proctoring, note taking services, a wide variety of assistive technologies, captioning, and interpreters, to students with disabilities.

The community values and supports the service of SIU's students. In 2015, **SIU was awarded the Community Engagement classification** by the Carnegie Foundation for Advancement of Teaching, making it just one of 361 universities and colleges nationwide to hold this distinction. The award recognizes the University's long-standing commitment to community partnerships and service programs. The Center for Service Learning and Volunteerism coordinates and supports community engagement activities including The **Big Event: A Saluki Day of Service**. Inaugurated in 2017, an average of 3,000 students contribute more than 30,000 hours of community service annually.

SIU demonstrates a commitment to research by awarding significant research appointment to tenured and tenure-track faculty. Support for research and scholarship is provided by the **Office of the Vice Chancellor for Research**, which processes grants from state, federal, industry, and foundation sources, with sponsored projects' income varying between \$45-\$77 million annually between **FY14-FY18**. Even though external support has varied markedly during the past decade due to budgetary uncertainty in the state, faculty are well-regarded scholars in their fields obtaining competitive **grants and awards from federal agencies, state agencies, industry, and foundations**. The University has been recognized nationally for its entrepreneurial spirit and celebrated the issuance of its 100th patent in 2018.

Students are given the opportunity to **participate in research**, including the REACH (Research Enriched Academic Challenge), McNair Scholars Program, undergraduate assistantships, graduate assistantships, and fellowships.

5.A.4. SIU's policies in the **Employee Handbook** provide a detailed overview of hiring procedures for **Faculty/AP positions** and Civil Service positions. Staff openings are carefully evaluated by higher administration prior to being advertised, and Human Resources staff use technology to ensure a smooth and efficient hiring process. Implementing HireTouch, a web-based recruiting and evaluation program for job applicants, resulted in the expansion of candidate pools starting academic year 2017-2018. Positions are advertised in the local newspaper and online. The State Universities Civil Service System staff continue to evaluate policies and procedures for recruitment of out-of-state applicants and examination procedures that expand the number of eligible candidates, particularly in job groups that are more challenging for recruitment. Affirmative Action office staff provide training for search committees to assist in the evaluation of potential candidates consistently and equally. The University requires annual evaluations of job performance of employees to ensure quality work, good communication between employee and supervisor, identification of goals, and discussion of areas for improvement.

SIU invested over \$4 million during fiscal year 2018 on professional development opportunities for faculty and staff, including paid travel to conferences and workshops, memberships in professional organizations, and other learning opportunities. Employees were granted tuition and fee waivers valued at \$1.6 million to attend SIU classes during the 2017-18 academic year.

5A.5. SIU uses two models to construct the state appropriated and income fund budget. One is incremental based budgeting, and the other is a very basic responsibility centered model.

1. The first model includes an historical base budget contingent on state appropriations and estimated tuition revenue, excluding distance education and summer session. Tuition and fee rates for the University are sent to the Board of Trustees for approval at its February meeting. These rates, along with enrollment projections, are used to obtain the estimated tuition revenue. Adjustments are made to the tuition revenue projection after official enrollment information for the fall semester is available. Any increase or decrease is applied to the current base in order to develop the budget for the following year. Every effort is made to protect the University's core mission of teaching, research, and public service.
2. The second model, originally introduced in FY12, is now used for both distance education and Summer Session accounts. The distance education revenue model is applied to off-campus and online courses while the Summer Session model is applied to summer on-campus courses. The model was refined in 2015 and 2016. Under the current distance education model, 65% of the tuition revenue goes back to the colleges to cover the cost of instruction, 29.5% goes to central administration to cover the overhead costs associated with delivery of the courses, and 5.5% goes to the provost's office. The current summer revenue model allocates of 70.5% of the revenue to the colleges, 27.5% to central administration, and 2% to Extended Campus. Colleges are able to spend an amount equal to or less than the actual revenue generated and may retain any funds remaining at the end of each fiscal year.

Non-appropriated budgets include those for auxiliaries, self-supporting, indirect cost recoveries and service departments. The projections for revenue and expenditures relies heavily on the fiscal officers of each unit or account. The non-appropriated budgets are collected using an online system during the months of May and June.

The final **operating budget for SIU** is approved annually by the Board of Trustees, typically in September.

Each October, SIU sends its annual budget request to the Illinois Board of Higher Education in the form of the **Resource Allocation Management Program (RAMP)** document. This includes both the operating and capital budget requests for the following fiscal year.

Monitoring expenses

Revenue and expense reports with account details are sent to each vice chancellor on a monthly basis in order to provide a reference to the overall fiscal health of their area. Monthly reports of transactions are provided to the fiscal officers in order for them to reconcile their accounts. It is the responsibility of each fiscal officer to ensure that they stay within their budgets and that transactions are recorded and reported properly and follow state and university guidelines. Monthly revenue and expense reports for distance education, LAC Fees and summer session accounts are sent to the provost. Fiscal officers are responsible for ensuring there is enough revenue to cover expenses for these accounts.

SIU submits data to the systems office that is used in the **SIU annual report of financial performance** presented to the BOT. This report includes actual revenue and expense totals as well as explanations for any large variances.

SIU is subject to **annual financial and compliance audits** performed by independent external auditors who serve as special assistant auditors for the Illinois Auditor General. The University's financial statements are prepared in accordance with accounting principles as prescribed by the Governmental Accounting Standards Board. The Internal Audit office of the SIU system conducts regular reviews of operations and procedures and reports its findings and recommendations to the institution's administration and to the SIU Board of Trustees.

Sources

- BOT Approval of FY19 Budget
- BOT Minutes July 2017
- BOT RAMP Request 2020
- Carnegie 2015 Community Engagement Classification Websites.pdf
- Forever SIU Campaign
- IBHE Data Points-State Appropriation vs Tuition and Fees
- Illinois Auditor General-SIU Report
- IPED Data-Finance
- SIU Financial Performance Report FY18 Year-End Report
- SIUC Center for Teaching Excellence

- SIUC Day of Giving
- SIUC Disability Support Services
- SIUC Embedded Monitoring-Extended Campus-Pay
- SIUC Factbook Employees 2017-18
- SIUC Factbook Enrollment by Ethnicity and Race 2008-17
- SIUC Factbook Enrollment Data 1975-2017
- SIUC Factbook Physical Facilities 2017-18
- SIUC Factbook Tuition and Fees 2017-18
- SIUC Financial Sustainability Plan 2017
- SIUC Financial Sustainability Plan 2017 (page number 20)
- SIUC FY14-FY18 Summary of Externally Funded Grants and Contracts
- SIUC FY16 State Budget Reductions
- SIUC FY18 Grants and Contracts-OSPA
- SIUC Hiring Procedures
- SIUC Information Technology Annual Report 2018
- SIUC Information Technology Strategic Plan 2018
- SIUC OSPA Undergraduate Research
- SIUC State Appropriated and Income Fund FY15-19
- SIUC The Big Event
- SIUC Truth in Tuition
- SIUC Undergraduate Student Research
- SIUC VCR Support for Faculty Research

5.B - Core Component

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.

Argument

5.B.1. The Southern Illinois University's Board of Trustees (BOT) was created by the Illinois General Assembly for the purpose of operating, managing, controlling, and maintaining SIU. It consists of seven members appointed by the Governor and confirmed by the Senate and includes student members selected by the student bodies of SIU Carbondale and SIU Edwardsville. The role of the BOT is detailed in Section 2.C. It oversees the Institution's financial policies and practices as evidenced by the BOT Policy on **financial and administrative affairs** and by the requirement of **fiscal year reports per the BOT Charter**. The BOT oversees the Institution's academic policies and practices as described in assurance argument 2.C.4. The BOT also oversees the institution's legal and fiduciary responsibilities. It is involved in **position and appointment approvals** and in the ratification of bargaining agreements. The BOT is also involved in ensuring that the Institution meets its fiduciary responsibilities as evidenced by annually published **audit reports**.

5.B.2. The **Institution's policies** reflect the engagement between the BOT, university's administration, and the different constituencies on campus (faculty, staff, and students). Representative constituency bodies include the **Administrative and Professional Staff Council**, the **Civil Service Council**, the **Faculty Senate**, the **Graduate Council**, the **Graduate and Professional Student Council**, and the **Undergraduate Student Government**. Representatives of the administrative leadership are often present at the meetings of these constituency bodies, and minutes of the meetings are posted. A multitude of university-wide committees, both standing and ad-hoc, are active on campus to ensure the participation of faculty, staff, and students in campus governance including the Affirmative Action Advisory Committee, Honorary Degrees and Distinguished Service Committee, Administration Search Committees, and the University Joint Benefits Committee.

5.B.3. As stated in 5.B.2., structures are in place to ensure constituency groups are involved in setting academic requirements, policy and processes. The input from constituencies is ensured through the operating papers of the departments, schools, and colleges. This involvement is also protected through the contractual processes cited in collective bargaining agreements (**SIU Faculty Association, NTT Faculty Association, Association of Civil Service**

Employees, and Graduate Assistants United). College and department/school operating papers ensure faculty authority over curriculum and degree requirements, promotion and tenure criteria, and the merit evaluation processes. The operating papers also outline the roles and responsibility of administrators. The Faculty Senate has standing committees on Faculty Status and Welfare, Budget, Undergraduate Educational Policy, and Governance. It is empowered to act as agent for the university faculty with delegated power to formulate broad policies in regards to educational functions of the University. Similarly, the Graduate Council, with its standing committees, acts on behalf of graduate faculty and students to formulate policy pertaining to graduate programs and research. It should be noted that the **Graduate and Professional Student Council** (GPSC) has voting representatives on the Graduate Council (in contrast to most peer universities) and representatives on standing and ad-hoc committees of the Faculty Senate. The Undergraduate Student Government (USG) makes recommendations to the university administration in matters that affect undergraduate students including issues related to academic policies. The USG and GPSC are recognized by the BOT as the representative of the students in matters affecting student welfare, student activities, and student participation in university affairs and matters of concern to its members at the local, state, and national levels. The Administrative and Professional Staff Council and the Civil Service Council also provide recommendation to the university administration on policy and governance matters affecting their constituencies.

Sources

- BOT 2016-2017 Annual Report
- BOT Agreement Association of Civil Service Employees
- BOT Agreement Faculty Association 2017-2019
- BOT Agreement Graduate Assistants United 2014-2019
- BOT Agreement Non-Tenure Track Faculty Association 2014-2020
- BOT Bylaws
- BOT Charter
- BOT Policies
- BOT Statutes
- Collective Bargaining _ Policies _ SIU
- SIUC AP Operating Paper
- SIUC AP Staff Council
- SIUC Campus Governance Policy
- SIUC Civil Service Council
- SIUC Faculty Senate
- SIUC Graduate Council
- SIUC Graduate Professional Student Council
- SIUC Graduate School Operating Paper
- SIUC Undergraduate Student Government

5.C - Core Component

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.

Argument

5.C.1. Decreasing state support, delayed state-wide higher education appropriations and payments, a 2-year budget crisis with emergency stopgap funding measures, and decreased enrollment contributed to a challenging fiscal environment during the past decade. **Administrative turnover** provided fresh perspectives and several opportunities to examine issues and engage in new initiatives. It also introduced new challenges as discontinuity led to many unfinished plans and shifting recommendations. SIU remains committed to its students and mission despite the challenges it has faced.

An example of this commitment is strongly shown in the recent creation of a **First Saluki Center**. Following the completion of the required **Quality Initiative Project**, the SIU Foundation committed \$500,000 (\$100,000 per year for five years) to this specialized support center for first generation students that began officially in August 2019. A description of the center's services can be found in section 3.D.1.

Resource allocation at SIU has occurred through a combination of strategic planning, historical need, institutional introspection, and data analysis at the department, college, and university levels. As described in 5.A.5, the University employs two models to develop its annual budget, the incremental based budgeting model and the cash basis model.

Over the years numerous initiatives were introduced:

- To attract a diverse student population and to counteract the **outmigration trends of freshmen experienced across Illinois**, SIU introduced several new recruitment strategies. Allocating additional resources for scholarships, grants, fellowships and traineeships reduced the financial burden on our students. In FY17 the institution spent over **\$29 million on scholarships and fellowships**, a 23% increase from FY16. The University has employed a financial aid leveraging strategy since 2013 to provide accessible education to its students regardless of economic barriers. This strategy relies heavily on SIU grant dollars to fill unmet needs and is closely tied to the Forever SIU

campaign. SIU began offering **housing scholarships** to incoming and returning students in fall 2018.

- To maintain access and opportunity to students, SIU made it a top priority to minimize the effects of budget cuts on their learning experiences, academic and career goals, and personal finances. During the 2015-16 and 2016-17 academic years, when Illinois failed to fund the need-based Monetary Award Program (MAP) grants in a timely manner, SIU allocated its own funds to honor their commitment to students.
- REACH Awards, externally funded programs from the National Science Foundation and the National Institutes of Health, and the McNair Scholars Program provide several research opportunities to undergraduate students.
- During the 2-year budget impasse, every effort was made to protect the core academic services and to reduce the impact of **permanent budget cuts** on areas reporting to the Provost and Vice Chancellor for Academic Affairs.
- In 2011, the University established the **Center for Learning Support Services (CLSS)** to assist students of all cultures, abilities, backgrounds and identities with enhancing their self-management and independent learning skills. CLSS provides academic coaching, tutoring, walk-in tutoring, group study sessions, an early intervention program, study skills seminars and presentations, as well as GRE/TAP test prep tutoring.
- Expanding distance education course offerings is a strategic objective included in SIU's strategic plan, **Pathways to Excellence**. The office for Extended Campus supports the development and growth of online education within distance education. The Distance Education Council recommended a new funding model, which was put into place for both online and off-campus courses effective FY12, with the majority of the tuition revenue returned to the colleges. These funds cover the cost of instruction while also generating income to provide for other-than-salary needs within the colleges. Extended Campus sponsors and supports a competitive online program and course development funding initiative, initiated in 2012, which provides support for faculty to develop online courses and programs. Since 2012, Extended Campus has supported approximately 118 faculty with over \$1.06 Million in funding, with \$400k supporting online program/certificates, and approximately \$667k supporting online course development. Online courses offered at SIU have almost doubled since fall 2013, with 321 unique web-based courses, and 380 web-based course sections being offered fall 2017.
- To advance SIU's research mission, SIU implemented **BigDawg**, a high performance computing cluster (HPCC) supporting SIU researchers and students whose work requires extreme computational speed and power. The McLafferty Annex (approx. 59,000 ft²), previously used to house library materials and staff during the renovation of Morris Library, was transformed into a flexible research space for labs, collaborative research areas, facility support areas, research space for the newly established Fermentation Science Institute, and a laser laboratory.

5.C.2. The Associate Provost for Academic Programs oversees **all accreditation reviews** and coordinates collection of assessment data related to student learning. IBHE requires all units of instructions, public service, and research offered by the public universities to be **evaluated on an eight-year cycle**. These evaluations include analysis of strengths, weaknesses, productivity and cost efficiency, student leaning, stakeholder feedback, and continuous program

improvement. **Program Quality Assurance Reports** are submitted annually to the SIU Board of Trustees and IBHE. Department chairs and deans take into consideration both program reviews and accreditation reviews as they develop budget plans and request new hires for their colleges. The **IQuest Program Review Dashboard** offers administrators data on enrollment figures, conferred degrees, unit cost, and credit hour generation.

In summer 2014, a cost-recovery model for summer face-to-face courses was established. By returning 70.5% of the tuition dollars back to the colleges, the dependence on state appropriated dollars was reduced. In addition, implementation of the portfolio model gives college deans more flexibility in designing summer course offerings and potentially increasing revenue.

Strategic steps aligning academic programs and organizational structure with student demand and the reduction in funding created several campus-wide initiatives. Task forces examined **academic program changes and efficiencies in 2012** and **complementary practices and academic efficiencies in 2013**. A joint committee of both Faculty Senate and the Graduate Council (with graduate student representation) members was created in 2015 to conduct a review and prioritization of the academic programs based upon **quantitative and qualitative criteria**. Shortly after his arrival on campus in fall 2017, Chancellor Montemagno initiated a campus academic reorganization plan re-envisioning the Carbondale campus. The reorganization plan focused on strategic reorganization efforts in which programs would be moved within and among academic colleges to foster greater campus-wide synergy. In December of 2018 the **BOT approved the overall plan of reorganization. Seven new schools were launched in July 2019**, with five additional schools slated to begin no earlier than January 2020. Campus-wide discussions and negotiations of this plan are still ongoing.

Physical infrastructure planning follows the process mandated by the State of Illinois. Each year SIU presents a Resource Allocation Management Program (RAMP) request to the SIU Board of Trustees. This document is the basis for State Funding for Capital Improvements request submitted to IBHE. The projects included in the **RAMP request** are major renovations, new construction (Capital Projects), and deferred maintenance (Capital Renewal). Funding from the State has been on a decline and funding for Capital Projects and Capital Renewal has been on hold since 2015 and 2004 respectively. The **2020 State budget** however provides much needed recovery funds. New capital projects totaling over \$140 million were awarded in addition to a 5% increase in operating budget to the SIU System.

Despite lack of state funding, SIU made strategic improvements to enhance the learning and living environments of students, provide better services, and introduce space efficiencies around campus. Funding sources for capital construction projects include student fees, donors, grant funds, and debt financing. Priorities are developed based on the need of current and prospective students. Completion of the Student Services Building brought together all non-academic offices supporting enrollment management and student success, including: Career Services, First-Year Advisement, Undergraduate Admissions, Bursar's Office, Financial Aid, Registrar, Student Employment, Enrollment Management, the Graduate School, Dean of Students, Center for Service-Learning and Volunteerism, Non-Traditional Student Services, Saluki Cares, Students' Legal Assistance, Student Rights and Responsibilities, University Housing,

the Student Multicultural Resource Center, and the Chancellor’s Scholars Program. Housing all these units at the heart of campus has improved services for current and prospective students. The Transportation Education Center housed the automotive and aviation degree programs in one location resulting in an efficient use of resources.

The University has renovated and re-assigned space in several campus buildings. Pulliam Hall, which used to contain a gymnasium and swimming pools, was renovated to provide studio and office space for programs in the School of Art and Design and the College of Education and Human Services. Morris Library now houses the Writing Center, the University Honors Program, Testing Services, Tutoring Center, state-of-the-art classrooms, labs, group study rooms, collaborative spaces, and mediascapes.

5.C.3. SIU's mission statement and strategic plan were developed by a 71-member Strategic Planning Committee representing faculty, staff, students, the SIU Alumni Association, the SIU Foundation, and the community incorporating feedback received at meetings and listening sessions held across campus and via online forms. The core values of the mission statement were reaffirmed via a **survey conducted in the Fall of 2017**. Survey invitations were sent to all students, faculty, staff, alumni, and donors. More than 70 percent of respondents agreed or strongly agreed with each aspect of the University’s mission statement. The strongest agreement was with the statement that “SIU should embrace outstanding teaching focused on nurturing student success,” followed by “SIU should embrace innovation in research and creativity” and “SIU should create and exchange knowledge to shape future leaders.”

As discussed under 5.B.2 and 5.B.3, the Institution ensures that constituencies play a key role in setting policies and participate in planning processes. The **Chancellor’s Planning and Budget Advisory Committee** is represented by the heads faculty, staff, and student constituency groups. It provides feedback and recommendations to the chancellor regarding budget allocations. The committee has performed many functions, but the overall purpose remains advising the chancellor on issues pertaining to the budget and the Carbondale campus in general.

The Non-instructional Program Review Committee, comprised of representatives of campus constituency groups, reviewed administrative and operational structure and expenses and focused on identifying potential cost savings through increased efficiency, consolidation or other measures. The committee reviewed operations of non-academic units and services, policies, and operational practices across campus and submitted over six dozen **recommendations** to the university administration in November 2016. The report included recommendations and suggestions to:

- Ensure accountability and compliance with policies and guidelines
- Streamline business processes
- Implement cost-saving employment practices
- Identify opportunities for shared services and facilities
- Explore outsourcing opportunities
- Create strategies and plans for self-supporting non-academic centers
- Focus on efficiently using technology and facilities

- Review organizational structure
- Devise strategic approaches to eliminate deficit spending, including intercollegiate athletics
- Renew emphasis on generating revenue to reduce reliance on state appropriations.

The Faculty Senate and the Graduate Council play an important role in developing policies and new academic programs. The Faculty Senate's Undergraduate Education Policy Committee initiates, reviews, and makes recommendations to the Faculty Senate on all matters which affect undergraduate education policy including:

- Graduation, admission, and grade-point average requirements and their distribution
- New or modified curriculum
- General education policy
- Procedures of student instruction and evaluation
- Review of courses and programs.

The Graduate Council establishes policies for:

- Graduate major and minor field curricula
- Governing course approval by the Graduate School Dean
- Student entrance requirements into graduate degree programs
- Retention in such programs.

5.C.4. Declining state support and decreased enrollment present several challenges. SIU has implemented several cost saving measures and cuts over the years to ensure fiscal sustainability including:

- Restrictions on hiring of non-essential positions
- Reductions realized through sweeping vacant salary lines into a central pool
- Approval of critical hires only during the budget crisis
- Cost restrictions on travel and purchases
- Reductions in equipment, supplies and contractual services
- Reduction of administrative costs
- Reduced campus work opportunities for students.

SIU closely monitors the following new and transfer student data and compares it to historical data to establish enrollment and budget projections for the next fiscal year:

- Application numbers
- Admitted student numbers
- Housing contracts
- Orientation attendance numbers
- Registration data

Grants, contracts, sales and services of educational activities including clinics, conferences, seminars, and fund-raising efforts provide more revenue opportunities. Outside grants

obtained to enhance student experiences include the TRiO Student Support Services, the McNair Scholar Program, and the Illinois Louis Stokes Alliance for Minority Participation. Since 2010, the **SIU Foundation's assets** have grown by 60%, reaching a value of \$197.5 million, while the market value of SIU Foundation endowments has grown by 88% and was valued at \$145.2 million by the end of FY18. As described earlier in 5.A.1., the SIU Foundation launched a three-year, \$75 million campaign in January of 2017 with the goal of raising funds to better support SIU students.

The Financial Sustainability report emphasized a strategic investment in high demand academic programs. In August 2019, the IBHE approved four new programs that are in demand:

- Bachelor of Nursing [three tracks: freshmen pursuing BSN, RN to BSN, and accelerated BSN]
- BS in Business Analytics
- MS Strategic Analytics
- Doctoral program in Occupational Therapy
- Doctoral program in Physical Therapy
- SOM Lincoln Scholars

5.C.5. SIU has engaged in systematic institutional planning based upon future trends by technology, demographic shifts, and changes to the landscape of higher education in a variety of ways.

- HireTouch is used for hiring civil service, administrative professional and faculty positions. The platform improves efficiencies in data entry, access to detailed employee information, and approvals in the Human Resources Management System.
- Implementation of an electronic payment process began in 2016 and resulted in reduced printing, postage, and staff time cost, saving the institution over \$50,000 annually.
- The **Illinois Public Higher Education Cooperative (IPHEC)** provides contracts that utilize volume discounts, resulting in optimum pricing and reduced time and paperwork required in the bidding process. SIU also benefits from bundling purchases across the three campuses in order to receive volume discounts. In **FY18 there were 45 vendor contracts** used by more than one SIU campus.
- In August 2016, implementing Degree Works platform improved the functionality of the advisement process, allowing students to monitor their academic progress toward degree completion.
- Student Success Collaborative (SSC) Campus software, now known as Navigate, is an early warning system intended to streamline and identify when students are facing burdens that may affect their well-being. Early warning systems allow for increased retention of students and graduation rates. Navigate replaced GradesFirst, used by the Department of Athletics and the School of Business, to monitor student success throughout the semester. Administrators, advisors, faculty, and other staff across campus can collect, share, and monitor data about student performance and raise the level of student success.

- SIU has always created international relationships and collaborations to prepare students for an increasingly globalized world. The SIU Center for International Education facilitates linkage agreements between SIU and international universities to incorporate joint degree program development. The International Partnership Development Office prepares Memoranda of Understanding and Action Plans, facilitates communication between academic units and Legal Counsel, and presents final documents to both universities to sign. Linkage Agreements open doors to international collaboration through student and faculty exchange. From 2016-2019, SIU approved approximately 45 new Memoranda of Understanding, renewals, and Letters of Intent, resulting in four new joint degree programs, and two additional programs almost finalized. A partnership with Northeast Normal University in China has resulted in 117 international students studying in the College of Business in an Accounting 2+2 joint degree program. Thirteen of the original cohort of 27 are now enrolled in the SIU Master of Accountancy program.
- The Registrar's Office is implementing several projects designed to address shifting demographic and landscape changes in higher education. The Student Education Planner (SEP) and Template is a long-term plan that includes the adoption of registration for a full academic year, and will take advantage of automatic registration once SIU upgrades to Banner XE.

Sources

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- IBHE Data Points-State Appropriation vs Tuition and Fees
- IBHE Review Guidelines
- Illinois Public Higher Education Cooperative
- SIU Common Purchases FY18
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- SIU IPHEC Report FY18.pdf
- SIU Program Quality Assurance Report FY18
- SIU System FY18 Performance Report
- SIUC 2025 Vision Survey Report
- SIUC Academic Efficiencies Task Force Report 2013
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- SIUC BigDawg High Performance Computing Cluster
- SIUC Center for Learning Support Services
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- SIUC Factbook FY17 Budget Data
- SIUC Factbook Statement of Revenue 2017-18
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- SIUC FY16 State Budget Reductions
- SIUC Hall of Chancellors

- SIUC International Partnership Development
- SIUC IQUEST Program Review Dashboard Metrics
- SIUC McLafferty Annex Facilities Improvements
- SIUC Non-Instructional Program Review 2016
- SIUC Pathways to Excellence
- SIUC Planning and Budget Advisory Council.pdf
- SIUC Program Change Review Committee Report January 2012
- SIUC Proposed Academic Reorganization
- SIUC Quality Initiative Panel Review and Report 2019

5.D - Core Component

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.

Argument

5.D.1. SIU monitors and provides documentation of performance through multiple channels.

The Office of Institutional Research and Studies is designated to provide timely, accurate, and accessible data to support the institution's academic mission. The office provides **validated institutional statistics** for official and external data reporting, including federal and state agencies, assists with university and departmental planning and decision making via data-driven analysis and reporting, and generates **reports required for university and departmental accreditation and program reviews**. The office utilizes industry-accepted methodologies to meet all federal and state agency reporting requirements.

The Southern Illinois University System's Office of Internal Audit, Compliance, and Ethics provides reasonable assurance that University operations on the campuses are run effectively and efficiently by providing an independent, impartial, and objective review of administrative functions and insuring compliance with university policies and procedures as well as applicable statutory requirements. The office also evaluates the implementation of operation and control improvements. **Annual financial reports** on the SIU system, Housing and Auxiliary Facilities System, and Medical Facilities System, and financial and compliance audits are presented to the BOT.

The Provost and Vice Chancellor for Academic Affairs advances the University's academic missions by providing administrative oversight of colleges and schools. Responsibilities include:

- Planning, development and coordination of academic programs
- Monitoring academic program quality
- Administration of academic personnel policies
- Faculty hiring, promotion, and tenure
- Administering the budget of all academic units

The provost is also responsible for library affairs, international education, enrollment management, advisement, and information technology. There are three associate provosts that provide support to the mission of the provost office:

- Associate Provost for Academic Administration (APAA)
- Associate Provost for Academic Programs (APAP)
- Associate Provost for Enrollment Management

The APAP office oversees **academic program reviews and accreditations**, prepares reports about SIU's academic performance, including the **SIU Program Quality Assurance Report** and the **SIU Performance Report**, to the Office of the President, the Board of Trustees, and the Illinois Board of Higher Education, and oversees preparation and submission of state legislative reports.

The Office of the Vice Chancellor for Research prepares and submits to the Board of Trustees **annual reports on research centers and institutes**, including assessment of their fiscal status, intellectual contributions, public service contributions, student training and engagement efforts, their strategic alignment with institutional missions and goals, reputation, and evidence that outcomes achieve stated objectives and evidence that results from evaluations are being used to improve organizational effectiveness.

5.D.2. Over the past decade, **enrollment at SIU** has been in a steady decline, which has highlighted the need for increased retention rates. Multiple mechanisms have been designed and employed to create a focused and strategic institutional approach to retention. In 2013, an outside consulting firm, Teresa Farnum & Associates, was hired to assess retention efforts and outcomes at SIU. **A final report** was produced after numerous interviews with university leaders and examination of a variety of data sources, and identified retention strengths within SIU, and also priorities for action. The Office of the Provost and Vice Chancellor for Academic Affairs formed a retention committee comprised of several members of the university community to create a plan to improve retention. The **committee's final report** included baseline data/goals, a structure for planning and implementation, and action plans from 10 different teams. Action plans included strategies to improve retention through advising initiatives, including changes to first-year advisement, probationary strategies, curriculum strategies (e.g., block scheduling), Fresh Start courses, student engagement (e.g., creation/expansion of living/learning communities), support programming, registration (e.g., decreasing the amount of money that triggers a hold on a student's account to enable them to register for classes more easily), and University College 101.

The University offers unique support services targeted at specific student populations. Non-Traditional Student Services (NTSS) provides support and programming to adult and transfer student population. During the Fall 2017, NTSS introduced a new program to help transfer students transition to life at SIU and adjust to a new environment with new expectations. To assess program effectiveness, new transfer students were given a pre-assessment test at the beginning of each semester and a post-assessment test at the end of each semester. **Assessment results** are used for tracking changes and making programmatic improvements.

The Disability Support Services (DSS) provides auxiliary aids and services which support equitable academic and co-curricular experiences for students with all types of disabilities. DSS staff conducted a peer program review to identify **opportunities for program improvement**. As a result of the review, DSS has created new collaborative projects with other campus units, implemented a new student information system, identified staff development opportunities, and relocated its offices to the Student Health Services building. The **Achieve Program** is a fee-based comprehensive academic support program fostering academic achievement and

personal growth in students with atypical learning processes by cultivating effective learning strategies and self-confidence. The program uses **GPA, academic standing, and degree completion data** to monitor student success and identify improvements in services and facilities.

The Student Health Services engages in the Quality Improvement of Organizational Performance Program to assess and improve their processes, performance, and services. The program encompasses the full scope of organizational components and services to include clinical, administrative, cost of care performance issues, as well as patient outcomes, i.e., results of care and patient safety. The Improving Organizational Performance (IOP) Committee oversees the quality monitoring, and assessment of the full scope of services through the implementation of **annual Quality Improvement Plans**.

SIU has made a strategic effort to improve its effectiveness, capabilities and sustainability at the university, college, and academic unit levels. One important addition was the development and implementation of UCOL 101, which is a first-year student success course. UCOL 101 was originally intended to provide all first-year students at SIU the opportunity to gain skills necessary to be successful in a college environment. The initial iteration of UCOL 101 utilized more of a “one-size-fits-all” approach; however, based on analysis from the Provost’s office and a UCOL 101 Action Group in 2014, modifications in the structure of the course were proposed including stratification of students by ACT scores, modifying the timing of course availability to allow for less academically prepared students to take UCOL earlier in their college careers, and adjusting the credit-hour model to be an adjustable 1-to-3 credit hours to increase the flexibility of the course. This course has been reconceptualized as UNIV 101, a 1-hour course designed to facilitate the transition into life at SIU and to develop knowledge, skills, and behaviors needed to enhance academic and personal success. At one time, UNIV 101 was through the Saluki Success Program, which also provided further opportunities for academic and personal development through two additional 1-hour courses addressing both learning/cognitive strategies and financial literacy, a 200-level course to develop leadership skills, a 300-level course on the transition into the workforce, and a 400-level course on transitioning into graduate/professional school. However, these programs have moved into colleges and other support services.

The Office of Information Technology (OIT) has developed and is actively pursuing a plan to **implement a Virtual Desktop Infrastructure (VDI)** in Computer Learning Centers. This effort will significantly reduce the costs associated with support and maintenance while providing a robust computing environment to students.

SIU Sustainability engages in strategic planning via the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS (Sustainability Tracking, Assessment & Rating System) reporting mechanism, which serves as a needs assessment for the University. The STARS reporting occurs on a three year cycle. It typically takes about one year to gather the campus-wide data for the report. The two off-cycle years are utilized to work toward an improved score and more sustainable university, as defined by the STARS reporting system (which is guided by an international committee of sustainability professionals). The Sustainability Office and Sustainability Council identify opportunities from the STARS

assessment and systematically plan steps for improvement in prioritized areas. SIU reported into STARS in 2013 and 2016. In 2013, SIU received a score of 48.36 and in 2016, **SIU improved to 58.51.**

The Green Fund, instituted in 2009, supports advancing sustainability on our campus through research, efficient design, energy and waste reduction, aesthetic upgrades, and education and outreach. All current students, faculty, staff, or campus unites are eligible to apply for Green Fund project grants, providing campus members the opportunity to invest in and develop a connection with campus-wide sustainability initiatives. Since its implementation, the fund was used to **support 169 projects** resulting in over \$2.1 million invested in sustainability efforts across campus. One example is the SIU Sustainable Farm and LOGIC (Local Gardening Initiative of Carbondale) providing a variety of vegetables to the Dining Halls at SIU. Excess vegetables are sold at local farmer's markets to generate additional revenues supporting the operation. The fund also provided partial support for the construction of the composting facility that turns food waste into marketable compost product. The facility is able to take 87 tons of dining hall, livestock, and landscape waste annually.

Plant and Service Operations implemented several cost savings measures over the years, including lighting replacements, use of low flow water valves, implementation of a geothermal system in McLafferty Annex, and co-generation of electricity.

HLC is requiring **embedded monitoring of Off-Campus Programs**. The Director of Extended Campus and the Associate Provost for Academic Programs have prepared documentation of process and data that provides evidence of the oversight, planning, and adherence to HLC expectations with regards to SIU off-campus programs. Responses are presented in this section in order to centralize the information, but are also in other sections of the assurance argument as indicated.

1. Clear and consistent roles, responsibilities, and reporting lines (3.A.3)

The off-campus administration of enrollment management (e.g. recruitment, scheduling, career service, financial aid) is the responsibility of Extended Campus and delivery of the curriculum (e.g. faculty hiring, course content, assessment, and continuous improvement) is the responsibility of the academic college, school or department. The reporting lines are clearly defined.

The Extended Campus Office is responsible for the administration of SIU off-campus programs. The program/student advisors are hired by Extended Campus and are the key operational staff at each site. Extended Campus has the responsibility for defining the qualifications, hiring, training, and evaluation of the program/student advisors. Program/student advisors report to Extended Campus. A sample **position description** for a program/student advisor is provided as evidence of hiring by Extended Campus as well as duties and responsibilities.

Administrators of academic programs in a department, school, or college have the responsibility of defining faculty qualifications, hiring, training, and evaluation of faculty. Faculty report to the academic unit. An announcement of **faculty positions** for an off-campus

degree program is provided as evidence of the hiring in the academic unit as well as duties and responsibilities.

The **attached table for Fall 2019** shows all of the off-campus courses offered, the off-campus site, the instructor for the course, and the program/student advisor at the site. The program/student advisor and the faculty work as a team to ensure that student issues are addressed and quality programs are available.

The Director of Extended Campus is a direct report to the Provost and Vice Chancellor for Academic Programs. The deans of the academic colleges are also direct reports to the Provost and Vice Chancellor for Academic Programs. School directors or department chairs are direct reports to academic deans.

2. Staff Pay Issues (5.A.1)

Extended Campus conducted a **cost-of-living market analysis** between Carbondale (base campus) and all off-campus locations in an effort to resolve pay disparities. The analysis targeted contractual civil service staff, including program/student advisors. The results are expressed as a percentage differential between the local area (Carbondale) and each off-campus location, acknowledging the percentage over base rate. For example, a California location represented a 45% increase over base rate, while a New Jersey location showed 35% over base rate. This approach allows for a base rate change based on geographical location.

The analysis and proposed solution were presented to the Provost and Vice Chancellor for Academic Affairs and **approved in October 2019**. The geographical differential base pay took effect **January 2020**, resulting in pay increases for staff in certain off-campus locations.

3. Student Complaint Log (3.D.1)

Extended Campus created a student complaint database, allowing for consistent tracking for all reported student issues. An **online complaint form**, linked both through Extended Campus's website and through SIU's **student complaint website**, feeds directly into the database. Since the implementation in December 2017, 37 complaints were logged. A **disaggregated report of these issues** is distributed and reviewed regularly by Extended Campus and the academic units, with a focus on continuous improvement.

In addition, a **policy/procedure** was developed for all off-campus sites to guide the implementation and use of the complaint log at all off-campus sites.

4. Assessment of Student Learning (3.A.3; 4.B.2)

The **IBHE** requires a review of all academic programs every eight years to determine whether the programs are in good standing. A formal and thorough process for outcome-based assessment of student learning has been established for all academic programs, including those provided through Extended Campus. The review process engages faculty and is focused on

student learning, not just resources, and promotes continuous improvement and student success.

The **assessment plans, assessment reports, and self-studies** prepared by programs are required to document assessment in all modalities: face-to-face, off-campus, and online. The review process for accredited programs are established by accreditation bodies. The Office of the Associate Provost for Academic Programs administers the process for non-accredited programs. This review process parallels the elements of accreditation review (See 4.B.1. and 4.B.2.).

Faculty in off-campus programs collect assessment data that is used by the academic units to improve programs. The Office of the Associate Provost for Academic Programs and the Director of Extended Campus meet with each academic unit head for all programs offering degrees off-campus to discuss challenges, best practices in outcome-based assessment, and guidelines for future improvements. A **summary** of the most recent meetings is included with this report, outlining best practices and future improvements.

Sources

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- SIUC Complaint Process
- SIUC DSS Program Improvements FY19
- SIUC Embedded Monitoring-Extended Campus-Assessment
- SIUC Embedded Monitoring-Extended Campus-Clear and Consistent Roles.pdf
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- SIUC Extended Campus 2020 Approval for Off-Campus Cost of Living Adj
- SIUC Extended Campus 2020 Contracts for Off-Campus Program Student Advisors
- SIUC Extended Campus Analysis and Proposals for Off-Campus Cost of Living Adj
- SIUC Extended Campus F19 Roster of Off-Campus Programs
- SIUC Extended Campus Policy and Procedure for Student Complaints
- SIUC Extended Campus Position Description Off Campus Faculty
- SIUC Extended Campus Position Description-Program Student Advisor
- SIUC Extended Campus Student Complaint
- SIUC Extended Campus Summary of Off-Campus Complaints
- SIUC Factbook Enrollment Data 1975-2017

- SIUC Information Technology Strategic Plan 2018
- SIUC IQUEST Program Review Dashboard Metrics
- SIUC Memo Off Campus Assessment Meeting Jan 2020
- SIUC Program Review
- SIUC Retention Assessment - Farnum Report
- SIUC Retention Plan 2014-2016
- SIUC Sample Assessment Report NTSS
- SIUC Self Study Template
- SIUC Student Health Services QI Plan FY19
- SIUC Sustainability Green Fund
- Sustainability Tracking-Assessment-Rating System

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.

Summary

Despite facing internal and external budgetary challenges, SIU remains committed to its educational mission of access and opportunity, inclusive excellence, innovation in research and creativity, outstanding teaching, student success, serving as a regional economic catalyst, and community outreach. The allocation of resources which support SIU's mission are reflective of the dynamic nature of the institution, state, and national trends. Collaborative planning efforts across multiple constituencies ensures that the university will continue to fulfill its educational mission, while maintaining flexibility in planning for continued improvements and strategically prioritizing resources for the future.

New institutional leadership, including president and chancellor, invites the opportunity to develop and implement a new strategic plan, establishing a blueprint for how SIU will continue to evolve as an institution to meet the needs of stakeholders, while also maintaining and honoring its mission.

Sources

There are no sources.



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

It is not uncommon for first year first time students to struggle with the inimitable experience of transitioning from high school to college, but the challenges may be intensified for first-generation college students. They often don't have any family members with college experience to provide guidance. It is generally understood that first-generation students need targeted support to thrive in a competitive higher education atmosphere. Institutions that offer programs specifically for first-generation students have shown a significant impact on student success and retention.

Approximately one half of Southern Illinois University Carbondale's (SIUC) undergraduate student population are first-generation students. Over the years, SIUC has implemented numerous support services that align with best practices and are intended to improve the retention of first-generation and other under-represented students. However, these previous attempts were implemented without examining data that could identify specific needs of students on the SIUC campus. Identifying those needs would allow us to invest in areas of impact and provide a baseline for assessing the efficacy of initiatives targeting the success of first-generation students. In addition to identifying barriers, this study developed a profile of first-generation students that will inform the campus community.

The Quality Initiative Project examined four variables that intuitively define the profile first-generation students: 1) Demographic variables, including race, ethnicity, gender, college major, county of origin, and eligibility for federal aid; 2) Financial variables, including cost of college attendance and affordability; 3) Academic variables, including retention and graduation rates, GPA, ACT scores, credit enrollment, and likelihood of being on academic probation; and 4) self-

reported challenges to completing college, as expressed by students themselves. Contributors to the Quality Initiative project include faculty, staff, administrators, and a campus wide working group, the First-Generation Community of Practice.

The analyses revealed gaps in academic indicators such as high school and college GPA, retention rates, and graduation rates between first-generation and non-first-generation students. In addition, a higher percentage of first-generation students were shown to have been placed on academic probation relative to non-first-generation students. Finally, first-generation students reported several financial challenges that impacted their success while in college. Specific details of these factors are presented later in this report.

For several years now the SIU community has been interested in creating a first-generation center for students, stemming in part from a \$1M grant from the Suder Foundation in 2010. Central to the grant was implementing the First Scholars program, which targeted full-time first-time first-generation students with solid academic abilities who might not meet the criteria for highly competitive merit scholarships. Numerous factors may be at play for first-generation students, ranging from bias in standardized exams, a lack of support in meeting the markers used for admission, and hardships which may have affected their advancement in high school. First Scholars required students to live in a Living Learning Community as freshmen, and provided comprehensive academic, social, personal development, and financial support.

The First Gen Community of Practice was established with membership from faculty and staff to support the program. After the grant ended, the Community of Practice continued to advocate and provide resources for first-generation students. This committee also served as an advisory board for the Quality Initiative Project. The Provost and Vice Chancellor for Academic Affairs supported a Provost Fellow through Fall 2018 to Spring 2019 to lead the Quality Initiative Project. The Fellow met regularly with the Community of Practice and solicited their feedback on all aspects of the project.

The Vice Chancellor for Student Affairs has been successful in obtaining financial support through the SIU Foundation to establish a specialized program for first-generation students. In Fall 2019, the First Saluki Center will open. The center will serve as a campus-wide collaboration dedicated to providing, social and emotional support, financial literacy, career readiness, and academic resources for first-generation students. The Quality Initiative Project promoted the awareness and interest on campus for this first-gen resource center. The findings from the project will also provide a baseline for assessing the effectiveness of the program and center.

The results of the initiative will be presented to various constituencies this fall to inform the campus community. Understanding the demographics and challenges of our students will influence the classroom environment and the services provided throughout campus. SIUC's commitment to provide students with an education that promises to be transformative is strengthened when we have the knowledge of who our students are.

Note: This report uses the federal definition of a first-generation college student, which identifies a student as first-generation if his or her parent(s) or legal guardian(s) have not completed a bachelor's degree.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The objective of the Quality Initiative was to 1) identify barriers to retention and graduation of first-generation students and 2) establish a profile of the institution's first-generation students so that support strategies could be formulated, implemented, and assessed. Data were compiled from numerous sources and analyzed. Specific goals, generalized approaches to data collection and analysis, and summary findings are provided below.

Goal 1: Develop a demographic profile of first-generation students, including non-academic variables such as race, ethnicity, gender, and county of origin. Results showed that approximately half SIUC's admitted students are first-generation, with the majority identifying as White, followed by Black. Over half of the institution's first-generation students are female.

Goal 2: Develop academic profiles of first-generation students, detailing their incoming academic attributes, performance during freshman year, and which programs of study they typically choose. Results showed that mean high school GPA, ACT score, freshman year GPA, number of credits taken, and academic standard were all lower among first-generation students compared to non-first-generation students. First-generation students most frequently entered the degree programs of Workforce Education and Development, Psychology, and Criminology & Criminal Justice.

Goal 3: Compare retention and graduation rates of first-generation versus non-first-generation students. Findings showed lower retention and graduation rates for first-generation students

Goal 4. Compare the amount of financial aid accepted by first-generation students relative to non-first-generation students. Results suggest higher percentages of first-generation students accept federal financial support, including grants and aid, in order to attend college.

Goal 5. Identify financial variables that affect students' academic success, including the progressive cost of college attendance compared to minimum wage. Findings suggest that students earning minimum wage struggle to afford tuition and housing costs.

Goal 6. Investigate the perspectives of first-generation students on the challenges they encounter over the course of their college experience. Results from student interviews and surveys suggest that first-generation students experienced a number of challenges before and during their college experience that affected their ability to persist to degree completion, including confusion regarding the application and admission process and balancing work and school.

Goal 7. Provide evidence that a specialized support center for first-generation students could improve the retention, persistence and graduation of first-generation students.

Prior to the completion of the Quality Initiative, the First Saluki Center was implemented by Student Affairs on July 1, 2019 and will begin serving students in Fall 2019. The Quality Initiative Project and the preliminary results supported the decision to establish the center. The Quality Initiative Project will provide baseline data for the assessment and evaluation of programs provided through the center.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The results of the Quality Initiative will be widely disseminated across campus constituency groups and administrative offices so that faculty, staff and administrators are educated on the unique needs and characteristics of the institution's first-generation students.

The project supported the implementation of the First Saluki Center by Student Affairs. The center will meet the needs of first-generation students who are not eligible for or served by TRiO Student Support Services. The center will be a campus-wide collaboration dedicated to academic, cultural, and social integration of first-generation students with university faculty, administration, staff, alumni, and the campus community. Outreach will include peer-to-peer mentoring program and guidance for family members. Students and their families will participate in a "Getting Started" campaign to orient them to the university and its services. Collaborators on the programs include New Student Programs, University Housing, Veteran Affairs, Exploratory Students, Academic Advising, the McNair Scholar's Program, and the Career Development Center.

The SIUC Foundation has committed \$500,000 to the First-Generation Program and Center (\$100,000 per year for five years). During this time external sources of funding will be pursued. The Student Services building will house the center, headed by an Assistant Dean of Students appointed on July 1, 2019. The center set six goals for their first year of operation: 1) Provide first-generation students with support services that promote their successful integration into the academic, social, and cultural community of the University; 2) Improve student retention and completion rates; 3) Provide first-generation students with the opportunity to engage in research, creative activity, and service learning; 4) Enhance research, scholarly and creative productivity to the benefit of students, community and other University stakeholders; 5) Build and maintain a strong public image that reflects SIUC's commitment to student success, campus safety, knowledge creation and service to southern Illinois, the broader region, and the world; and 6) Enhance SIUC's value to and collaboration with the broader community toward the mutual goals of research translation, workforce education, and economic development.

4. Explain any tools, data or other information that resulted from the work of the initiative.

The initial phase of this study involved collecting and evaluating descriptive data collected from the offices of Institutional Research and Financial Aid. Researchers collected academic reports from the institution's student information system. The second phase involved assessment of students' self-reported experiences that were obtained via student surveys and interviews. The quantitative data provide a baseline profile for the first-generation student population, whereas qualitative data provide subjective information about the student experience.

Student Demographics

From a total of 32,393 admitted first-generation undergraduate students at SIUC between 2009 and 2016, 48% (15,556) self-identified as first-generation students. Parsed as first-time full-time students (FTFT), 18,002 FTFT students 46% (8,325) self-identified as first-generation. Thirty-

eight percent of first-generation FTFT students identified as White, 35% identified as Black, 10% identified as Hispanic, 2% identified as Asian, 3% marked Other, and 12% did not identify race. Fifty-five percent of the institution’s first-generation students were female. Figure 1 shows the number of Asian, Hispanic, Black, and White first-generation freshmen for the years 2009-2015. The figure shows that most first-generation freshmen were Black or White, but the number of Hispanic/Latino students has increased over the course of this time span.

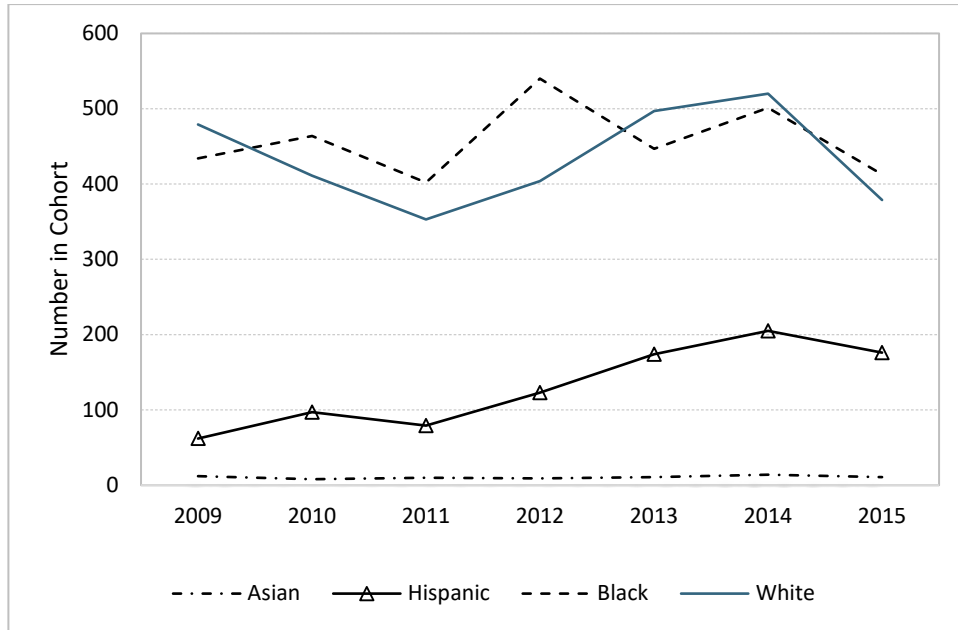


Figure 1 Number of first-generation freshmen by race/ethnicity for the years 2009-2016.

Tables 1-4 show the mean ACT scores and the number of first-generation FTFT students who continued onto their 2nd through 8th years of college by ethnicity, for the years 2009-2015. The figures also show the number of students who graduated within 4, 5, 6, 7, and 8 years for each group. Collectively, the tables show that Black first-generation students had the lowest mean ACT scores for the four groups of students. All tables show that fewer students persisted toward degree completion the longer they remained in school.

Table 1. Numbers of first-generation Black/African American freshmen and mean ACT scores for the years 2009-2015, and numbers of students who continued or graduated, by year.

Cohort	N	ACT AVG	1st Year Retention	2nd Year Retention	Graduated within 4 years	Continued 5th Year	Graduated within 5 Years	Continued 6th Year	Graduated within 6 years	Continued 7th Year	Graduated within 7 Years	Continued 8th Year
2009	434	18.4	273 (63%)	188 (43%)	47 (11%)	97 (22%)	104 (24%)	21 (5%)	121 (28%)	6 (1%)	125 (29%)	6 (1%)
2010	464	18.2	276 (59%)	174 (38%)	49 (11%)	91 (20%)	102 (22%)	27 (6%)	122 (26%)	11 (2%)		
2011	402	18.3	190 (47%)	119 (30%)	35 (9%)	65 (16%)	72 (18%)	24 (6%)				
2012	540	18.1	239 (44%)	165 (31%)	51 (9%)	85 (16%)						
2013	447	18.6	246 (55%)	179 (40%)								
2014	501	18.6	251 (50%)	179 (36%)								
2015	413	18.7	173 (42%)									

Table 2. Numbers of first-generation Hispanic/Latino freshmen and mean ACT scores for the years 2009-2015, and numbers of students who continued or graduated, by year.

Cohort	N	ACT Avg	Continued 2nd Year	Continued 3rd Year	Graduated within 4 years	Continued 5th Year	Graduated within 5 Years	Continued 6th Year	Graduated within 6 years	Continued 7th Year	Graduated within 7 Years	Continued 8th Year
2009	62	19.8	35 (56%)	28 (45%)	7 (11%)	17 (27%)	15 (24%)	5 (8%)	16 (26%)	2 (3%)	16 (26%)	1 (2%)
2010	97	19.9	57 (59%)	40 (41%)	12 (12%)	17 (18%)	20 (21%)	9 (9%)	24 (25%)	6 (6%)		
2011	79	20.8	47 (59%)	34 (43%)	6 (8%)	21 (27%)	21 (27%)	3 (4%)				
2012	123	20.8	66 (54%)	51 (41%)	22 (18%)	20 (16%)						
2013	174	20.7	96 (55%)	75 (43%)								
2014	205	21.1	136 (66%)	103 (50%)								
2015	176	20.4	93 (53%)									

Table 3. Numbers of first-generation White freshmen and mean ACT scores for the years 2009-2015, and numbers of students who continued or graduated, by year.

Cohort	N	ACT Avg	Continued 2nd Year	Continued 3rd Year	Graduated within 4 years	Continued 5th Year	Graduated within 5 Years	Continued 6th Year	Graduated within 6 years	Continued 7th Year	Graduated within 7 Years	Continued 8th Year
2009	479	22.7	325 (68%)	281 (59%)	139 (29%)	104 (22%)	209 (44%)	23 (5%)	235 (49%)	6 (1%)	238 (50%)	4 (1%)
2010	411	22.5	270 (66%)	236 (57%)	129 (31%)	79 (19%)	181 (44%)	18 (4%)	194 (47%)	7 (2%)		
2011	353	22.7	222 (63%)	189 (54%)	94 (27%)	78 (22%)	135 (38%)	27 (8%)				
2012	404	22.6	280 (69%)	244 (60%)	135 (33%)	75 (19%)						
2013	497	23.3	365 (73%)	309 (62%)								
2014	520	23.9	385 (74%)	332 (64%)								
2015	379	23.7	277 (73%)									

Table 4. Numbers of first-generation Asian freshmen and mean ACT scores for the years 2009-2015, and numbers of students who continued or graduated by year.

Cohort	N	ACT Avg	Continued 2nd Year	Continued 3rd Year	Graduated within 4 years	Continued 5th Year	Graduated within 5 Years	Continued 6th Year	Graduated within 6 years	Continued 7th Year	Graduated within 7 Years	Continued 8th Year
2009	12	22.6	9 (75%)	5 (42%)	3 (25%)	1 (8%)	4 (33%)	0 (0%)	4 (33%)	0 (0%)	4 (33%)	0 (0%)
2010	8	21.9	7 (88%)	7 (88%)	4 (50%)	1 (13%)	5 (63%)	0 (0%)	5 (63%)	0 (0%)		
2011	10	19.8	6 (60%)	4 (40%)	2 (20%)	1 (10%)	2 (20%)	1 (10%)				
2012	9	20.3	9 (100%)	5 (56%)	2 (22%)	3 (33%)						
2013	11	23.6	6 (55%)	4 (36%)								
2014	14	22.5	11 (79%)	10 (71%)								
2015	11	21.6	9 (82%)									

A majority of SIUC's first-generation students were found to be from northern Illinois. The top five counties from which first-generation students' families resided the years 2009-2016 include Cook (3785), Will (387), Lake (338), DuPage (294), and St. Clair (187), all located in the greater Chicago region. The top five counties from which non-first-generation students' families were found to reside include Cook (2,539), Will (513), DuPage (507), and Jackson (328), the latter of which is the county that includes the SIUC main campus. It is interesting to note that more of the institution's local students seem to be non-first-generation.

Financial Indicators

Figures 2 and 3 show the percentages of SIUC's first-generation freshmen students who received financial aid relative to non-first-generation students for the years 2009-2016. The figures show that a substantially larger percentage of first-generation students received federal grants and loans relative to non-first-generation students. This difference is greatest for the students who received federal grants.

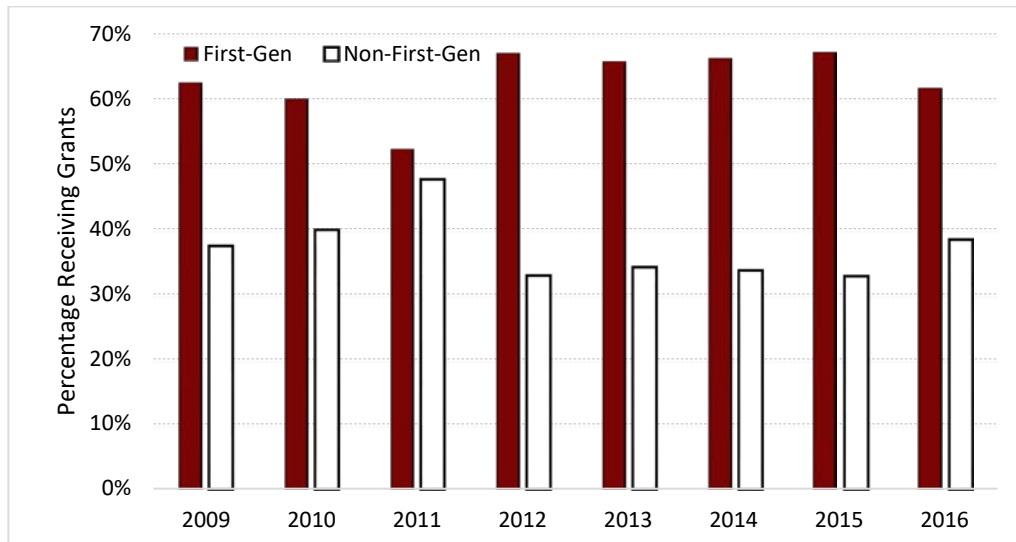


Figure 2 Percentage of first-generation and non-first-generation freshmen students who received federal grants from 2009-2016.

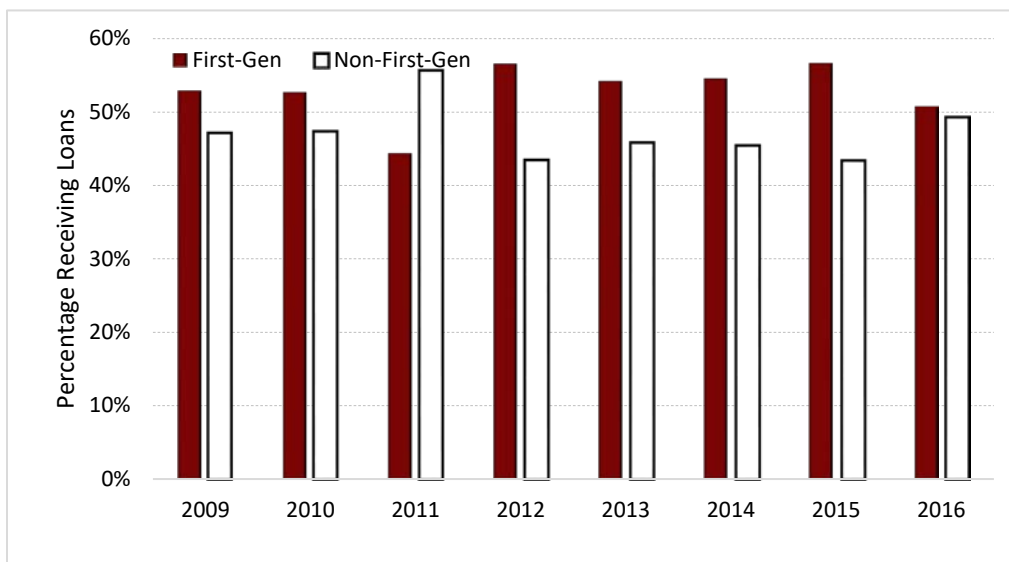


Figure 3 Percentage of first-generation and non-first-generation freshmen students who received federal loans from 2009-2016.

Table 5. Tuition and fee costs, minimum wage, and estimated earnings in minimum wage jobs from the years 2007-2018.

	FY07	FY08	FY09	FY10	FY11	FY12
Tuition+Fee	\$ 8,899	\$ 9,813	\$10,411	\$10,468	\$11,038	\$11,528
Room, Board and other	\$10,001	\$10,936	\$11,502	\$12,064	\$12,429	\$12,907
Total Costs of Attendance	\$18,900	\$20,749	\$21,913	\$22,532	\$23,467	\$24,435
Min Wage	\$ 6.50	\$ 7.50	\$ 7.75	\$ 8.00	\$ 8.25	\$ 8.25
Potential Summer Earnings	\$ 3,120	\$ 3,600	\$ 3,720	\$ 3,840	\$ 3,960	\$ 3,960
Potential Earning During Academic Year	\$ 4,680	\$ 5,400	\$ 5,580	\$ 5,760	\$ 5,940	\$ 5,940
Estimate of Annual Student Wages	\$ 7,800	\$ 9,000	\$ 9,300	\$ 9,600	\$ 9,900	\$ 9,900
Ratio (Earnings/Total Costs)	0.41	0.43	0.42	0.43	0.42	0.41
	FY13	FY14	FY15	FY16	FY17	FY18
Tuition+Fee	\$12,093	\$12,351	\$13,137	\$13,481	\$13,932	\$14,704
Room, Board and other	\$12,093	\$12,351	\$13,137	\$13,481	\$13,932	\$14,704
Total Costs of Attendance	\$13,316	\$13,735	\$14,037	\$14,227	\$14,663	\$14,663
Min Wage	\$25,409	\$26,086	\$27,174	\$27,708	\$28,595	\$29,367
Potential Summer Earnings	\$ 8.25	\$ 8.25	\$ 8.25	\$ 8.25	\$ 8.25	\$ 8.25
Potential Earning During Academic Year	\$ 3,960	\$ 3,960	\$ 3,960	\$ 3,960	\$ 3,960	\$ 3,960
Estimate of Annual Student Wages	\$ 5,940	\$ 5,940	\$ 5,940	\$ 5,940	\$ 5,940	\$ 5,940
Ratio (Earnings/Total Costs)	\$ 9,900	\$ 9,900	\$ 9,900	\$ 9,900	\$ 9,900	\$ 9,900
	0.39	0.38	0.36	0.36	0.35	0.34

Table 5 and Figure 4 show a comparison of the cost of attending SIUC and potential student earnings based on the minimum wage. The total cost of attendance data for universities are published annually and include tuition, fees, room, board and other costs of living expenses. To understand how expenses measure up to wages earned by most students, the total cost of attendance was compared to a typical student income. Student earning was based on the minimum wage in any given year. The data shown assumes full time employment in the summer (40 hr/wk for 3 months), and 0.5 time (20 hr/wk for 9 months). For example, in 2007, the minimum wage was \$6.50/hr. The total earning of a student was calculated as:

$$(\$6.50/\text{hr})(40 \text{ hr/wk})(4 \text{ wk/mo})(3 \text{ mo}) + (\$6.50/\text{hr})(20 \text{ hr/wk})(4 \text{ wk/mo})(9 \text{ mo}) = \$7800$$

The estimated cost of attendance for the fall and spring terms that year was \$18,900. Assuming a student lived with family during the summer (no cost of living), the hours work paid for (7800/18900) 41% of the cost of attendance. This analysis was carried through to 2018 in order to evaluate the extent students would be able to pay college costs in this scenario. It is important when viewing these results to recognize the financial challenges of supporting family, health care, transportation, and other costs students face, and how that gives context to why students depend on financial aid and other support.

In summary, the costs of attendance at SIUC has risen steadily. In 2017, the total cost was estimated at \$18,000, rising to \$29,367 in 2018. Student earnings, based on a reasonable estimate of working full time in the summer and part time during the school year at minimum wage, have not kept pace, decreasing from covering 41% of the costs in 2007 to 31% of the costs in 2018. Many of first-generation students need to work more than 20 hours a week is important which keeps them away from learning activities that occur outside the classroom,

such as volunteer design teams or guest lectures as well as social networking activities that promote mentoring and support.

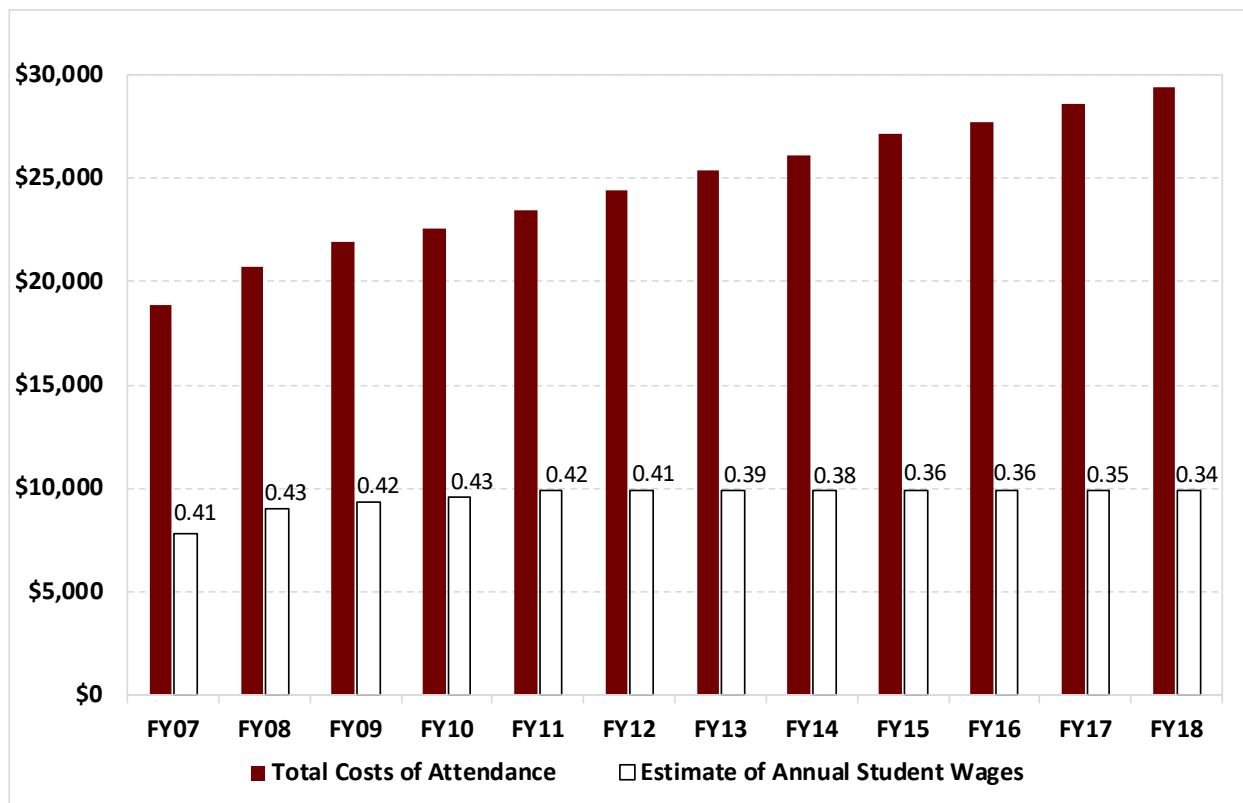


Figure 4 Total cost of attendance, estimated annual student wages, and ratio of minimum wages earned to attendance cost for the years 2007-2018

Academic Variables

Table 6 lists several academic markers that are differentiated between first-generation and non-first-generation students. The data is averaged from 2009-2016. The table shows gaps in achievement between first-generation and non-first-generation students in all of the markers: retention and graduation rates; mean high school GPA; first and second semester GPA, mean ACT scores; mean number of credits enrolled in during the first and second semesters; and the percentage of students placed on academic probation during their first and second semesters. The most striking gap is the graduation rates between the two sets of students (48% vs. 57%, respectively), and the fact that first-generation students were more likely to be placed on academic probation (< 2.0 GPA) after their first semester (57% vs. 43% students respectively) and second semester (56% vs. 44% students, respectively).

Table 7 shows the retention and 6-year graduation rates for new student cohorts and the subsets of first-generation students within those cohorts for the years 2009-2016. This table shows that first-generation students transitioning from freshman to sophomore status were retained at an average of 60%, as opposed to an average 66.3% for all students. According to the National Center for Education Statistics, 64% of students in the United States graduate within six years, while only 50% of the nation’s first-generation students accomplish this goal. Currently at SIUC, 34.6% of first-generation students graduate within six years.

Table 6. Average values for academic markers for 32,393 first-generation and non-first-generation students between 2009 and 2016 (except for Graduation Rates which are for 2009 - 2012). Numbers in parentheses represent values for FTFT students only.

Academic Marker	First-Generation	Non First-Generation
Retention	65.6% (60.0%)	72.3% (71.6%)
6-Year Graduation (2009 - 2012 Cohorts)	47.9% (34.6%)	56.9% (49.8%)
GPA High-School	2.87 (2.85)	3.00 (3.05)
GPA Freshmen 1st Semester	2.77 (2.52)	2.95 (2.89)
GPA Freshmen 2nd Semester	2.78 (2.48)	2.93 (2.85)
ACT	21.1 (21.1)	22.9 (23.3)
Credit-Hours Freshmen 1st Semester	12.7 (13.4)	13.3 (13.9)
Credit Hours Freshmen 2nd Semester	12.8 (13.1)	13.5 (13.8)
Academic Probation 1st Semester	56.9% (58.5%)	43.1% (41.5%)
Academic Probation 2nd Semester	56.1% (57.1%)	43.9% (42.9%)

Table 7. Retention and 6-year graduation rates for first-generation students and their new student cohorts for the years 2008-2016. The table shows the number of first-generation students within each cohort and the percentage of cohort comprised by first-generation students.

Cohort	2009	2010	2011	2012	2013	2014	2015	2016
Total FTFT	2328	2231	2318	2216	2517	2654	2155	1583
First Generation	1058	1040	915	1123	1179	1271	1049	690
% First Generation	45.4%	46.6%	39.5%	50.7%	46.8%	47.9%	48.7%	43.6%
Cohort Retention	69.3%	66.1%	60.1%	62.0%	69.3%	69.0%	65.2%	69.5%
First Generation Retention	64.8%	61.3%	52.8%	55.5%	63.6%	63.7%	57.0%	60.7%
Cohort 6-Yr Graduation	45.7%	44.0%	39.9%	42.0%				
First Generation 6-Yr Graduation	38.3%	35.3%	31.0%	33.6%				

Figure 5 shows rates of first year, second year, and third year retention and persistence rates for first-generation students, in five-year blocks. The figure shows that the percentage of students continuing systematically declined from first to second, and second to third year. First-generation students appear to be less likely to persist to degree completion the longer they attend school.

Figure 6 shows the percentage of first-generation and non-first-generation students who were retained for the years 2009-2016, displayed separately for White, Black/African American, Hispanic/Latino, and Asian students. Similar results are shown in Figure 7 for six-year graduation rates for the four groups. The figures show that fewer first-generation students were retained and persisted to graduating within six years relative to non-first-generation students across all groups.

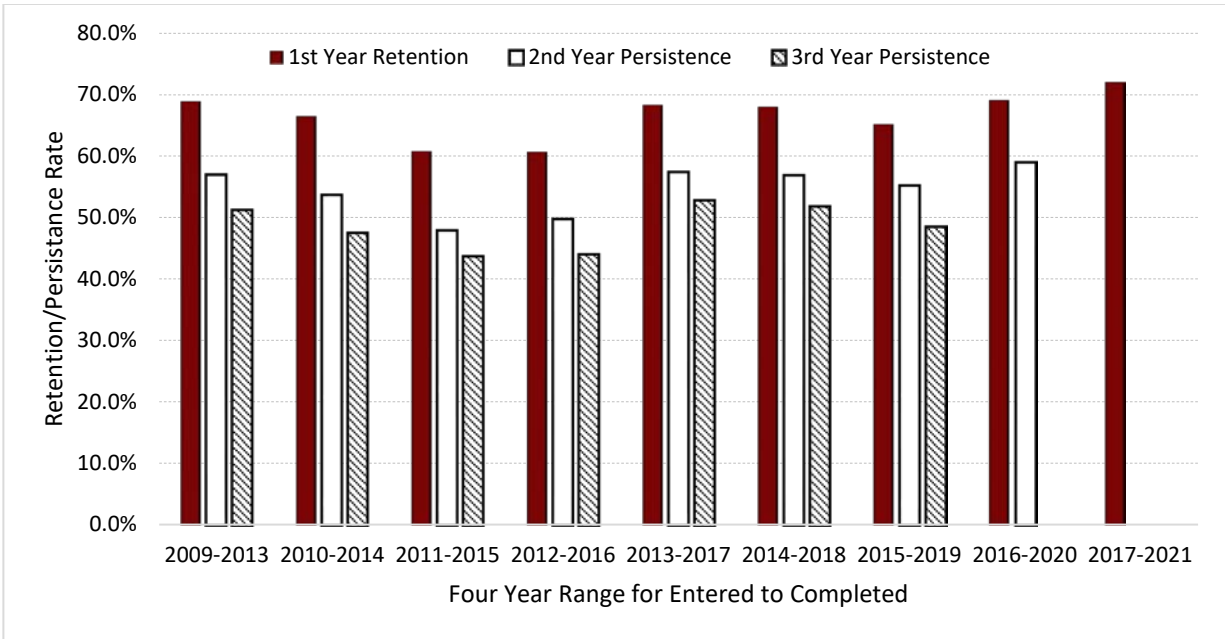


Figure 7 First-generation student retention and persistence rates by year.

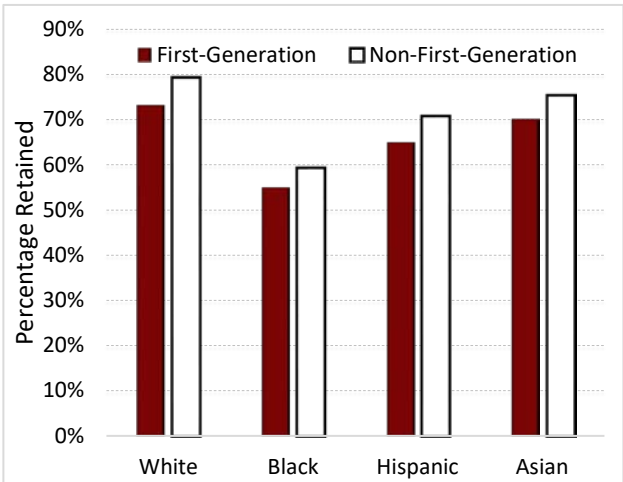


Figure 6 Percentage of first-generation students and non-first-generation students retained, shown separately for White, Black/African American, Hispanic/Latino, and Asian students for the years 2009-2016.

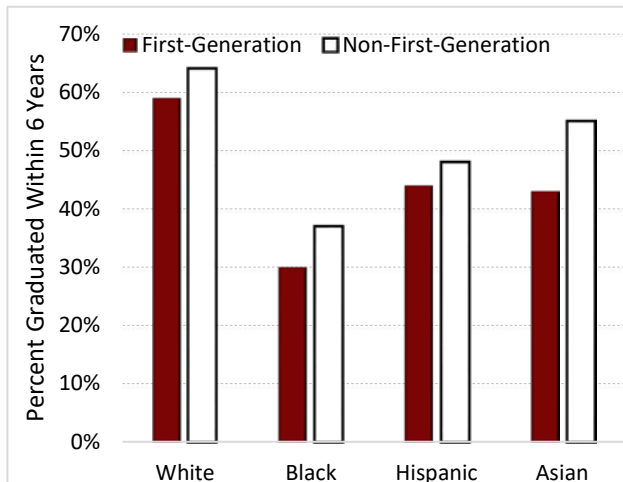


Figure 5 Percentage of first-generation students and non-first-generation students who achieved 6-year graduation, shown separately for White, Black/African American, Hispanic/Latino, and Asian students for the years 2009-2016.

Of note, the academic programs found to have the largest number of first-generation students were Workforce Education and Development, Psychology, and Criminology and Criminal Justice. The academic programs found to have the largest number of non-first-generation students were Pre-Civil-Engineering, International Studies, and Pre-Foreign Language and International Trade.

Students' Perspectives

SIUC's Student Affairs administered the EAB Campus Climate Survey (BE HEARD: A Sexual Misconduct Survey) during the 2018 academic year. Figure 8 provides a description of the survey respondents. Twenty-four percent of the total sample were first-generation students.

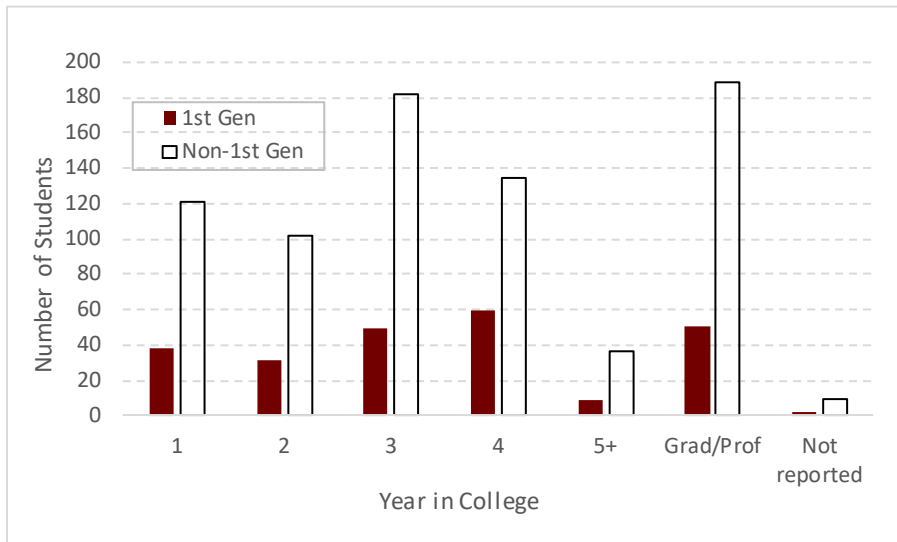


Figure 8 Distribution of first-generation and non-first-generation participants in survey by academic year

While financial struggles are a leading reason why students consider leaving college, it is also a significant concern for students even if they are not considering leaving. The struggle with food or housing insecurity between both first-generation and non-first-generation students shows a greater insecurity for first-generation students, as well as a statistic for non-first-generation students that should not be ignored.

- 40% of first-generation students reported skipping meals or eating less because of not having enough money, as compared to 26% of non-first gen students.
- 48% of first-generation students reported not being able to afford balanced meals, as compared to 38% of non-first gen students.
- 26% of first-generation students and 26% of non-first gen students reported being hungry and not being able to eat because of lack of money
- 12% of first-generation students and 12% of non-first gen students reported not being able to pay rent

Table 8 provides the survey responses to the top five reasons students leave SIUC. It is interesting to note the fact that the first reason for leaving within the first-generation group has to do with not feeling welcomed or supported whereas for non-first-generation the reason is wanting to transfer.

Table 8. Summary of top reasons for leaving SIUC based on EAB survey.

	Number of Students	
	1st Gen	Non 1st Gen
Didn't feel welcomed or supported	34	83
Experienced financial struggles	33	59
Wanted to transfer	30	94
Struggled with mental health challenges	29	77
Didn't feel close to anyone at school	24	70

It is assumed that first-generation students participate in fewer co-curricular activities due to financial and family obligations. This could possibly explain why some students do not feel welcome on campus. However, non-first-generation students reported similar levels of engagement in campus activities. Clearly, the group surveyed did not support this premise. Specific group participation for the two groups of students include the following:

- 13% of first-generation students reported participating in Greek Life, whereas 8% of non-first-generation students reported participating.
- 12% of both first-generation and non-first-generation students reported participating in Cultural Groups.
- 7% of first-generation students reported participating in performing arts groups, intramurals, sport clubs, and student government, whereas 5% of non-first-generation students reported participating in those same groups.

SIUC Applied Research Consultants (ARC) conducted the first-generation student survey study and student interviews in Fall 2018. ARC is a graduate-student led organization in the department of psychology that provides consultation on qualitative and quantitative data analyses for the campus community. The results are summarized below. There were only 28 participants, but despite the small size of the group, the results provide a view of the student perspective.

An overwhelming majority (90.8%) of the students interviewed worked one or more part-time or full-time jobs or internships, with 24.5% working more than 20 hours per week and 64.3% working 1-20 hours per week. About half of the participants reported working on-campus (57.1%), with the remaining working off-campus (21.4%) or having multiple jobs (10.7%). Most working participants reported that their work schedule was predictable (64.3%), and their workplace was very accommodating of their school workload (67.9%). 35.7% of participants reported that they contribute a portion of their income to their family. All students reported receiving less than \$35,000 per year in financial aid to attend SIUC, with 35.7% reporting receiving less than \$10,000 per year, 35.7% reporting receiving \$10,000-\$19,999 per year, and 25.0% reporting receiving \$20,000-\$34,999 per year (3.6% declined to answer).

The students identified several challenges during both the admission process and during their course of study. Most students (78.6%) did not have any older siblings that had attended or completed college. When asked about their motivation to apply for college, many participants reported wanting to attend college due to their personal drive (50.0%), their own or their family's expectations that they would go to college (42.9%), and their hopes of avoiding other outcomes (39.3%). The majority of students were drawn to apply to SIUC because of specific

programs or opportunities that SIUC provides (67.9%), as well as the school being a desirable distance from home (60.7%), cost-effective (42.9%), and a pleasant environment (46.4%).

When asked about the challenges they faced in preparing for college, most participants discussed that they learned about the application process at the same time as their parent(s) (82.1%) or all on their own (60.7%). Although many of the participants found the information on admissions and financial aid available on the university website to be helpful, others found the information to be confusing, difficult, or unhelpful (21.4%—35.7%). Participants suggested that more information about financial and academic resources (64.3%), more public outreach to their high schools and communities (28.6%), more support and resources for first-generation students (21.4%), and more scholarships (21.4%) would have been beneficial over the course of their college pursuits.

When asked about the challenges they faced while preparing for college, the clearest theme that emerged was having to learn the application, admission, and all of the initially steps together with their parents (e.g., “me and my mom just had to wing it”). Many students also lamented about a general lack of information (e.g., “no idea what it was going to be like”) and reported that they had to just “figure it out” on their own. Additional themes included a lack of financial information (e.g., “no idea that there was financial aid”), living away from home (e.g., “not being able to come home”), and stress (e.g., “it was stressful”). A few students also alluded to financial struggles (e.g., “wow, I really have to owe all of this”).

When students were asked about the challenges they faced once enrolled in college, the most frequently reported concerns were tied to finances, including worries about paying for school, lack of guidance from parents, and challenges maintaining a balance between academics and work. Students frequently commented on their difficulties with time management and their desire to have been better prepared. Nonetheless, several students referenced their own personal motivation in persisting to graduation and expressed pride that they were “relying on themselves” or “figuring things out on their own.” Some students reported that they worked as much as they possibly could. Students also reported that the university housing experience was helpful for their social adjustment.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

The goals of this Quality Initiative were:

- 1) Develop a demographic profile of first-generation students
- 2) Develop an academic profile of first-generation students
- 3) Compare retention and graduation rates for first-generation versus non-first-generation students
- 4) Examine the use of financial aid for first-generation students relative to non-first-generation students
- 5) Identify financial variables that could affect students’ academic success
- 6) Investigate first-generation students’ perspectives on their challenges
- 7) Provide evidence that a support center could improve the success of first-generation students

Although all the project's goals were achieved, there were some obstacles that warrant mention. Identifying students as first-generation assumes that students self-identified as such, yet many students or the parents assisting them with an application may not even know what the term means. In addition, older adults may be defined as both first-generation and non-traditional, making self-reporting unclear and the lines for data analysis difficult. Thus, it is possible that there are more first-generation students attending the institution whose data were not included in the analyses. With data available in several different offices across campus, it was at times difficult to locate the right source. The First-Generation Community of Practice was instrumental in streamlining these efforts.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

A designated faculty member serving as a Provost Fellow, who worked under the supervision of the Associate Provost for Academic Programs, led this project. The First-Generation Community of Practice, which included faculty, graduate student instructors, advisors, and student affairs professionals, many of whom had been first-generation students themselves, provided guidance and oversight on the project. The Community of Practice was chaired by the Director of the Center for Teaching Excellence. A grant from the Suder Foundation, which provided scholarships for first-generation students in the First Scholars program, was used to support the Community of Practice. In addition to providing guidance on data collection and analyses, the Community of Practice held workshops intended to educate the campus community of the challenges faced by first-generation students. In these workshops, doctoral students presented research on the topic of first-generation students and cultural barriers, and Residential Life staff presented an overview of their Academic Peer Advocates Program and its relevance for first-generation students.

The contributing offices and authorities around campus included the Office of Institutional Research, Financial Aid, Admissions, the Vice Chancellor for Diversity, and the Center for Teaching Excellence. SIUC Applied Research Consultants (ARC), an organization composed of graduate students and faculty members housed within the Psychology Department, conducted the first-generation student survey study and student interviews. Funds from the Chancellor's office supported ARC's consultation. Student Affairs supplied additional qualitative data. The director of the University Core Curriculum and conceptual, methodological, and analytic support throughout the project. The Coordinator of HCL Accreditation supported the final analysis and report. A graduate student in Communications Studies, funded by the Associate Provost for Academic Programs, provided editorial assistance.

This project was executed by a large team of faculty, staff, and administrators across campus, all of whom recognized the need to learn about the institution's first-generation students so that specialized supports could be developed to improve rates of retention and completion.

7. Describe the most important points learned by those involved in the initiative.

In the analyses of data from the years 2009-2016, the team invested in this project obtained valuable information regarding SIUC's first-generation students. The team learned that approximately equivalent percentages of first-generation students are White or Black, and that majority of first-generation students come to SIUC from the greater Chicago region. The institution's first-generation students receive more federal grants and loans than non-first-generation students. The analysis of the ratio of minimum wage for part- and full-time work to the costs of attending college revealed that any student working full or part-time while attending college would struggle to afford the costs of attending the institution. The performance of SIUC's first-generation students is below that of non-first-generation students on every single academic measure examined, including graduation and retention rates, mean high-school and first-year GPA, mean number of credits enrolled in as freshmen, and percentages of students being placed on academic probation. The largest gap is the percentage of students on probation and the percentage of students who persisted to graduation. These results are consistent with the published literature on the characteristics and experiences of first-generation college students. That SIUC's first-generation college students, approximately half of the institution's student body, are experiencing considerably less success than other students warrant attention.

The University gained knowledge about the challenges experienced by SIUC's first-generation students via results from the one-on-one interviews and surveys conducted. An alarming percentage of students reported financial obstacles that interfere with their ability to meet their basic needs while attending college, and very few students reported participating in campus organizations or activities. Not surprisingly, a large percentage of students reported working one or more part-time and full-time jobs, with many providing money for their family. The students identified a number of obstacles during both the admission process and during their transition period over the course of their freshman year, including little guidance from parents or siblings, confusion regarding information presented on university websites, and a lack of preparation in how to balance their school and work obligations. These findings suggest that the experience of being the first from one's family to attend college, coupled with financial challenges, make the goal of persisting to degree completion onerous. Even with those challenges, many of the students interviewed reported that they were highly motivated to not only complete their undergraduate degree, but to pursue professional or graduate training as well. SIUC needs support mechanisms that will facilitate the students' realization of these goals. The newly implemented First Saluki Center has several goals for its first year of operation and will be monitoring its progress toward promoting first-generation students' transition into college and continuation from one year to the next.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

Administrators, faculty, and staff from the Office of the Provost, the Center for Teaching Excellence, the University Core Curriculum, Financial Aid, Admissions, Student Affairs and the

College of Education and Human Services were dedicated to this project. Within these units, people assisted with data collection and analyses. Funds from the Chancellor's office supported the student interviews and survey conducted by Applied Research Consultants, a graduate-student led organization in the department of psychology that provides consultation on qualitative and quantitative data analyses for the campus community.

To be more specific with respect to the team, the following faculty and administrators directly contributed to the Quality Initiative:

- Maria Claudia Franca, Provost Fellow, SIU Board of Trustees Diversity Excellence Award, Associate Professor, Communications Disorders and Sciences
- Elaine Jurkowski, Provost Fellow, Professor, Social Work
- Ruth Anne Rehfeldt, HLC Coordinator, Professor, Behavior Analysis and Therapy
- Reza Habib, Director of Core Curriculum, Associate Professor, Psychology
- Karla Berry, Director of Center for Teaching Excellence, Chair of First-Generation Community of Practice
- Jun Qin, Associate Professor, Electrical and Computer Engineering
- Lori Stettler, Vice Chancellor for Student Affairs
- John Massie, Advisor, Student Affairs
- Otis Duncan, Graduate Assistant, Communication Studies
- Lizette Chevalier, Associate Provost Academic Programs, Professor, Civil and Environmental Engineering

Technological resources included Desire2Learn, the university's online learning management system, and Banner, the university's student information database. Several computers were utilized for data gathering and analyses. Physical spaces included a designated office for the Provost Fellows as well as large meeting rooms in Morris Library.

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

Results obtained from this project will be widely disseminated to campus constituency groups, administrators, and those centers and offices invested in promoting the success of the institution's undergraduate students. The team hopes to educate all aspects of campus on the prevalence and characteristics of the institution's first-generation students. The findings have already served to support the implementation of the First Saluki Center, a specialized support center for first-generation students, which began officially on July 1, 2019. The center will be supported by funds from the SIUC Foundation, and support the delivery of specialized academic, financial, and social supports for first-generation students for a five-year period. Some of the center's activities for this next academic year include providing academic coaching in collaboration with the Center for Learning and Support Services, seeking first-generation faculty and staff to serve as mentors, role models, and advocates, providing peer-to-peer mentoring, developing campus internship positions, and promoting student participation in research, creative activity, and service learning.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

This work will be presented in professional conferences such as the upcoming Higher Learning Commission convention. At least one published article is also expected to result from the project. The most important outcome from this project is the creation of the First Saluki Center.

The results of the initiative will be presented to various constituencies this fall to inform the campus community. Understanding the demographics and challenges of our students will influence the classroom environment and the services provided throughout campus. SIUC's commitment to provide students with an education that promises to be transformative is more fully achieved when we have the knowledge of who our students are.

SIUC Mission

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

Appendix A: SIU HLC STEERING COMMITTEE

Laurie Achenbach, Dean, College of Science

Twyla Adkisson-Peak, SIU Foundation

James Allen, Associate Provost for Academic Affairs; Vice President for Academic Affairs (SIU System)

Clay Awsumb, Representative, Graduate and Professional Student Council

Deb Barnett, Off-Campus Manager, Dept. of Workforce Education; Director, Business Incubator Program, Office of Economic and Regional Development

Matt Baughman, Chief of Staff, Chancellor

Chris Behan, Professor, School of Law

Laurie Bell, Dean, University College

Karla Berry, Director, Center for Teaching Excellence

Ras Michael Brown, Associate Professor, History, College of Liberal Arts

Todd Bryson, Interim Associate Chancellor for Diversity

Emily Buice, Vice-President, Undergraduate Student Government

Jarvaus Burks, Representative, Undergraduate Student Government

Randy Burnside, Associate Professor, Department of Political Science, College of Liberal Arts

Lisa Caringer, Director, Disability Support Services

Andrew Carver, Director, Center for International Education

Joe Cheatwood, Associate Professor, School of Medicine

Lizette Chevalier, Associate Provost for Academic Programs

Sandra Collins, Associate Professor, Healthcare Management, College of Applied Sciences and Arts; School of Health Sciences

Brad Colwell, Vice President for Student and Academic Affairs, SIU System

Scott Comparato, Associate Professor, Political Science, College of Liberal Arts

Judy Davie, Associate Professor, Biochemistry and Molecular Biology, School of Medicine

Jennifer DeHaemers, Associate Vice Chancellor/Associate Provost for Enrollment Management

Dave DiLalla, Associate Provost for Academic Administration

Kathy Dillard, Assistant Director, Alumni Services

Julie Dunston, Interim Chair, Associate Professor, Department of Technology, College of Engineering; Interim Director, School of Applied Engineering and Technology

Michael Eichholz, Associate Professor, Department of Zoology, College of Science; School of Biological Sciences

Johnathan Flowers, President, Graduate and Professional Student Council

Doug Franklin, Accreditation and Regulatory Specialist, Education and Curriculum, School of Medicine

Jim Garvey, Interim Vice Chancellor for Research

Gary Giacomelli, Assistant Provost for Institutional Planning, Springfield Campus, School of Medicine

Rae Goldsmith, Executive Director, Chief Marketing and Communications Office

JaWana Green, Director, Student Rights and Responsibilities

Reza Habib, Director, University Core Curriculum

Ruth Hale, Business/Administrative Associate, Office of the Associate Provost for Academic Programs

Ryan Hall, Associate General Counsel and Legal Affairs

Fran Harackiewicz, Professor, Electrical and Computer Engineering, College of Engineering

Terri Harfst, Director, Financial Aid; Interim Director of Admissions

Phil Howze, Co-Chair, SIU Carbondale Diversity Council; Professor, Morris Library

Andrea Imre, Associate Professor, Library Affairs

Jeffrey Jones, Associate Athletic Director

Kathy Jones, Senior Associate Athletic Director

Jennifer Jones-Hall, Dean of Students

Joshua Bowens, President, Undergraduate Student Government

Elaine Jurkowski, Professor, School of Social Work, College of Education and Human Services; School of Human Sciences

Gary Kinsel, Vice Chancellor for Research

Lisa Knight, Director, Information Research and Data Integration, SIU Foundation

Yueh-Ting Lee, Dean, Graduate School

Elizabeth Lewin, Interim Associate Chancellor for Diversity

Kim Little, Director, Undergraduate Online Student Services: Academic Support Specialist in the College of Business

Pat Manfredi, Director, University Core Curriculum

Christie McIntyre, Chair, Associate Professor, Curriculum and Instruction Department; Associate Director for Program Review and Assessment

Toussaint Mitchell, President, Undergraduate Student Government

Marc Morris, Associate Professor, School of Accountancy, College of Business

Howard Motyl, Interim Chair, Associate Professor, Radio, Television, and Digital Media; Interim Chair Cinema and Photography, College of Mass Communication and Media Arts

Jane Nichols, Associate Professor, Rehabilitation Institute, College of Education and Human Services; School of Human Sciences

Julie Partridge, Associate Professor, Department of Kinesiology, College of Education and Human Services; Professor, School of Human Sciences

Ruth Anne Rehfeldt, HLC Steering Committee Chair; HLC Accreditation Coordinator; Professor, Behavior Analysis and Therapy, College of Education and Human Services

Mandara Savage, Director, SIU Department of Extended Campus

Elizabeth Scally, Associate Director, University Housing

Nicholas A. Shereos, Representative, Undergraduate Student Government

Marianne Shields, Accountant II, College of Agricultural Sciences

Stephen Shih, Associate Dean and Director, Graduate School

Cynthia Sims, Associate Dean for Academic and Student Affairs, College of Education and Human Services

Lori Stettler, Vice Chancellor for Student Affairs

Arlene Tan, Director, Achieve Program

Rita Kay Van Pelt, Director, Disability Support Services

Juliane Wallace, Interim Associate Dean and Director, Graduate School

Sharon Walters, Assistant Director, Office of Assessment and Program Review

Avian Wilkins, Representative, Undergraduate Student Government

Gary Williams, Carbondale City Manager

Tamara Workman, Director, Registrar's Office

Jian Anna Xiong, Associate Professor, Library Affairs

Melinda Yeomans, Associate Director, University Honors Program

Note: Listed are the positions/titles while serving on the committee

Appendix B: SIU HLC CRITERIA COMMITTEES

Criterion 1 Committee Members

Chair: Michael Eichholz, Associate Professor, Department of Zoology, College of Science; School of Biological Sciences

Kyle Harfst, Executive Director, Southern Illinois Research Park, Inc., College of Business

Scott Ishman, Associate Dean, Undergraduate Affairs, Research and Outreach; Professor, Department of Geology; Dean, College of Science

Kavita Karan, Professor and Interim Director, School of Journalism, College of Mass Communication and Media Arts

Mythili Rundblad, Coordinator, Service-Learning and Volunteerism in Student Life and Intercultural Relations

Arlene Tan, Director, Achieve Program

Lindy Wagner, Representative, Graduate and Professional Student Council

Criterion 2 Committee Members

Chair: Judy Davie, Associate Professor, Biochemistry and Molecular Biology, School of Medicine

Sarah Buila, Associate Professor, School of Social Work, College of Education and Human Services

Joe Cheatwood, Associate Professor, School of Medicine

Matthew Keefer, Dean, College of Education and Human Services

Sajal Lahiri, Vandever Chair; Professor, Economics, College of Liberal Arts

Donnie McMann, Representative, Graduate and Professional Student Council

Sonjie Schwartz, Associate Director, Office of Sponsored Projects Administration

Michelle Taylor, Executive Director of Compliance and Ethics, SIU System

Criterion 3 Committee Members

Co-Chair: Ras Michael Brown, Associate Professor, History, College of Liberal Arts

Co-Chair: Kimberly Little, Director, Undergraduate Online Student Services: Academic Support Specialist in the College of Business

Karla Berry, Director, Center for Teaching Excellence

Kevin Cales, Representative, Graduate and Professional Student Council

Lisa Caringer, Director, Disability Support Services

JP Dunn, SIU Online Administrator and Specialist, Center for Teaching Excellence

Renada Greer, Director, TRIO Student Support Services

Reza Habib, Director, University Core Curriculum

Elaine Jurkowski, Professor, School of Social Work, College of Education and Human Services;
School of Human Sciences

Jon Shaffer, Director, University Housing

Cynthia Sims, Associate Dean for Academic and Student Affairs, College of Education and
Human Services

Criterion 4 Committee Members

Co-Chair: Julie Dunston, Interim Chair, Associate Professor, Department of Technology, College
of Engineering; Interim Director, School of Applied Engineering and Technology

Co-Chair: Christie McIntyre, Chair, Associate Professor, Curriculum and Instruction Department;
Associate Director for Program Review and Assessment

Kelly Caringer, Instructional Media Systems Technician, Center for Teaching Excellence

Sandra Collins, Associate Professor, Healthcare Management, College of Applied Sciences and
Arts; School of Health Sciences

Rachel Frazier, Assistant Director, Academic Services-Transfer Student Services

Boyd Goodson, Professor of Chemistry and Biochemistry; Acting Associate Dean, College of
Science

Reza Habib, Director, University Core Curriculum

Wago Kreider, Associate Professor, Radio, TV and Digital Media, College of Mass
Communication and Media Arts

Dianah McGreehan, Representative, Graduate and Professional Student Council

Kathy Smith-Schafer, Coordinator, Non-Traditional Student Services

Criterion 5 Committee Members

Co-Chair: Andrea Imre, Associate Professor, Library Affairs

Jim MacLean, Associate Professor, Department of Physiology, School of Medicine

Co-Chair: Julie Partridge, Associate Professor, Department of Kinesiology, College of Education
and Human Services; Professor, School of Human Sciences

Clay Awsumb, Representative, Graduate and Professional Student Council

Ahmad Fakhoury, Associate Professor, Department of Plant, Soil, and Agricultural Systems,
College of Agriculture Sciences

Judith Marshall, Vice Chancellor for Administration and Finance

Cheryl Reinhardt, Business Administrative Associate, Office of the Provost & Vice Chancellor for
Academic Affairs

Note: Listed are the positions/titles while serving on the committee