

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **SOUTHERN ILLINOIS UNIVERSITY - EDWARDSVILLE**

**April 2, 2009**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## **EXECUTIVE SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY - EDWARDSVILLE**

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Southern Illinois University - Edwardsville's achievements and to identify challenges yet to be met.

Category One - It would facilitate the reading and appraisal of SIUE's portfolio if the institution were to summarize information rather than direct the reviewers to a web link. There were also numerous instances where Results were imbedded in Process and Improvement responses, and Context responses imbedded in Process and Improvement responses. A bit more data, especially related to quality of work under the results sections, would have greatly enhanced this section.

Category Two - SIUE should be commended for its planning and with the communication of the other distinctive objectives in the strategic planning document that was created with input from both internal and external stakeholder groups. SIUE identifies distinctive objectives defined by both long- and short-term goals. Even though there are established processes for the review of other distinctive objectives, SIUE has the opportunity to expand benchmark data in several categories, and compare the results with other institutions to identify the progress of their efforts. There are several initiatives identified by SIUE because of its review process. The University should maintain some emphasis on these new initiatives to ensure that improvement of the processes defined under "other distinctive objectives".

Category Three - SIUE has a great opportunity to segment its student population in greater detail, then to gather appropriate data to address the specific needs of these segments. SIUE has also implemented several practices to develop relationships with current and potential students and to reach out to community stakeholders. The University utilizes the extensive survey and other variety of feedback mechanisms to determine student needs and satisfaction of services. The University should be commended with their efforts in assessing student satisfaction and responding to results that were below benchmark levels. The University has the opportunity to expand the use of benchmarks in several administrative and service units.

Category Four - The University has a comprehensive and mature system for the review of processes and systems for valuing people. There is an affiliation with the processes for valuing

people and the goals of the University's long-rang plan. Two quality review committees set and reviews targets and benchmarks pertaining to valuing people on an annual basis. The system in place will ensure that the University continues to improve upon its process related to valuing people. The opportunities for improvement for SIUE are in focusing on ability to look externally, to gain a better understanding of the motivational and compensation successes of peer universities. The ability to anticipate the needs of the academic team will foster a greater sense of being valued and of commitment to the university.

Category Five - SIUE should be praised for its efforts in understanding the context and processes with communication among stakeholder groups. The University has created a culture of inclusion among its faculty and staff and encourages communication at all levels of the University. The impetus for SIUE's leading and communication efforts stems from the long-range strategic plan. However, communication appears to be more downward than upward and even centered in a group of top level administrators with the Dean's on the margin. Absence of measurable and comparable data in the results section (Results were embedded in 5C3 and 5P7) and the weak response in the Improvement section suggest that the University needs systems of communication in place that are open and receptive to the upward flow of information. Collaboration cannot occur without such openness and receptivity. SIUE's may be better served with the development and implementation of a formal succession plan and the establishment of monitoring processes that evaluate the leadership core values and thus contribute to the university's accomplishment of its long range strategic plan.

Category Six - There is a general disconnect between what is reported as key processes in the Context with the Process and Results category responses. The Portfolio should reflect what SIUE does (C), how it does what it does (P) and the key measures/indicators of success, the results (R) of those measures/indicators and how they compare to other institutions, and how they are improving (I) the processes. For example, Immersion in University Life is a Key Process. What are the measures for immersion in university life? What are the results for immersion in university life and how do your results compare to others? What improvements have you made (Figure 6.4).

Category Seven - The commitment to the AQIP process is commendable, however, the improvement opportunities and priorities should be identified and supported through a strategic

process, which is not clearly shown in this section; response to analytic results appear to be on an ad hoc basis. An advanced learning institution could incorporate some of the Six Sigma quality processes to identify and focus upon opportunities for improvement in the data gathering and analysis to demonstrate the desire to measure effectiveness.

Category Eight - SIUE demonstrates the adage “what is measured is done”, and may need to consider alternative ways of identifying opportunities, measurements, processes and improvements in this area. While none are truly deficient, the system of measuring and updating the monitoring processes may need to be refined to help identify additional areas for growth. SIUE has an established history of commitment to continuous quality improvement which is reflected in its planning processes, its collection of data, and its responsiveness to the results to create a climate and culture related to change that is sensitive to its resources, the higher education system of which it is a member, and the economic and societal needs of its region.

Category Nine - Throughout the report, especially in the context section of AQIP Criterion 9, *Building Collaborative Relationships*, SIUE has indicated a wide range of collaborative relationships (Figure 9.1-9.5). The relationships provide input through such experiences as advisory boards, internship/field experiences, consulting, and economic development for SIUE to identify new academic programs that are needed, to modify existing programs, and to remove programs no longer needed. SIU Edwardsville has successfully restructured its Office of Extended Learning more effectively and efficiently meet the needs of stakeholders both internal and external to the University. A key task of the new office will be to identify how it will collect, analyze, and use the results to improve its academic programs, especially as they related to student learning and development. . Accreditation issues and Strategic challenges for Southern Illinois University - Edwardsville’s are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

## ELEMENTS OF SOUTHERN ILLINOIS UNIVERSITY – EDWARDSVILLE’S FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP’s official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution’s strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution’s attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you’ve already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers’ assessment of the institution’s current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution’s ability to succeed in reaching its mission, planning, and quality improvement

goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined

whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Southern Illinois University – Edwardsville has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Southern Illinois University - Edwardsville in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Southern Illinois University – Edwardsville will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

The commitment to the AQIP process is commendable, however, the improvement opportunities and priorities should be identified and supported through a strategic



process, which is not clearly shown in this portfolio; response to analytic results appear to be on an ad hoc basis. An advanced learning institution could incorporate some of the Six Sigma quality processes to identify and focus upon opportunities for improvement in the data gathering and analysis to demonstrate the desire to measure effectiveness.

Absence of measurable and comparable data in the results section (Results were embedded in 5C3 and 5P7) and the weak response in the Improvement section suggest that the University needs systems of communication in place that are open and receptive to the upward flow of information. Collaboration cannot occur without such openness and receptivity.

SIUE's would be well served with the development and implementation of a formal succession plan and the establishment of monitoring processes that evaluate the leadership core values and thus contribute to the university's accomplishment of its long range strategic plan.

SIUE appears engaged in the process of gathering a lot of quantitative and qualitative information, from both internal and external sources. Two areas of concern are apparent in this area; first the lack of apparent problem / opportunity identification process embedded in the analysis, and second, a concern that reported results are not shown to directly related to the organizational objectives identified in the first paragraph of this characteristic / section.

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## USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given

our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## **CRITICAL CHARACTERISTICS ANALYSIS**

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Southern Illinois University - Edwardsville, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Southern Illinois University - Edwardsville distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify

and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

**Item Critical Characteristic**

- O1a Southern Illinois University Edwardsville (SIUE), as part of the Southern Illinois University System, is governed by a nine-member Board of Trustees, seven of whom are appointed by the Governor of the State.
- O1b SIUE is a comprehensive Masters public university serving the metropolitan East St. Louis area.
- O1c The Chancellor is responsible for internal operations at SIUE, and reports to the President/CEO of Southern Illinois University.
- O1d SIUE's mission, vision and values emphasize a strong commitment to democracy and the development of leaders.
- O2a SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O2b Doctoral programs are offered in Engineering, Education, and History through a joint relationship with the SIU campus at Carbondale.
- O2c The majority of undergraduate and graduate programs are taught during the day with a small percentage of graduate programs offered on weekends.
- O3a Enrollment in full-time-equivalency has grown for the past five years. More than half of SIUE's students matriculate from other institutions.
- O3b Undergraduates constitute over 80% of the full-time student body. These students are predominately white, female, and 20-24 years old.
- O3c Two-thirds of the new freshmen class lives on campus in University housing.
- O3d Seventy-four percent of first-time freshmen return for a second year.
- O4a SIUE's collaborative agreements support the institutions mission, vision and values.
- O4b SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.

- O4c The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.
- O5a Eighty-four percent of the faculty, administration, professional staff and civil service positions are full time.
- O5b A majority of full- and part-time personnel and graduate assistants are funded from state appropriations and income funds.
- O5c A majority of current tenured or tenure-track full-time instructional faculty have been hired since 1997 as a result of retirements and growing enrollments.
- O5d SIUE has union representation for clerical, technical, civil service, professional staff, and non-tenured faculty.
- O6a SIUE's Land Use Plan, Facilities Master Plan, and Comprehensive Design Guidelines establish standards and set the direction for the planning and development of physical resources.
- O6b As a comprehensive university, SIUE provides a wide range of facilities including classrooms, laboratories and research, housing, student activity, recreational and athletics, child care, offices, and other support structures.
- O6c All SIUE academic programs eligible for discipline-specific accreditation have achieved such review and recognition.
- O7a SIUE competes amongst 20 other private and public institutions of higher education in the eastern metropolitan St. Louis area.
- O7b The majority of SIUE students live and work in nearby industrial and agricultural communities.
- O7c More than 50% of SIUE's students matriculate from other institutions.
- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.

- O8c SIUE's Senior Assignment is nationally recognized as a best practice in assessment of student learning.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders.
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.
- O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and accountability; balancing development of new programs and organizational structures with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.
- O9a Key collaborative relationships exist between SIUE and community, educational, regulating and accrediting bodies, and business and economic development units. These collaborations directly support the University's mission
- O9b SIUE's key collaborative groups, both directly and indirectly, impact the University's strategic planning and budget processes.

## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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### AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item    Critical Characteristic***

- O1a Southern Illinois University Edwardsville (SIUE), as part of the Southern Illinois University system, is governed by a nine-member Board of Trustees, seven of whom are appointed by the Governor of the State.
- O1b SIUE is a comprehensive Masters public university serving the metropolitan East St. Louis area.
- O2a SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O2b Doctoral programs are offered in Engineering, Education, and History through a joint relationship with the SIU campus at Carbondale.
- O3a Enrollment in full-time-equivalency has grown for the past five years. More than half of SIUE's students matriculate from other institutions.
- O3b Undergraduates constitute over 80% of the full-time student body. These students are predominately white, female, and 20-24 years old.
- O3c Two-thirds of the new freshmen class lives on campus in University housing.
- O3d Seventy-four percent of first-time freshmen return for a second year.
- O6c All SIUE academic programs eligible for discipline-specific accreditation have achieved such review and recognition.
- O7a SIUE competes amongst 20 other private and public institutions of higher education in the eastern metropolitan St. Louis area.
- O7b The majority of SIUE students live and work in nearby industrial and agricultural communities.
- O7c More than 50% of SIUE's students matriculate from other institutions.
- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.

- O8c SIUE's Senior Assignment is nationally recognized as a best practice in assessment of student learning.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.
- O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and accountability; balancing development of new programs and organizational structures with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	O	SIUE needs to clearly articulate what <u>common</u> learning objectives they hold for <u>all</u> students e.g., ethics, diversity, communication skills, etc. – regardless of their status or particular program of study.



- 1P1b OO The process to develop common student learning objectives (BRIDGE) was inclusive and deliberative, but not timely, as the process has taken many years. Moreover, the final common objectives were not reported in the portfolio, nor could they be located on the web site referenced in 1P1. Future versions of the institutional portfolio should include the actual final objectives.
- 1P1c S SIUE Faculty, through the Faculty Senate and its Curriculum Council, the Committee on Assessment and the Graduate Council at the University level, have developed common objectives while the faculty in each program have developed the objectives specific to the program. The faculty-initiated revision of the general education program (“BRIDGE”) indicates the ownership of the participation of the faculty in curricular design and revision.
- 1P1d S SIUE has implemented a process for the continuous review of “program specific” learning objectives for all undergraduate and graduate programs. Three faculty committees assisted with the formulation of learning objectives, and provided oversight and review of the goals.
- 1P2a O Figure 1.1 is an illustration of the mechanism that provides direction for program development. It would be helpful to articulate in future portfolios specifically how new courses and programs are designed to facilitate student learning, and how students and other stakeholders (such as employers) are involved in the development process.
- 1P2b S SIUE restructured the Office of Continuing Education into the Office of Educational Outreach. This effort has made it easier for the University to efficiently assess and respond rapidly to the learning needs of the community.
- 1P2c S SIUE has structured committees and processes and uses benchmarks to assure consistency and diligence in the development and delivery of its instructional programs.
- 1P3a O SIUE has identified a challenge between its own admission requirements for undergraduate programs and high school graduate outcomes set by

- the ISBE. The gap identified by SIUE is in the areas of Social Studies and an “elective component” consisting of courses in Foreign Language, Music, Art and Vocational Education.
- 1P3b S Undergraduate and graduate curricula, program and course requirements are clearly established. Program standards are reviewed by a variety of School/College faculty, senate, deans, councils, committees, and administration for appropriateness.
- 1P4a O SIUE ensures baccalaureate student learning expectations, practices, and development objectives align with the mission, vision and values through a structured process of definition of common and program learning goals and assessment. A similar process is not mentioned for graduate programs.
- 1P4b S Student Affairs and Student Life offices aid in communicating expectations through numerous venues, including print publications, orientations, Springboard to Success, mandatory advising, and a Student Life website, to name a few.
- 1P5a O SIUE has a plan in place that mandates undergraduate advising. Full-time “professional” advisors offer “continuous advisement” to students from application to commencement. However, there is no method for the assessment of SIUE’s academic advising plan. A preliminary plan has been outlined by SIUE for developing and implementing a mechanism to assess the plan’s effectiveness. To increase the process maturity, it is recommended that this plan also include an evaluation of the effectiveness of the graduate advising of unclassified students and transfer students who have not been through SIUE’s academic advising plan.
- 1P5b S The University undergraduate academic-advising plan provides a comprehensive framework within which students are assisted in identifying career goals, selection of major and courses to pursue, career preparation and guidance, etc.

- 1P6a O SIUE utilizes multiple means to establish standards and procedures for documenting effective teaching including hiring and new faculty orientation, performance review, promotion, and tenure policies. It is unclear how these standards and procedures document effective student learning. It is also unclear if the evidence of teaching effectiveness mentioned in Figure 1.3 represents shared standards applied to all instructional faculty.
- 1P6b S Effective teaching is a continuous process that begins at hiring and continues through to annual performance evaluation, merit, tenure and promotion and is communicated through web, printed policies, etc.
- 1P7a S The University prioritizes initiatives as part of its comprehensive planning process to ensure adequate funding and support.
- 1P7b S The newly redesigned Office of Educational Outreach identifies regional and student needs, coordinating and expanding the institution's resources to enable students at all levels to achieve their educational/professional goals, and balances these with University resources and strengths.
- 1P8a SS SIUE has a comprehensive and systematic assessment of academic program review process. The self study process includes both internal and objective external consultation. Status reports in the form of data serve as the basis for the self assessment.
- 1P8b O Undergraduate, graduate and professional programs initiate a self-study every eight years. It is unclear how this process monitors the currency and effectiveness of the curriculum, e.g. input from students and stakeholders, and is able to adapt and respond between assessments to a dynamic constituency and rapid changes in needs and expectations.
- 1P9a O SIUE has no process in place to assess the effectiveness of its tutoring program. The University recognizes some of the logistics problems associated with the decentralization of its tutoring program. A new Academic Affairs initiative will centralize tutoring services and will assess the effectiveness of departmentally-selected tutors. The centralization should greatly enhance the effectiveness of the program.

- 1P9b O SIUE provides a number of resources, such as the Peer Consulting / Mentoring, GIFT, and FTC to meet faculty needs in support of student learning. Self-identification is the primary source of identifying faculty needs as part of internal grant programs. The University could benefit from a formal comprehensive needs assessment and/or integrating needs assessment as part of its faculty resource programs.
- 1P9c SS Student needs relative to learning support across disciplines are identified through SIUE's mandatory academic advising. Additional support is available through the Student Success Center, Academic Advancement Center, University-wide Advising Plan, and University Multicultural Center.
- 1P10a S SIUE's Academic Affairs and Student Affairs work collaboratively to align co-curricular developmental goals with curricular learning objectives. The Living Learning Communities and Student Leadership Development Program are examples of this successful collaborative effort.
- 1P10b O The University has the opportunity to measure the impact of the new programs noted above on teaching and learning.
- 1P11a SS SIUE has received national recognition for its Senior Assessment capstone experience.
- 1P11b OO The institution employs a variety of measures of student learning, some of which constitute direct assessments (e.g., senior assignment), but many are indirect assessments of student learning (e.g., placement tests, surveys, enrollment data, etc). Moreover, the Senior Assignment and graduate exit projects, while representative of best practice, are summative assessments. A number of direct measures are enumerated in section 1P13, but it is unclear how, when, where, and to what extent such measures are routinely applied and used for data collection and analysis. The institution has a clear opportunity to extend and enhance its commitment to best practice in assessment by strengthening ongoing (formative), direct (authentic) assessment of student learning.

- 1P12a O No mention is made of surveying employers to determine employability of SIUE's graduates or tracking the success of students transferring to other institutions. The institution has an opportunity to expand its metrics for assessing the preparation of graduates for employment or further education. These measures would close the loop and create a more comprehensive portrait of how well SIUE prepares its students for further education and employment.
- 1P12b S SIUE has developed processes for measuring how well prepared students complete programs as part of its program review cycle. Review committees utilize feedback from these measurements for recommendations for program improvement.
- 1P13 S All programs are required to systematically collect and analyze student performance data yearly, including assessments, surveys, licensure and placement exams, questionnaires, and program review process.
- 1R1a O Even though the University has a defined assessment process, it is too early to determine the effectiveness of the recent assessment requirements added to University Policy in 2007. It is just a matter of time for the University to be able to take advantage of the additional information to improve teaching and learning.
- 1R1b OO The results cited do not correspond to the undergraduate and graduate learning objectives cited in 1C1. As noted, SIUE needs to identify common learning objectives they hold for all students – regardless of their status or particular program of study – and provide results for these objectives. Detailed results of direct assessment of student learning, other than pie charts of general Senior Assignment data, could not be found either in the portfolio or on the websites (and Factbooks) referenced.
- 1R1c S Approximately 95% of SIUE graduating seniors have either met or exceeded expectations based upon data results of the Senior Assessment Project. In addition, SIUE requires that programs develop

- and utilize another form of assessment such as licensure exams, oral examinations, etc.
- 1R2a O The University relies on professional accreditation processes as part of their assessment plan. The University has the opportunity to define learning assessment measurements for those programs that are unable to attain professional accreditation due to a lack of process.
- 1R2b O Career success and employability are measured through alumni surveys. No response rates are provided to give the reader an idea whether or not the results listed are statistically significant. SIUE has an opportunity to develop additional measures other than self-reporting to determine if students have acquired the knowledge and skill base required by employers.
- 1R2c S Data collected indicate that the institution's students are acquiring much of the knowledge and skills required by the institution and its stakeholders. For example, over 88-94% of SIUE students perceive that their academic programs at least prepared them for the workforce, student pass rates on licensure exams are at or above the national average, and 61% of all programs at SIUE are accredited.
- 1R3a O The response to this Category item is more context than results. Future portfolios should focus on the results of the processes described in P2 through P12.
- 1R3b SS The School of Pharmacy was created in response to a community need. SIUE developed plans and committed resources to the success of the program and was granted candidate status in 2006. Full accreditation will be considered in 2009. The progress of this program is exemplary.
- 1R3c S The University Quality Council is responsible for overseeing assessment results and when necessary, identifying Action Projects to address the most pressing needs for review and Revision.
- 1R4a O SIUE self-identified that it does not have a systematic process in place to compare itself to other organizations. Thus the institution has the

opportunity to develop a systematic method for comparing itself to organizations outside the education arena. Future portfolios should provide comparative data for common learning objectives (1R1), knowledge and skills base (1R2), and other processes (1R3) supporting student learning.

- |      |    |   |
|------|----|---|
| 1R4b | S  | Scores on national business, dental, education and engineering exams are above the national average.  |
| 111a | O  | Improvement activities are program specific; development of assessment of common learning outcomes would facilitate the gathering of the evidence needed to prompt targeted action to improve university-wide learning.   |
| 111b | S  | The Program Review and Senior Assignment are the primary means SIUE uses to improve its current processes and systems for helping students learn and develop. However, SIUE added a new “level” of measurements in general education as part of its assessment plan review. This example was a result of a continuous quality review lead by the Provost’s Office. Other areas of improvement identified by SIUE took place in curriculum, safety, advisement, and communication systems. |
| 112  | SS | SIUE has identified both short-term and long-term targets that if accomplished, will improve student learning and development. The Provost’s Office and members of related assessment committees identify and communicate these targets and results to faculty and students utilizing a variety of modes. The institution has used its results to revise and redirect such processes as general education and to identify new programs through its Office of Educational Outreach.        |

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution’s major objectives that complement student learning and fulfill

other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item    Critical Characteristic***

- O1b    SIUE is a comprehensive Masters public university serving the metropolitan East St. Louis area.
- O1d    SIUE's mission, vision and values emphasize a strong commitment to democracy and the development of leaders.
- O2a    SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O2b    Doctoral programs are offered in Engineering, Education, and History through a joint relationship with the SIU campus at Carbondale.
- O2c    The majority of undergraduate and graduate programs are taught during the day with a small percentage of graduate programs offered on weekends.
- O3c    Two-thirds of the new freshmen class lives on campus in University housing.
- O4a    SIUE's collaborative agreements support the institutions mission, vision and values.
- O4b    SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.
- O4c    The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.
- O6a    SIUE's Land Use Plan, Facilities Master Plan, and Comprehensive Design Guidelines establish standards and set the direction for the planning and development of physical resources.



- O6b As a comprehensive university, SIUE provides a wide range of facilities including classrooms, laboratories and research, housing, student activity, recreational and athletics, child care, offices, and other support structures.
- O7a SIUE competes amongst 20 other private and public institutions of higher education in the eastern metropolitan St. Louis area.
- O7b The majority of SIUE students live and work in nearby industrial and agricultural communities.
- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.
- O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and

accountability; balancing development of new programs and organizational structures with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.

O9a Key collaborative relationships exist between SIUE and community, educational, regulating, and accrediting bodies, and business and economic development units. These collaborations directly support the University's mission.

O9b SIUE's key collaborative groups, both directly and indirectly, impact the University's strategic planning and budget processes.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	SIUE uses a project oriented approach in identifying "other objectives." Distinctive objectives are determined through alignment with SIUE's mission, vision and values. New initiatives are reviewed by a number of constituency groups including councils, faculty senate, committees, and the Board of Trustees.
2P1b	O	The process of identifying other distinctive objectives does not appear to have a strategic focus or to be coordinated to ensure alignment with the vision of the institution. The reference to the 1P6 process does not appear to be directly correlated to the project selection process.
2P2	S	The institution communicates its expectations regarding other distinctive objectives through a number of explicit and routine processes (New Faculty Orientation; Chancellor Communications; Faculty and Staff Senates; the University Planning and Budget Council (UPBC); internal support for student and faculty research excellence in education and assessment initiatives, undergraduate research, creative activities, and Senior Assignments; regularly scheduled departmental and unit meetings).

- 2P3a S Faculty and staff resource needs relative to the distinctive objectives are determined through a formalized resource allocation management plan (RAMP), strategic planning, and budgeting process.
- 2P3b S Training and Development needs are addressed through annually allocated Faculty Development Funds, Excellence in Undergraduate Education, Excellence in Graduate Education, and internal research grant programs. Applications to these various funds provide information about faculty and staff needs to the institution.
- 2P3c O Future portfolios might provide additional examples of how staff benefit from the training and development programs.
- 2P4a S Progress on the distinctive objectives is reported by the deans and academic directors to the Provost and eventually to the Chancellor. Faculty (and staff?) development programs are assessed by a review committee and also compared to other peer institutions.
- 2P4b O It is unclear if the assessment and review of SIUE's distinctive objectives is integrated and how faculty, staff, student and stakeholder input is incorporated into the process. SIUE could benefit from the development and implementation of a balanced scorecard or other metrics to integrate processes.
- 2P5a S The institution employs appropriate metrics to assess many of its other distinctive objectives, such as publications and external grants as a measure of faculty productivity; amount of capital outlay as a measure of infrastructure support; and number of educational offerings, student employment/internships, economic impact, and number/type of University Park tenants as measures of community engagement .
- 2P5b OO While it is obvious to the reviewers that SIUE regularly collects and analyzes a number of measures for its other distinctive objectives, the reviewers were looking for what specific measures are collected as they relate to the long term goals cited in 2C1; Innovative High Quality Programs, Committed Faculty and Staff, Harmonious Campus Climate, Active Community Engagement, Sound Physical and Financial Assets.

- 2R1a            S        Results are reported for two of the institution's other distinctive objectives, Educational Outreach and integrating the Teacher-Scholar Philosophy. The data indicate that Educational Outreach is achieving its recent objectives of improving summer school enrollment, enhancing online opportunities, and decreasing leisure learning strategies, and that there is an overall sustained high level of faculty and staff participation in sponsored programs over the past five years, and that the percentage of faculty submitting grants has improved over time, achieving the highest level in FY08.
- 2R1b            O        SIUE has increased participation rates in most of its educational outreach activities. However, two categories (Leisure Learning and Professional Development) experienced a decrease from the prior year. The portfolio did not report how the University would react to these decreases.
- 2R1c            O        In selecting the Office of Educational Outreach as an example of how it identifies results of one of its distinctive objectives, SIUE has relied solely on quantitative numbers of people reached, type of instruction, etc. Qualitative evaluations lend themselves to evaluating content of a program or a service.
- 2R1c            O        Figures 2.3 and 2.4 appear to represent faculty participation and not the staff even though the narrative indicates that grants are available to faculty *and* staff. Figures 2.5 and 2.6 also do not indicate if the grants submitted and awarded were originated by faculty or staff. It is recommended that future illustrations include both faculty and staff if they are the intended recipients.
- 2R2a            S        The National Science Foundation ranks SIUE in the top 25 Masters institutions for funding. The ratio of faculty participation is high. SIUE compares its grant funding efforts to similar institutions of size and mission of Carnegie classification. The University has identified several opportunities for improvement because of this review.
- 2R2b            O        Even though an Academic Affairs Imperative was identified by the Provost and Deans in 2007, it is too early in the process to document

improvement in educational outreach activities. However, there are two programs in development and the University should see results in the short-term in regards to educational outreach.

- 2R2c O The reviewers were looking for comparative results of SIUE's distinctive objectives identified in 2C1. For example, SIUE participates in the NSSE program, which includes comparative data for student engagement and campus climate.
- 2R3 SS SIUE's other distinctive objectives (Long Term Goals) strengthen the institution through integration with strategic planning. They enhance the institution's relationships with the community and region through service, outreach, and scholarship. For example, direct service programs provide services to families and children in need and otherwise non-existent educational opportunities to individuals. Moreover, research grants and contracts are focused on regional and local projects.
- 2I1a S There are several processes in place at SIUE that enable the annual review of its other distinctive objectives. The Provost is charged with sharing the results with the Board of Trustees and the Illinois Board of Higher Education. Unit directors are empowered to implement the recommendations.
- 2I1b O The Graduate School example describes current processes used by SIUE. The Category item asks how the systems and processes themselves are improved. The 1996 example of the revision to the review process for public service units, although older, is closer to what the Category item asks. Future portfolios should describe what process(es), e.g. six sigma, PDSA, third party validation, etc. SIUE uses to improve its processes.
- 2I2a S SIUE has set targets for all of the goals that comprise its other distinctive objectives through its strategic plan. Unit directors are charged with the responsibility to set these targets. They also take responsibility to provide the resources for the respective unit to achieve these prescribed targets. The process includes constituents, faculty, staff, advisory boards, and

administration. Targets are communicated to faculty, staff and students through annual reports, meetings, committee structure, retreats, and a variety of print and media modes.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item    Critical Characteristic***

- O1a    Southern Illinois University Edwardsville (SIUE), as part of the Southern Illinois University system, is governed by a nine-member Board of Trustees, seven of whom are appointed by the Governor of the State.
- O1b    SIUE is a comprehensive Masters public university serving the metropolitan East St. Louis area.
- O1d    SIUE's mission, vision and values emphasize a strong commitment to democracy and the development of leaders.
- O3a    Enrollment in full-time-equivalency has grown for the past five years. More than half of SIUE's students matriculate from other institutions.
- O3b    Undergraduates constitute over 80% of the full-time student body. These students are predominately white, female, and 20-24 years old.

- O3c Two-thirds of the new freshmen class lives on campus in University housing.
- O3d Seventy-four percent of first-time freshmen return for a second year.
- O4a SIUE's collaborative agreements support the institutions mission, vision and values.
- O4b SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.
- O4c The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.
- O5b The majority of full- and part-time personnel and graduate assistants are funded from state appropriations and income funds.
- O5d SIUE has union representation for clerical, technical, civil service, professional staff, and non-tenured faculty.
- O7a SIUE competes amongst 20 other private and public institutions of higher education in the eastern metropolitan St. Louis area.
- O7b The majority of SIUE students live and work in nearby industrial and agricultural communities.
- O7c More than 50% of SIUE's students matriculate from other institutions.
- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.
- O8c SIUE's Senior Assignment is nationally recognized as a best practice in assessment of student learning.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders.
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational

Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.

- O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and accountability; balancing development of new programs and organizational structures with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.
- O9a Key collaborative relationships exist between SIUE and community, educational, regulating and accrediting bodies, and business and economic development units. These collaborations directly support the University's mission
- O9b SIUE's key collaborative groups, both directly and indirectly, impact the University's strategic planning and budget processes.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	SS	SIUE identifies, analyzes, and selects a course of action for changing student needs through a variety of internal and national surveys, testing, exit interviews, and assessments. Surveys and assessments are analyzed by the appropriate administering unit, work group or task force.



- 3P1b S The institution identifies needs of student groups as they change in three areas: (1) courses, facilities, and services, assessed primarily through surveys of students, alumni, and admitted applicants who did not enroll; (2) academics, through such assessments as ACT scores, placement tests in mathematics, writing, and reading, the Senior Assignment, Senior Exit Interviews, and the Graduation "Marching Card"; (3) student affairs, through resident student surveys, and a variety of student support programs, such as the ongoing "e-Tracs" AQIP Action Project on new student transition, which focuses on the needs of non-traditional and commuter students.
- 3P1, 3R5 S/SS SIUE utilizes a variety of measurements to analyze and select a course of action for the changing needs of its students. These measurements include the use of locally and nationally generated survey instruments. These surveys also include the ability of SIUE to compare itself to other comparable institutions.
- 3P1c O The institution has self-identified an opportunity to improve analysis and use of data gathered from national surveys to address student needs.
- 3P1d O An opportunity exists to analyze the needs of students who may enroll at SIUE but leave before completing a course or degree. This may provide SIUE with additional information on how best to meet entering student needs.
- 3P2a SS The University demonstrates a strong commitment to building and maintaining relationships through numerous campus activities, opportunities for interaction and mentoring, dialogues with faculty/staff/administration, programs, and student life services, centralized through the Kimmel Leadership Center.
- 3P2b S Outreach programs to high schools and community colleges, the Preview SIUE annual daylong, campus-wide admissions process, and campus activities such as Springboard to Success, an overnight registration/orientation program for students and parents, advance the

- institution's efforts to build relationships with new and prospective students.
- 3P2d O Although SIUE strives to maintain a positive and active campus life for its students, it is unclear how the University develops relationships with students who only take online classes.
- 3P3a S Advisory boards and program reviews are the primary sources SIUE uses to monitor changing academic needs. SIUE has a comprehensive advisory board program.
- 3P3b S The institution identifies and addresses improvement actions for key stakeholder groups of academic programs through program reviews that rely on stakeholder perspectives, and a wide variety of college/school/library advisory boards, including numerous advisory boards in the College of Arts & Sciences.
- 3P3c O Student representatives on the Advisory boards provide opportunities for learner/practitioner interaction which *enhances the* identification of changing needs.
- 3P3d O Although the University clearly identifies a range of stakeholders groups (Figure 3.1), identification of the changing needs of these groups and the University's analysis and appropriate course of action based upon these needs can provide a means of developing relationships with stakeholders and increasing their commitment to SIUE.
- 3P1 S Once the student subgroups and stakeholders are identified, the processes to learn their needs are thorough and comprehensive. SIUE adheres to the communications standards established by AQIP and uses a number of national benchmarks. A number of advisory and oversight committees are in place to monitor progress in meeting these needs.
- 3P4a S The institution builds and maintains relationships with key stakeholders, both current and prospective, through numerous mechanisms, including: extensive use of surveys and interviews in academic program, and administrative and student service unit reviews (students, faculty,

administration); academic program advisory committees (faculty, administration, professionals in the discipline); periodic information sharing with high school and community college counselors (feeder institutions); the Parent Connection program (parents of students); and the annual Chancellor's Report to the University (campus and community constituencies

- 3P4b      SS      The Parent Connection engages parents in campus life through a monthly electronic newsletter, and through two parent online chats with real-time questions where answers are provided by a panel of University participants.
- 3P5a      S      The development and success of SIUE's School of Pharmacy is an example of the institution's commitment and processes for identifying, prioritizing, and responding to need and purpose.
- 3P5b      SS      Determining whether/how to address new student and stakeholder needs is embedded within the institution's strategic planning process through the long- and short-term goals derived from the stated University Mission and Vision [reference 1P2 and 8P2] identifying, prioritizing, and responding to need and purpose.
- 3P4      O      There is an opportunity to make the process of identifying new service populations and their needs more explicit. The example of the Pharmacy School as a response to regional needs is a good one. However, the needs of "unidentified" student groups and stakeholders have been ignored.
- 3P6a      S      Complaint information from faculty, staff and students is gathered through evaluations, suggestion boxes, student government, senates, focus groups, and formal grievance policies and procedures. Information is analyzed and communicated through a variety of venues and at the appropriate level(s).
- 3P6b      S      Analyzing faculty and staff feedback in a summative manner is accomplished at the institution through formal mechanisms, including a faculty grievance process initiated with the Office of the Provost and Vice

- Chancellor of Academic Affairs, as well as grievance procedures for both represented and unrepresented staff.
- 3P6c S There are several mediums established for students, faculty, community members, and other community stakeholder groups to lodge a complaint. SIUE appears to have a policy in place to collect and analyze complaint information, and to provide feedback in a formative and summative manner, e.g. at the department or school/college levels, or as necessary at the University level. Recommendations and responses are made as appropriate.
- 3P6d O It is unclear if similar processes exist for other stakeholders identified in Figure 3.1.
- 3P7a S Internal and national surveys are used to determine students' and other key stakeholders' satisfaction with academic programs (Figure 3.3). The Parent Calling project is used to understand parent and student issues.
- 3P7b SS The institution employs multiple methods for undergraduate and graduate students, such as baccalaureate surveys, NSSE, CIRP, academic program reviews, and student service unit-specific surveys (Figure 3.3).
- 3P7d O The institution has identified a minimal number of mechanisms for determining satisfaction of stakeholders other than students (parents, alumni, Dental patients), highlighting an opportunity to target gathering, analyzing, and using such satisfaction data.
- 3P7e O Figure 3.1 clearly articulates SIUE's key students and other stakeholder groups. It is recommended that this figure be expanded to indicate what measures of student and stakeholder satisfaction SIUE collects and analyzes for each of the requirements and expectations clarifies the process of determining stakeholders' satisfaction. For example, what are the measures for Employers; "Response to changing needs of work world?"
- 3P7f O The processes to gather and organize data regarding student and stakeholder satisfaction are generally appropriate. An opportunity exists

for SIUE to reduce the length of the interval in the evaluation program reviews to less than eight years, assuring more current data and a more timely change.

- 3R1a S The sample indicators of 2006 NSSE results and trend data for housing rate shows SIUE higher than its peers.
- 3R1b SS The results of two measures of satisfaction (baccalaureate survey, NSSE), indicate that SIUE student SAT exceeds its regional and national peers.
- 3R1c SS Survey results for undergraduate programs show that recent graduates positively perceive the University compared to those of other metropolitan institutions in Illinois and compared to similar institutions in its Carnegie classification.
- 3R1d OO SIUE's results of student satisfaction for the populations, requirements and expectations identified in Figure 3.1 were not articulated. For example, what are the results of undergraduate student satisfaction for degree, quality of instruction and advisement, well sequenced courses, help with job search, and affordability, good reputation, additional education, and jobs? For each stakeholder, requirement and expectation, there should be measures and results for those measures.
- 3R2 S NSSE and CIRP data indicate SIUE has a quality relationship with its students and that students are comfortable on campus.
- 3R2a S 2007 NSSE and 2003-2007 CIRP results consistently indicate (respectively) that SIUE freshman and seniors report experiencing quality relationships with faculty, staff and the administration, and that students generally report coming to SIUE because they "felt comfortable on campus." SIUE scored higher in these three categories compared to the Urban Consortium.
- 3R2b SS A range of improvements have been taken by the institution based on concerns raised/evidence gathered from numerous sources, including academic program reviews, concerns raised by students, student

- organizations, and student government leaders, as well as faculty and staff.
- 3R2c S SIUE freshman and senior students reported on the NSSE survey the existence of “quality relationships” with faculty, staff, and the administration. SIUE scored higher in these three categories compared to the Urban Consortium.
- 3R3a O Figure 3.9 indicates SIUE alumni are satisfied with the academic preparation they received, however it is unclear if this is a trend, response rate or if number of alumni surveyed make this a statistically significant response.
- 3R3b O Although SIUE measures its students’ perceptions on their academic preparation, there is an opportunity for the University to expand the measurements to include other stakeholder groups.
- 3R3c OO SIUE’s results of stakeholder satisfaction for the populations, requirements and expectations identified in Figure 3.1 were not articulated. For each stakeholder, requirement and expectation, there should be measures and results for those measures.
- 3R1 – 3R3 S SIUE monitors and benchmarks the measures of student satisfaction and the creation of a harmonious learning environment well. The Kimmel Leadership Center appears to be an effective resource.
- 3R4a S Examples indicate SIUE and their stakeholders mutually benefit from their relationship.
- 3R4b S Responding to the needs of state-wide and national stakeholders has had the benefit of providing funding for research in the area of agriculture, resulting in the creation of a \$20 million National Corn-to-Ethanol Research Center, with significant additional state funding.
- 3R4c S A variety of results have derived from the institution’s relationship-building efforts with employers (increasing recruitment, and a 53% increase in 2007-08 Co-op and internship programs) and alumni relationship-building.

- 3R4d S SIUE responded to results of alumni surveys and fundraising data and hired a Vice Chancellor of University Relations. This new position will address the challenges of improving the number of donors and financial contributions to the University.
- 3R4 SS SIUE has demonstrated a well established positive trend on most of the key reported measures relating to non-student stakeholders.
- 3R5a S SIUE results for student satisfaction are similar or greater than its peer institutions.
- 3R5b SS SIUE compares its students' perceptions of program quality, faculty commitment, and satisfaction with the institution across benchmarked national data. The University's student satisfaction results are similar or greater than their peer institutions.
- 3R5b O The University has an opportunity to develop additional comparative measures for its other stakeholders and for institutions outside academia.
- 3R5c O The comparative sources offered on student perceptions of program quality results are quite dated (1997, 2000), suggesting an opportunity to strengthen the institution's commitment to collecting and using such data.
- 3I1a S The institution's commitment to improving its systems and processes for understanding the needs of key stakeholders is revealed through its efforts to address survey response rates and coordination of the multiple surveys used, as well as focusing on benchmarking as a priority.
- 3I1b O SIUE is expanding its current application of surveys. The Category item asks how the systems and processes themselves are improved. In other words, how does SIUE evaluate the effectiveness of the current process(es) for understanding students' and other stakeholders' needs and improve those processes?
- 3I1c O The University self-reported that it has the opportunity to expand upon the use of benchmarks in several administrative and service units.
- 3I2a S Progress toward achieving long-term goals and short-term objectives is reviewed regularly as part of the annual review process. Survey results

- from stakeholder groups are integrated into the process. New targets for improvement are a result of the overall process.
- 3I2b            S        SIUE utilizes short-term planning for understanding the needs of key student and stakeholder groups. The administration reviews these goals annually as part of the strategic planning process.
- 3I1             S        SIUE has identified and provided good examples of the processes in place to improve the results in specific areas.
- 3I2d            O        While the example offered reveals an ad hoc process to target and create initiatives for improvement, it is not illustrative of how the institution sets, prioritizes, and addresses targets for improvement, and therefore does not reveal use of current results to motivate decision making, highlighting an opportunity for the institution to develop in this area.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item    Critical Characteristic***

- O1c    The Chancellor is responsible for internal operations at SIUE, and reports to the President/CEO of Southern Illinois University.



- O2a SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O3a Enrollment in full-time-equivalency has grown for the past five years. More than half of SIUE's students matriculate from other institutions.
- O3b Undergraduates constitute over 80% of the full-time student body. These students are predominately white, female, and 20-24 years old.
- O3c Two-thirds of the new freshmen class lives on campus in University housing.
- O5a Eighty-four percent of the faculty, administration, professional staff and civil service positions are full time.
- O5b The majority of full- and part-time personnel and graduate assistants are funded from state appropriations and income funds.
- O5c The majority of current tenured or tenure-track full-time instructional faculty have been hired since 1997 as a result of retirements and growing enrollments.
- O5d SIUE has union representation for clerical, technical, civil service, professional staff, and non-tenured faculty.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1a	S	SIUE identifies the specific credentials and skills of its faculty, staff and administration through established operating procedures. Criteria are established by the appropriate reporting structure and determined by University policies.
4P1b	S	SIUE conducts extensive investigations including criminal background checks to ensure that competent, law-abiding citizens are hired.
4P1c	O	SIUE has internal processes to determine credentials and skills for faculty and instructional positions. It may be helpful to benchmark such credentials and skills against similar regional universities.

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|------|----|---|
| 4P2a | S  | Faculty, professional staff and civil service employees participate in a new employee orientation, which is assessed through faculty satisfaction surveys. A new faculty and non-tenure track faculty orientation is being developed (4C4).   |
| 4P2b | O  | It is unclear how the University has utilized survey results to improve faculty and staff orientation programs.   |
| 4P2c | SS | A Position Description Questionnaire (PDQ) is utilized to benchmark staff positions and create balance between market, job skills requirements, accountability, working conditions, and compensation. The PDQ combined with the Position Control process creates the basis of SIUE's structure for identifying the need for faculty, staff, and administration positions. |
| 4P2d | O  | Although SIUE follows AAUP guidelines to conduct faculty retention evaluations, it is not clear if similar procedures are implemented for staff and administration. An integrated evaluation plan is indicative of a mature process.  |
| 4P3a | SS | Regular and inclusive discussion and decision making through shared governance ensure SIUE's processes contribute to communication, collaboration, organizational learning and skill sharing. Policies and procedures are communicated through reports, committee structure, and a variety of print and electronic media.   |
| 4P3b | O  | SIUE ensures ethical practices by requiring all employees to take and pass an annual ethics training program. Future portfolios should indicate the consequences of failing to pass the course.   |
| 4P4a | S  | The University provides faculty and staff development programs that foster personal and professional growth and enhance job performance. Tenure and promotion are linked to training and development and funding is available to support training and development initiatives.  |
| 4P4b | O  | SIUE self reported that it has the opportunity to improve training and development for staff.   |

- 4P4c O The institution could enhance its administrators' abilities to contribute fully and effectively by strengthening the amount of professional development opportunities regularly extended to administrators.
- 4P5a O Future portfolios should elaborate on how training needs are prioritized and aligned with SIUE's focus on helping students learn and achieving its other distinctive objectives.
- 4P5b S There are processes in place that allow faculty the opportunity to express professional development needs. Processes for faculty include emails, surveys, and evaluation forms presented at short-term workshops. Staff training needs are determined through an annual survey, state or federal mandates, and the institution's Performance Evaluation System (PES).
- 4P6a SS Faculty performance is evaluated annually through a structured review process. Similarly, Deans undergo a colleague review utilizing input from a variety of sources aligned with long-term goals that define how the unit is helping students learn and achieving its other distinctive objectives. This is an example of a mature and comprehensive evaluation process.
- 4P7a SS Civil service and professional staff employees are given the chance to annually compete for a "Degree Completion Award." The yearly winner receives two semesters off with full pay to attend classes full-time and complete a baccalaureate degree. The employee is also the recipient of a University tuition waiver to offset the cost of tuition.
- 4P7b S Excellence in faculty research is rewarded by Graduate Studies and Research through several different awards (Paul Simon Outstanding Scholar, Hoppe Research Professorship and Vaughnie J. Lindsay Research Professorship, SIUE Distinguished Professorship), competitive Summer Research Fellowships, and a Funded University Research program.
- 4P7c SS The institution ensures its compensation systems are competitive: it compares faculty and staff salaries with peer institutions, and is currently maintaining its minimum target at approximately 91% of the median (by rank and discipline); open-range civil service and non-represented professional staff compensation is benchmarked through market studies

- and longevity; part-time, non-tenure track employees' base salaries are analyzed periodically (every 4-5 years) against regional compensation.
- 4P8a SS Issues related to the motivation of faculty, staff, and administrators are continuously reviewed and evaluated through the university and governance system; specifically, the Faculty, Staff, and Student Senates, the UPBC, the Dean's Council, and in regular meetings between the Provost, Chancellor, and Senate Presidents.
- 4P8b O The structures and processes outlined in this area appear to be internally focused. SIUE could benefit from the use of national and benchmarking standards as integral to the establishment of the collegial consensus discussed in this area.
- 4P8c O The salary equity plan was developed and implemented as a result of a need identified through a consensus process. It is not clear what process SIUE uses to determine key issues related to motivation, or how these issues are analyzed and a course of action determined. The examples provided were results, not an explanation of the process.
- 4P9a SS Implementation of the collaboratively developed 2008 Salary Equity Plan will allow the institution to more successfully address issues of faculty needs, motivation, and success.
- 4P9b S Multiple means of assessing employee satisfaction are employed by the institution, such as through the UCLA-HERI faculty survey; programs and services extended by the Office of Faculty Development and Diversity; and the Employee Assistance and Employee of the Month programs offered by the Ombuds Office.
- 4P9c SS The institution provides for employee health and safety primarily through the Office of Emergency Management and Safety, whose central focus is on prevention and personal preparedness. The office achieves its goals through such activities as annual safety inspections of high-risk areas; development of emergency notification policies and processes; state-mandated, workplace safety courses (assessed and improved through participant surveys); and job and safety analyses and ergonomic assessments of workplaces.

- 4P9d S Issues of the health and well-being of employees and students are also addressed through the University's Workplace Safety Advisory Committee (reduction of workplace accidents and injuries) and the recently implemented, executive level Human Resources Advisory Committee.
- 4P10a S The institution assesses employee satisfaction through such data points as the institutions' Annual Employee Satisfaction Survey, employee turnover rates, participation in training and development programs, employee educational advancement rate, numbers and nature of complaints, and the NSSE and HERI national surveys.
- 4P10b OO Key measures for evaluating the quality of employment practices at SIUE include surveys, turnover rates, training and development program participation, advancement numbers, and comments. It is unclear what other measures are collected and reviewed on an annual basis for valuing people. These measures need to be articulated and linked to 4R1.
- 4R1 O The survey results and long term trends indicate a potential compensation dissatisfaction and salary disparity relative to peer universities, particularly for the Professor level. While the reallocation would help reduce the disparity, this would need to be addressed to avoid the loss of key academic leadership within the university. SIUE self reported results in this area recognize the need to take action to improve the pattern and trends for the instructional team, while acknowledging that the civil service staff compensation is in line with comparable in-state institutions.
- 4R1a S UCLA HERI survey results indicate that faculty overall are satisfied with their jobs, their autonomy and independence, their teaching load, and relationships with administrators. The data compares favorably with other campuses.
- 4R1b OO It is unclear which year the data in Figure 4.2 represents and what trend this represents. Future portfolios should clearly identify data and, where available, trends. No results for the Annual Employee Satisfaction Survey are presented. 4R1 should present the results for the key measures identified in 4P10.

- 4R1c      OO      While the institution obtains adequate results to measure faculty satisfaction through the UCLA-HERI survey, it does not provide adequate results for how it values all its employees, thus highlighting a significant opportunity to improve data collection and/or reporting systems and/or processes in this area.
- 4R2a      SS      The institution has shown recent positive and significant results from its commitment to salary equity: in FY08, the institution internally reallocated over \$500,000 to address issues of faculty salary equity and the Human Resources department has established metrics to continuously improve processes.
- 4R2b      O      Results of SIUE's processes for valuing people are embedded in 4P4, 4P7, and 4P8 responses. Future portfolios should either reference these examples or summarize them in 4R2. No trend data is provided making it difficult to evaluate the response.
- 4R3a      S      The institution's comparative, FY06 instructional staff year and cost studies offer evidence that faculty is more productive than the statewide weighted average.
- 4R3b      O      SIUE has the opportunity to identify and develop additional metrics for its various processes in valuing people. For example, what have been the results of SIUE's employee retention program? What has it saved the University? What has been the return on SIUE's awards and recognition program? What has the university saved through the implementation of its safety programs?
- 4R3c      OO      The institution provides no results that indicate the productivity and effectiveness of staff and administration, thus highlighting a significant opportunity to improve data collection and/or reporting systems and/or processes in this area.
- 4R4      OO      The University could benefit greatly from identifying key measures of success in valuing people and in comparing their results to peer institutions within and outside the Illinois system. It is difficult to effectively evaluate SIUE's performance based on the limited results provided.

- 411 – 412      O      The areas identified for improvement are focused on the HR department, its efficiency and processes, rather than being focused on the effectiveness of the organization holistically.
- 411a            O      The formation of a Quality Council and Diversity Council will greatly enhance SIUE's efforts to improve campus climate. It is unclear from the response *how* the university improves the processes themselves. For example, how does SIUE know the systems are doing what they are designed to do, or could do better?
- 411b            S      SIUE's improvement efforts of processes and systems for valuing people are part of the long range planning process. SIUE has established the University Quality and Diversity councils to bring together a broad spectrum of faculty, students and staff, as well as administrators to develop and implement processes that ensure quality improvement in campus climate.
- 412             SS     The institution sets and communicates improvement targets and priorities through a robust and inclusive strategic planning process, and the resultant long- and short-term institutional strategic goals. Significant examples of current strategic priorities include maintaining competitive faculty and staff compensation, and continual improvement of the employee self-service applications now available through the newly-implemented Banner system.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership

development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item Critical Characteristic***

- O1a Southern Illinois University Edwardsville (SIUE), as part of the Southern Illinois University system, is governed by a nine-member Board of Trustees, seven of whom are appointed by the Governor of the State.
- O1c The Chancellor is responsible for internal operations at SIUE, and reports to the President/CEO of Southern Illinois University.
- O4a SIUE's collaborative agreements support the institutions mission, vision and values.
- O4b SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.
- O4c The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.
- O5a Eighty-four percent of the faculty, administration, professional staff and civil service positions are full time.
- O5b The majority of full- and part-time personnel and graduate assistants are funded from state appropriations and income funds.
- O5c The majority of current tenured or tenure-track full-time instructional faculty have been hired since 1997 as a result of retirements and growing enrollments.
- O5d SIUE has union representation for clerical, technical, civil service, professional staff, and non-tenured faculty.
- O9a Key collaborative relationships exist between SIUE and community, educational, regulating and accrediting bodies, and business and economic development units. These collaborations directly support the University's mission



O9b SIUE’s key collaborative groups, both directly and indirectly, impact the University’s strategic planning and budget processes.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	SIUE, guided by its Statements on Vision, Mission, Values, and Diversity as well as by the University Strategic Plan, institutionalized these documents by revising them through an Action Project on the “Strategic Planning Process” followed by a second project which integrated and systematized the planning processes to improve efficiency and effectiveness. Annually, SIUE reviews the short term and long term goals, revising them as necessary, and integrating them into the University and System Plans.
5P1b	S	SIUE’s values of citizenship, excellence, integrity, openness, and wisdom (5C3) take into account the needs and expectations of students and stakeholders and create a strong focus on student learning.
5P1c	S	In order to maintain progress with mission, vision, and value statements, SIUE sets annual short-term goals that are in alignment with the University’s strategic plan.
5P1d	O	It is evident that SIUE has well established goals and guiding documents. It is unclear <u>how</u> the leadership sets direction in alignment with SIUE’s mission, vision and values. For example, is the direction dictated in all or part by the Board of trustees, the System President and VPs and then implemented by SIUE through its strategic planning process? Further clarification of the process is necessary.
5P2	S	The administrative and academic structure of SIUE promote opportunities for professional and collegial dialogue on trends and issues at the state, regional and national level affecting the University and the disciplines. Faculty and staff are encouraged to participate in conferences, engage with colleagues at peer institutions, and assist with the administration in

- their assessment of national and state trends to enhance and support the mission and vision of the University as well as creating an active learning environment responsive to the changing needs of their profession.
- 5P3 S Decisions at SIUE are made through collaborative inclusion of faculty, staff, and Student Senates and associated committees representing the interests of their respective constituencies
- 5P3 O While SIUE uses faculty, staff, students and administrators through the committee structure, supplemented by small groups or tasks forces as needed, the portfolio does not describe how the information gathered flows among the groups, especially upward to the administration or downward to the student, faculty and staff.
- 5P4 SS SIUE's leaders evaluate and apply data from a variety of internal and external sources to gauge progress on goals, determine resource allocation, success of strategies, program relevance, analysis of trends and target areas of improvement, physical plant efficiencies, and other academic and administrative decisions. Thus, the University has established a culture of assessment at all levels.
- 5P5a S Routine communication occurs between and among the divisions through a combination of print, media, meetings, forums, luncheons, and staff addresses.
- 5P5b OO While the Portfolio refers to upward, two-way communication being assured by open door policies and regularly scheduled meetings, the examples given of such communication is identified as being at the higher levels of communication (i.e., the Chancellors and Vice Chancellors as well as the Chancellor's Council and the Deans Council.) Effective communication requires the two-way communication to occur on a regular basis and not annually through a fall address or through email. The reviewers concur with SIUE in noting that communication needs to improve through technology and also face to face interaction
- 5P6a S The Board of Trustees, System President, VPs, and Illinois Board of Higher Education communicate and meet regularly with the Chancellor and Vice Chancellors (5C2). At the institutional level, the mission, vision,

- values and goals are communicated through various print and media, presentations, meetings, orientations, and events and are reinforced in periodic communications to internal and external stakeholders.
- 5P6b S SIUE has a variety of means for recognizing its faculty and their accomplishments in research, teaching, and service.
- 5P7a SS Faculty and staff are encouraged and supported to participate in task groups, standing committees and senates to foster leadership abilities. Funding is available for leadership development and workshops are made available to those who wish to participate.
- 5P7b O It is unclear how best practices from SIUE's leadership development processes are shared across the institution. For example, how is information from conferences, sabbaticals, workshops etc. communicated to the institution? This could provide SIUE with evidence of a strong ROI for its leadership development processes.
- 5P8 O While SIUE has policies and procedures that govern the selection of leadership positions, there are extensive leadership opportunities for faculty and staff, and the University has experienced a significant turnover in senior leadership over the past five years, opportunity remains for SIUE to create a formal succession plan.
- 5P9 S Formative and summative measures of leading and communicating that are collected regularly include division achievement, allocation of resources and fiscal responsibility, service leadership on and off campus, communication, decision making, collegiality, and commitment.
- 5P9 S SIUE has an extensive evaluation system in place to ensure the accomplishment of the University's mission, vision, and long-term goals by qualified and competent staff. Faculty and staff periodically assess the University's personnel evaluation systems.
- 5R1a S Results from the 2007 HERI survey indicate that the majority of faculty are very satisfied or satisfied with their relationship with administration; an improvement from the 1989 survey results.
- 5R1b OO No similar results on satisfaction of staff relationship with administration are indicated. SIUE has the opportunity to clearly identify its leadership

- and communication systems, key measures of those systems, and measureable results. For example, SIUE indicates it regularly collects measures including division achievement, allocation of resources and fiscal responsibility, service leadership on and off campus, communication, decision making, collegiality, and commitment. 5R1 should report the results of these measures/processes.
- 5R2a        S        SIUE reports data from the UCLA-HERI survey that indicates 66% of the faculty are satisfied with the administration as compared to other institutions. (Up by 17% since 1989 and 11% above the national average.)
- 5R2b        O        Results that indicate faculty are satisfied with their role in the communication process or the communication process itself are not reported nor are their comparable peer institution results. Such results are a more effective means of identifying quality communication and would strengthen the results of future portfolios.
- 5R1         O        The reported results focus on measures of satisfaction and engagement rather than facets of leadership and communications, such as the commitment to the long term goals of the university and its social responsibilities.
- 5I1         S        SIUE improves its current processes and systems for leading and communicating through routine discussions with constituents, formal collection and analysis of performance measures, and through the recently created position of Assistant to the Provost for Policy and Communication.
- 5I1b        O        With a number of projected retirements that will continue to occur at SIUE over the next few years, the Reviewers concur with SIUE's self-evaluation of the need to develop the next generation of leaders.
- 5I2a        S        With regards to its current results for leading and communicating, SIUE sets improvement targets through its comprehensive planning process, including setting goals for outcome measures. The University's new Communications Plan promotes transparency through more information shared with faculty.

- 512b S SIUE participates in the voluntary system of accountability providing web-based access to information on academic programs, trends, and measures.
- 512c OO The team concurs with SIUE's self evaluation in the need for a more transparent communication system internally and externally to maintain and enhance relationships with stake holders ranging from students and faculty to the communities SIUE serves.

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### **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item Critical Characteristic***

- O1d SIUE's mission, vision and values emphasize a strong commitment to democracy and the development of leaders.
- O2a SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O2b Doctoral programs are offered in Engineering, Education, and History through a joint relationship with the SIU campus at Carbondale.
- O2c The majority of undergraduate and graduate programs are taught during the day with a small percentage of graduate programs offered on weekends.

- O3a Enrollment in full-time-equivalency has grown for the past five years. More than half of SIUE's students matriculate from other institutions.
- O3b Undergraduates constitute over 80% of the full-time student body. These students are predominately white, female, and 20-24 years old.
- O3c Two-thirds of the new freshmen class lives on campus in University housing.
- O3d Seventy-four percent of first-time freshmen return for a second year.
- O4b SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.
- O4c The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	SIUE utilizes surveys, studies, benchmarking, and a variety of internal and external data to determine service needs which are then incorporated into the strategic planning process. Short- and long-term goals emerge from the strategic planning process establishing priorities, improvements, assessment, needs, and expectations.
6P1b	O	The frequency of review for many of the measures indicated in Figure 6.2 is six or seven years. Continuous improvement requires frequent monitoring of in- and end-process improvement measures. It is recommended that SIUE consider a shorter period between reviews for key measures.
6P1c	O	The team concurs with the portfolio that an area of opportunity remains to integrate the student services offered in the new Student Success Center building.
6P2	S	Administrative support service needs of SIUE's faculty, staff, administrators, and other stakeholders are identified through the use of

surveys, working groups, advisory committees, and meetings with the Vice Chancellor of Administrative Services among others. Service needs from the SIU System State and Federal government, and financial institutions are incorporated into SIUE's strategic planning process.

- 6P3a S The Provost, Vice Chancellor of Academic Affairs, and the Vice Chancellor for Administration manage the day-to-day student and administrative support services through a network of directors and managers. Processes are documented in written manuals and on web pages.
- 6P3b O The University has articulated an overall plan for the flow of information to identify services to students, faculty and staff that is tied to the overall planning process. Identifying how these services function on a day-to-day basis, however, assures the smooth delivery of these services to the constituencies, especially the students.
- 6P4a S Key SIUE student and administrative support areas share information and results with advisory boards and councils for recommendations on improving services. Survey results, benchmark data, and best practices are used to manage day-to-day operations.
- 6P4b S Examples of ways in which SIUE uses information and results to improve its services include an action project on developing a review process for student services, the addition of a second fall career fair, selection and purchase of hardware and software for student and administrative use, among others.
- 6P5 S SIUE utilizes a number of measures of student and administrative support services gathered from internal and external assessment measures (Figure 6.2)
- 6R1a S Key results for processes indicated in Figure 6.4 represent a commitment to continuous improvement.
- 6R1b O Figures 6.1, 6.2 and 6.4 should tie together to provide a comprehensive portrait of SIUE's key student and administrative support processes, measures for each process, and results for each measure.

- 6R2c            OO    Figure 6.4 identifies a number of changes that have been made in the area of services to the students and other constituencies; data to support and clarify the need for the changes has the advantage of prioritizing the implementation of the changes in tightened economic times.
- 6R3a            S    Results of comparison data for select measures indicate that SIUE rates as high or higher in most categories as other higher education institutions, e.g. ACUI/EBI, UCLA-HERI.
- 6R3b            O    SIUE has the opportunity to identify additional measures related to the key student and administrative support services indicated in Figures 6.1 from professional associations, peer institutions, third party verification, and industry benchmarks.
- 6I1a            O    SIUE is moving towards a more systematic, holistic approach of continuous improvement through the AQIP process. SIUE is encouraged to continue its progress.
- 6I1b            O    SIUE appears to respond to external factors for change (e.g. technology changes or federal or state mandates) rather than to incorporating internal constituencies' identified needs for change into its improvement processes.
- 6I2a            S    Targets for continuous improvement of SIUE's student and administrative support processes are developed through a comprehensive and engaging strategic planning process where needs are identified, prioritized, and targets set.
- 6I2b            S    Specific improvement priorities include addressing students with learning disabilities, training Greek officers, implementing a strategic plan for information technology services, and helping students be aware and confront issues related to their first year at SIUE.



## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item    Critical Characteristic***

- O1a    Southern Illinois University Edwardsville (SIUE), as part of the Southern Illinois University system, is governed by a nine-member Board of Trustees, seven of whom are appointed by the Governor of the State.
- O2a    SIUE enrolls 13,600 students in 44 undergraduate and 72 graduate and professional programs through seven academic units.
- O4a    SIUE's collaborative agreements support the institutions mission, vision and values.
- O5a    Eighty-four percent of the faculty, administration, professional staff and civil service positions are full time.
- O6a    SIUE's Land Use Plan, Facilities Master Plan, and Comprehensive Design Guidelines establish standards and set the direction for the planning and development of physical resources.
- O6b    As a comprehensive university, SIUE provides a wide range of facilities including classrooms, laboratories and research, housing, student activity, recreational and athletics, child care, offices, and other support structures.
- O7a    SIUE competes amongst 20 other private and public institutions of higher education in the eastern metropolitan St. Louis area.

- O7b The majority of SIUE students live and work in nearby industrial and agricultural communities.
- O7c SIUE retains more transfer students than it loses.
- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.
- O8c SIUE's Senior Assignment is nationally recognized as a best practice in assessment of student learning.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.
- O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and accountability; balancing development of new programs and organizational structures

with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1a	S	SIUE selects data based on need, utilizing existing data and data sources first. The information is managed and made available through the Banner enterprise resource planning platform using standardized and customized reports.
7P1b	SS	SIUE's information systems include both macro and micro components. The University has identified measurable goals linked to its long-range strategic plan and has a process in place to evaluate and manage the use of data. (Figure 7.2)
7P1c	O	The data gathering processes appear responsive to emerging questions and management issues. The examples provided were centered on cost effectiveness; the primary focal points of this area of evaluation are student learning, long term objectives and opportunities for improvement. Additional examples addressing these areas would be more helpful to the peer review process.
7P2a	S	SIUE has an effective information supply and demand system. Needs of departments and units related to information are identified through requests, surveys, reports, and data.
7P2b	O	The University has the opportunity to reevaluate the supply and demand module (Figure 7.3) for the collection of data as users transition to the Banner system. The team concurs with SIUE's self-evaluation. The University will transform the tracking of both internal and external data, and the new software system will have new features that previously were unavailable to faculty and staff.

- 7P3a S SIUE makes use of the limited comparative institutional data available and actively seeks to increase the availability of such data by, for example, participating in the Voluntary System of Accountability (VSA). Internal need and data availability drive how SIUE determines the needs and proprieties for comparative information and data. SIUE utilizes a variety of local, regional and national databases and targeted comparison groups.
- 7P3b O It is unclear what criteria and methods SIUE uses for selecting sources of comparative information and data outside the education community. SIUE has the opportunity to develop comparative data for measurements at the department level. The University realizes that this type of data is hard to obtain but is strategizing the different mediums of data collection in order to collect comparative data at every level for every measure. (Figure 7.4)
- 7P3c S Figure 7.2 identifies the measures by source and comparisons that SIUE uses to assess its long-term goals. Both external and longitudinal data is included in the process.
- 7P4a S The University utilizes multiple means of dissemination of information and data regarding overall performance. SIUE utilizes print, electronic media, and oral communications to make information available to internal and external users.
- 7P4b S The strategic planning and program review processes are two core methods through which the institution analyzes information/data related to institutional performance.
- 7P4c O As SIUE indicates, formatting and sharing data in a user-friendly and specific format is an ongoing challenge. SIUE is encouraged to seek solutions through its Banner (ERP) system to create customized desktops and reports that give meaning to the data. Wide dissemination of and easy access to institutional effectiveness data is necessary for nurturing a robust culture of continuous improvement.

- 7P5a S SIUE has implemented an annual review of every academic program that includes a mechanism for measurement, feedback and improvement. Faculty from respective departments discuss conclusions drawn from the data on an annual basis to determine progress toward achievement of outcomes by students.
- 7P5b S Alignment of department and unit analysis of data with institutional short- and long-term goals is assured through (1) the comprehensive strategic planning process, (2) the annual program performance reporting structure, and (3) the program review process. Moreover, all programs have articulated and implemented Assessment Plans that align with the institutional mission, vision, and values, and state explicit benchmarks or learning outcomes.
- 7P5c OO The program review process employs indirect measures as the primary data source (i.e., surveys results). The institution's ability to assess and improve student learning is severely compromised by this apparent dearth of direct measures. Gathering data from both direct and indirect measures is not only aligned with current best practice, but will profoundly enrich the institution's continuous improvement program.
- 7P6a S The University has implemented a technology plan for the upgrade of key informational hardware systems. Funding for this plan (Figure 7.6) is linked to the budgeting process and includes six different categories of hardware.
- 7P6b O The Appraisal team concurs with SIUE that there is a need to increase the global security of its systems in order to meet federal, state and university guidelines. A considerable opportunity to improve data security has been revealed to the institution through recent audits which found that special attention should be paid to such things as a global security plan, business continuity/disaster recovery plans, and clear data security policies.
- 7P7a S SIUE utilizes six different criteria for the evaluation of the central information system. There are two committees charged with the

- evaluation of the six different measures and empowered to make revision recommendations to the University Quality Council.
- 7P7b      SS      The institution exemplifies good practice in the way it approaches analyzing measures of the effectiveness of its systems for measuring effectiveness. The accuracy and reliability of its metrics and methods are routinely examined and critiqued, such as the content and display of student learning metrics proposed for inclusion in the institutional Fact Book.
- 7P7c      OO      Noting a “gradual drop in response rates [to surveys] over the last decade,” the institution has identified and is attempting to address survey fatigue and methodological factors which might be contributing. Yet by its own admission, survey response rates remain “minimally acceptable.” The institution has an opportunity here to explore using instruments other than surveys to collect data, and as a result, both reducing its apparent complete dependence on surveys as its primary data source, and quite probably enriching the quality of information collected. Reducing the number and frequency of surveys administered regularly would diminish survey fatigue, increasing the reliability of the surveys that are deployed.
- 7R1      OO      Without results for how the system meets its institution’s needs, the system and its processes cannot be evaluated. Future portfolios should report evidence, e.g. end-user satisfaction, audit results, etc. that document the system’s effectiveness in meeting the institutional and constituent need(s) as determined by the six criteria.
- 7R2a      S      Thirty years of making use of comparative performance indicators has taught SIUE to be proactive in utilizing the number of opportunities for the institution to gather comparative data which have arisen in recent years due to efforts to meet the need for public accountability, including state mandates to public universities to provide a *Results Report* on achievement of the Illinois Commitment Goals, and a *Service, Efforts, and Accomplishments* report to the Illinois Comptroller; national venues for

public accountability such as the VSA; and regional conduits for higher education public accountability such as participation in AQIP.

7R2b      OO      While Figure 7.8 and the response to 7R2 describe SIUE's tradition of comparing results with other universities across numerous measures, no results are reported for comparison. When the University begins to compare the information within these collections with its own data, it will have a basis for identifying its strengths, its areas of needed growth, and the means to make the appropriate changes.

711a      S      SIUE's historically collaborative organizational culture has nurtured shared systems and processes for information gathering and analysis, which in turn fosters and maintains an ethos of continuous improvement campus-wide. The University improves its current processes and systems for measuring effectiveness both *a priori* and *post hoc* through committees, councils, teams, assignments etc. as the data and information is collected using six criteria.

711b      O      While SIUE reports changing its processes based upon information received, the University has not identified how it reached the decision to make the changes based upon results or how the results shaped the needs. Explanation and demonstration of change rather than commentary on change clarifies why the change was necessary and what is to be accomplished by making the change.

712      SS      The University provided extensive examples of improvement efforts as a result of measuring effectiveness, including the formulation of the University Quality Council. The Council is the main committee responsible for the evaluation of quality improvement efforts for the University and meets on a monthly basis.

## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item Critical Characteristic***

- O8a Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b The University is presented with the challenge of finding alternative funding sources for growth and innovation.
- O8c SIUE's Senior Assignment is nationally recognized as a best practice in assessment of student learning.
- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders
- O8e The institution, an early adopter of AQIP, has realized through positive improvement actions its commitment to continuous improvement in the last two years, including adoption of a revised General Education Program, the restructure of Educational Outreach to better serve the community, development of a University-wide Advising Plan, strengthening academic program review, development of a new comprehensive scholarship plan that includes need-based aid, creation of new partnerships with community businesses, acquisition of full accreditation for all eligible academic programs, and participation in the Voluntary System of Accountability.



O8f The institution is challenging itself to continue taking positive improvement actions in the following areas: developing effective collaboration strategies between faculty and administration; procuring additional funding from grants and contracts, as well as seeking private support through donor development programs and capital campaigns; providing a global educational experience for students; developing new strategies for partnering with its community and region on a number of initiatives; balancing the impact of faculty scholarship with student learning; improving faculty and staff partnerships with administration on a commitment to cost-effectiveness, fiscal management, and accountability; balancing development of new programs and organizational structures with the institution's grounding in the arts and sciences, as well as its deep commitment to liberal education.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	SIUE's integrated strategic planning process is guided by the policies, priorities and goals established by the Illinois Board of Higher Education, the Office of the President, and Board of Trustees.
8P1b	S	The institutional planning process integrates internal and external influences and is comprised of measureable short-term goals aligned with SIUE's long-term goals.
8P2	S	Short- and long-term strategies in its programs and services are selected in response to regional needs considering both internal and external influences.
8P3a	S	SIUE develops key action plans in support of its institutional strategies through a comprehensive and inclusive strategic planning process that embraces the six fundamental shared values and six priorities of the Illinois Commitment.
8P3b	S	The recently established University Quality Council (UQC) is responsible for identifying institutional improvement opportunities, identifying and

		selecting AQIP Action Projects, and communicating UQC activities to the campus.
8P3c	S	Progress is communicated to students, staff, administrators, and key stakeholders through a variety of print and electronic media as well as annual addresses, reports, forums, lunches, and presentations.
8P4	SS	As illustrated in Figure 8.2, SIUE's comprehensive strategic planning process insures involvement of the key stakeholders, and the coordination and alignment of processes with the overall institutional strategies and action plans.
8P5a	S	Measures and performance projections are a combination of those imposed by the Illinois University System and those that are institutionally specific.
8P5b	O	Future portfolios should clarify specifically <u>how</u> measures are selected and performance projections set, e.g. does IBHE/SIUE utilize forecasting software to set targets (%) to define "a <u>high percentage</u> of undergraduate degree recipients are either employed or enrolled in further education..."? What metrics are used?
8P6	S	To account for appropriate resource needs within the strategy selection and action plan implementation of its processes, SIUE integrates the budget development into the strategic planning process.
8P7a	SS	An example of how SIUE ensures faculty, staff, and administrator capabilities are developed and nurtured to address changing institutional priorities and strategies is the Teacher-Scholar Model. The Model being formulated will articulate and clarify the values, standards, and expectations of faculty in fulfilling the University's mission.
8P7b	O	SIUE has an opportunity to integrate these and other measures for faculty, staff and administration as part of its performance management program.
8P8a	S	The effectiveness of SIUE's system for planning continuous improvement is encompassed within the strategic planning process.
8P8b	O	Beyond the achievement of short-term goals, it is unclear <u>how</u> SIUE measures the effectiveness of its systems for planning continuous

improvement. *How* does SIUE know its systems are measuring what it should be measuring? (e.g. feedback from advisory committees, students, stakeholders, etc.)

- 8R1 O It is recommended that future portfolios explain figure 8.1 to include key measures and results. For example, Goal 1: Engaged Students and Capable Graduates. SIUE Short-term Goal – Implement a University-wide Advising Plan (Phase 1). Key measures for this goal include... Results for this measure are (trend data is preferred). This will provide a more comprehensive overview for the reviewer and tie the measures back to the stated goals.
- 8R2a S SIUE has been creating the infrastructure to successfully launch programs to increase student learning and success.
- 8R2b O It was not articulated what the “significant accomplishments” for SIUE’s goals will look like or what their projections of performance will be for the next 1-3 years.
- 8R3a S SIUE is partnering with IBHE and HCHEMS to establish a new peer group. The University also participates in a number of national surveys where comparative data is available.
- 8R3b OO While it is stated the University’s strategic plan and Performance Report capture comparisons with other metropolitan universities in the state and the nation, no data is provided.
- 8R4a S The University works as a cohesive team on the achievement of the strategic short-term goals and continuous improvement.
- 8R4b O SIUE has the opportunity to identify measures of stakeholder satisfaction with the institutional planning process.
- 8I1a S SIUE’s inclusive planning process, strategic goals, and action plan reviews drive the University’s current processes for improvement.
- 8I1b O It is unclear where the student fits into Figure 8.2. Future portfolios may want to emphasize students’ involvement in the planning and continuous improvement process.

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|------|---|--|
| 8I2a | S | Improvement targets and priorities emerge from SIUE's planning process. The institution employs a phased-in approach for major initiatives.  |
| 8I2b | S | SIUE communicates current results and improvement priorities as well as performance to students, faculty, staff, administration, and stakeholders through a variety of print and electronic media, meetings, and forums. |

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Southern Illinois University - Edwardsville that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

- O4a    SIUE's collaborative agreements support the institutions mission, vision and values.
- O4b    SIUE operates campus health care clinics and manages site agreements with area providers to facilitate student training.
- O4c    The School of Education partners with area public and private P-12 schools to provide student teaching experiences in districts with various at-risk classifications.
- O8a    Challenges facing SIUE include evolving student demographics, increasingly advanced skill requirements, expectations from students and other stakeholders, and availability of financial aid.
- O8b    The University is presented with the challenge of finding alternative funding sources for growth and innovation.

- O8d SIUE has positioned itself to respond to the need for greater transparency to students and other stakeholders
- O9a Key collaborative relationships exist between SIUE and community, educational, regulating and accrediting bodies, and business and economic development units. These collaborations directly support the University’s mission.
- O9b SIUE’s key collaborative groups, both directly and indirectly, impact the University’s strategic planning and budget processes.

**Here are what the Systems Appraisal Team identified as Southern Illinois University - Edwardsville’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	S	SIUE’s collaborative relationships involve communities, educational institutions, businesses and economic development organizations, and regulating and accrediting bodies. Figures 9.2-9.5 describe the type of relationship and whether they are established or evolving. SIUE utilizes these relationships to shape the future direction of its academic programs, to recruit and retain students, to strength ties to the region through economic development, to assure quality academic programs, and to provide applied learning experiences for its students. For example, the senior assignments in the engineering fields are often drawn from engineering needs identified by local companies whose employees participate in the evaluation of the assignments.
9P1b	S	Top priority is given to recruitment with regional school districts and community colleges. Advisory boards are used extensively to monitor external trends and regional needs.
9P2a	S	SIUE ensures the varying needs of its constituents are being meet through advisory boards and a fluid ongoing informal feedback process.
9P2b	S	SIUE administrators, faculty, and staff serve on external advisory boards charged with addressing regional issues and concerns.

- 9P3a S SIUE's inclusive decision-making and communication process helps create and build relationships within the institution through committees, senates, councils, development opportunities, interactions, and support structures.
- 9P3b O The AQIP review team concurs with SIUE's self evaluation that there is an opportunity to strengthen its collaborative relationships, especially for the students, through the Student Success Center.
- 9P4a S SIUE has aligned the results of building collaborative relationships in its strategic plan. The University defines a long-term goal in the strategic plan that focuses on cooperative and collaborative relationships and provides an extended table of examples (Figure 9.6).
- 9P4b O In Figure 9.6, SIUE identifies its measures of cooperative and collaborative relationships; the measures do not reflect all of the relationships listed in Figures 9.2-9.5 nor the relationships identified in other parts of the report. The use of a variety of measures to evaluate how relationships are functioning and how they can be strengthened is key to maintaining healthy, viable relationships that shape the future directions of SIUE's academic programs and its support services.
- 9R1a O Future portfolios should report results for the measures of relationships identified in Figures 9.2 through 9.5.
- 9R1b O SIUE's results focus on community service among its faculty and students rather than on results related to the academic programs at the University. Collaborative relationships internally with faculty, staff and students as well as externally with community offices, businesses, other institutions, etc. are intended to strengthen academic programs, prepare students for their experiences as employees and life long learners, maintain current knowledge base of faculty and staff, etc. Results to reflect these relationships are needed to further develop them.
- 9R2 OO Other than limited comparative data regarding service factors, SIUE has not collected nor compared data in areas related to its academic programs. An opportunity exists for SIUE to compare its programs over

time with other established institutions in the area or more recently established ones. For example, how does the quality of training of the Pharmacy or nursing students from SIUE compare with those of St. Louis University, Washington University, UMSL among others in the area.

- 911            S        SIUE improves its current processes and systems for building relationships through routine evaluation of internal structures. The recent hiring of a Special Assistant to the Chancellor for Regional Economic Development and an Executive Director for the Office of Educational Outreach should help set the direction for identifying and fostering new relationships.
- 912            S        Targets for collaborative relationships are set through SIUE's strategic planning process. Current priorities include enhancing relationships with education, business, and economic development partners.