HIGHER LEARNING COMMISSION

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August 26, 2019

Chancellor Randall G. Pembrook
Southern Illinois University Edwardsville
Campus Box 1151
Edwardsville, IL 62026-1151

Dear Chancellor Pembrook,

This letter serves to inform you that Southern Illinois University Edwardsville has successfully completed its Year 4 Assurance Review with no recommended monitoring.

Southern Illinois University Edwardsville will not receive an official action letter from HLC's Institutional Actions Council. This letter serves as your confirmation that this review is complete.

In two weeks, this review will be added to the Institutional Status and Requirements (ISR) Report, a resource for CEOs and Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. CEOs and Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

The next step in the institution's ongoing accreditation relationship is to begin work on a Quality Initiative project and to prepare for the institution's comprehensive evaluation in Year 10, which will include an action regarding the institution's Reaffirmation of Accreditation.

If you have any questions, please contact the institution's HLC staff liaison John Marr Your cooperation in this matter is appreciated.

Sincerely,

Higher Learning Commission

cc.   Charles David Moon II, Chair, Peer Review Team
        John Marr, Vice President for Accreditation Relations

Southern Illinois University Edwardsville

HLC ID 1157

OPEN PATHWAY: Mid-Cycle Review   Visit Date: 6/3/2019

Dr. Randall G. Pembrook
Chancellor

John Marr   Charles (David) Moon
HLC Liaison   *Review Team Chair*

O. Gilbert Brown   Kathy Johnson   Cari Keller
Team Member   *Team Member*   *Team Member*

Barbara Tarter
Team Member

Context and Nature of Review

Visit Date

6/3/2019
Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Southern Illinois University Edwardsville (SIUE) is a large regional public institution located east of St. Louis, recently moving from a Carnegie classification of Master's Large to Doctoral Professional designation. SIUE is now the larger of the two constituent campuses of the Southern Illinois University system, along with the Carbondale campus. The system is led by a president and governed by a Board of Trustees. The campus came into being in 1957, moving to its current location in 1965. Its fall 2018 enrollment consisted of 10,833 undergraduates and 2,448 graduate students. The campus is primarily residential with 65% of new first-year undergraduates living on campus, but also participates in the East St. Louis Higher Education Center and offers courses and programs online. Of its 611 full-time instructional faculty, 72% are tenured or tenure track and 80% hold a terminal degree. The university exceeds $5 million in external research funding. It's academic offerings include Schools of Nursing, Pharmacy and Dental Medicine.

SIUE's last HLC reaffirmation was in 2015, based on a March 2014 AQIP Quality Checkup. At that time, SIUE was allowed to choose the Open Pathway. The institution fell into the zone on financial indicators in 2017 due to state funding reductions. The following year, SIUE returned to being above the zone.

Interactions with Constituencies

The team chair corresponded with the SIUE provost on several occasions to add additional evidence to the file. The team chair and provost also had a brief telephone conversation on June 24 to clarify one of those requests.

Additional Documents

The team requested and received through the Addendum the following additional documents from the institution:

- Policies for faculty requirements for teaching when the faculty do not meet degree requirements
- Examples of faculty who were approved through tested experience policies
- Advising caseload information
- Online course enrollments, including courses in areas with course size limitations
- Description of Alumni Survey administration
- Annual Performance Report examples
- Updated Strategic Plan goals and KPIs
- Campus level retention and persistence efforts
- Unit level retention and persistence efforts
- Student service delivery for online courses

The team chair also received an e-mail from the SIUE provost clarifying in writing a question about faculty qualifications as a follow-up to a telephone conversation.

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

SIUE's current mission was revisited in 2013 as part of its Strategic Plan process. A summary provided by the committee organizing the initial phase of the process describes a widely distributed survey of multiple constituencies, five open forums and three additional forums with Alumni Affairs, the Diversity Council and the School of Dental Medicine. The result of these efforts were new statements of SIUE's mission, vision, values and long-term goals. This process is further documented in the rationale for adoption accompanying the SIU Board of Regents resolution approving the new mission statement, as recorded in that body's minutes.

The assurance argument describes the "comprehensive and unique array of undergraduate and graduate programs" SIUE offers, as well as multiple ways in which SIUE strives to be a "student-centered educational environment." These include its Summer Success Program, Student Success Sessions (co-curricular program open to all students), its Academic Advancement Center, retention and student success efforts, study abroad programs, co-op and internship opportunities, and structured community engagement experiences. The assurance argument also identifies some of the ways in which the university's student body is becoming more diverse, including its expansion of opportunities for post-traditional students.

SIUE maintains a University Quality Council and a University Budgeting and Planning Council, which jointly oversee the Strategic Plan and advise the chancellor on the budget, creating a formal linkage between the mission and planning and budgeting. The assurance argument describes investments in new academic programs that align with the mission, as well as expansions of online opportunities and high-impact practices, such as undergraduate research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

SIUE has widely distributed its mission, along with its statements of vision, values and long-term goals, via its website (where it is readily accessible), its catalogs, the Strategic Plan and the Fact Book.

The mission was revised in 2013, following a broad and inclusive process. Since then, the New REALITY (Re-imagining Excellence in Academics and Learning through Innovation, Technology, and You) Project sought to identify strategic initiatives in support of the new mission, vision, values and long-term goals during the 2013-14 academic year. Later, during the 2015-16 academic year, the chancellor convened a University Congress to consider basic questions about processes and resource allocations to achieve the long-term goals. The University Quality Council and University Planning and Budget Council have jointly created an annual update structure around the strategic plan focusing on year-to-year priorities and tracking key performance indicators. As a result of these efforts, the university has moved toward an increased emphasis on serving non-traditional and graduate students, a greater focus on retention and completion and expanded community engagement efforts. The assurance argument provides examples of each of these trends, which are consistent with the processes documented in the Strategic Plan and its supporting materials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

SIUE addresses its role in a multicultural society through its Statement on Diversity, which it adopted in concert with its new mission statement in 2013. This is further elaborated on in its Diversity and Inclusion Plan for 2018-25. The current plan summarizes the campus' accomplishments under the previous diversity plan and lays out a new framework, inclusive excellence, for its goals: increase underrepresented student recruitment and retention, increase faculty and staff from underrepresented groups, build a community with a commitment to inclusion and social justice, and develop and maintain an inclusive campus climate.

The assurance argument enumerates multiple offices (Institutional Diversity and Inclusion, Student Diversity and Inclusion, Accessible Campus Community and Equitable Student Support (ACCESS), Assistant Provost for Academic Equity and Inclusive Excellence, Student Opportunities for Academic Results (SOAR), Veteran's Services, Equal Opportunity, Access & Title IX Coordination, International Affairs, and Safe Zone) with missions focusing on various aspects of human diversity and that provide services in support of various constituencies. Additionally, the University Diversity Council and the Black Faculty and Staff Association provide formal venues for engaged constituents to provide feedback and advice to university leaders.

As evidence that these structures produce activities that reflect attention to human diversity the assurance argument describes multiple events and programs at SIUE, including an African-American Male initiative that supports students through cohort-based mentoring and a high-impact practice infused curriculum, which is intended to provide a model for future initiatives focused on other underrepresented groups. SIUE tracks the impact of such efforts through surveys, including climate surveys of students, faculty and staff, and by attending to measures of student outcomes. Retention among underrepresented groups has improved, even though gaps remain.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

Among the many ways in which SIUE's actions reflect a commitment to the public good and demonstrate that it engages with its identified external constituencies and communities of interest is its East St. Louis Center (which incorporates a number of community-focused activities from a Head Start program to a charter high school to a training and career hub), its Successful Communities Collaborative (which enters into year-long partnerships with local communities to bring university resources to bear on community identified projects), and multiple community focused centers and clinics. SIUE faculty and administrators, including the chancellor, serve on significant boards and advisory committees and community members reciprocate by serving on the many advisory boards that SIUE academic units rely on for support and guidance. The institution also provided substantial evidence that its students are engaged in widespread community service (250,000 hours in FY 18), internships and co-op opportunities (639 placements), and clinical, practicum and student teaching placements (over 2,800). As the assurance argument aptly sums it up, the evidence indicates that "SIUE is a well-recognized leader in the State and beyond for its contributions."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

SIUE went through a broadly inclusive strategic planning process in 2013 that included a full-scale revision of the mission. The assurance argument and evidence demonstrate that the institution's activities actively reflect that mission. The mission has been elaborated through statements on the institution's vision, values and long-term goals and there is an on-going formal structure to ensure alignment between those documents and year to year priorities and budgetary allocations. SIUE has demonstrated its attention to diversity through its Statement on Diversity, its creation of multiple offices and programs to address the needs of diverse constituents and its successful efforts to improve retention among underrepresented groups. SIUE has a significant public service footprint in Southern Illinois and has multiple community partnerships. SIUE students benefit from those connections in the form of community service, internship, clinical, practicum and other opportunities.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

The Chancellor's and Board of Trustee' websites describe how SIU and SIUE embrace and operationalize the Institution's values to internal (students, faculty, and staff) and external (State government, K-12 educational system, and general citizens of Southern Illinois) stakeholders. The State of Illinois has a statute on Ethics that applies to the institution. The Southern Illinois University system's Board of Trustees' website contains its policy documents, including a wide range of policies under the heading of integrity. Likewise, the values statement of SIUE contains an explicit statement on integrity, which emphasizes accountability and honesty.

Integrity and ethical practices underpin major institutional components including the curriculum, faculty teaching methods, classroom norms, professors research culture, and significant institutional policies. The institution's Academic Program Review and Scholarship Review Offices ensure the curriculum meets the needs of students, and that it is aligning with different discipline-specific accreditation bodies. The Scholarship and Research document and Faculty Handbook describe the institution's expectations for faculty developing and sharing research to peers and other audiences. The Academic Integrity in Scholarship and Research policy outlines the expectations for how all members of the University are to conduct and disseminate research involving humans and animals.

SIUE developed custom handbooks to describe how the institution's integrity and ethical practices impact faculty, students, and staff. The Faculty Handbook clarifies the faculty's primary role in the interface in the classroom with students. The Faculty Handbook's significant components are guidance on the Institution's organizational structure; academic and teaching policies; student policies; faculty personnel policies; research policies. The Student Code, Student Academic Code and the Student Grievance Code, combined with supporting processes, inform students about their due process rights inside and outside the classroom. The Institution's adherence to the State Officials and Employees Ethics Act (5IlCS 430) informs staff members of the rights and responsibilities in a public university.

SIUE's Statement on Diversity is a major policy that is embedded throughout the University.

Executing offices like the Office of Equal Opportunity, Access, and Title IX Coordination are major entities that enforce campus compliance policies. The SIU system's Office of Internal Audit, Compliance and Ethics provides oversight to compliance procedures at the Carbondale and Edwardsville campuses. SIUE's Purchasing Division charge is to use the institution's fundamental values to influence how it procures goods and services essential for the institutions' operation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

The institution's systematic marketing and communication through its mobile-friendly web sites and its social media accounts on Facebook, Twitter, Instagram, YouTube, and LinkedIn have promoted the University's visibility and transparency to internal and external audiences. SIUE continues to market its varied programs, student success, and college affordability through the Chancellor' Report, E-Connection magazine, Research, and Creative Activities Magazine, Foundation Annual Report, Dean's Reports, and the Alumni Affairs outreach efforts. The prominently featured SIUE Factbook is a particularly detailed and comprehensive source of information fully and readily available to the public.

The Institution provides prospective students and their families college choice data. Prospective students and their families can use the institution's student success data (Undergraduate and Graduate majors, Pass Rate, Degree/Major options, and degree attainment data) to inform their decisions about attending SIUE. Finally, prospective students and families can use the Paying for College and Consumer Disclaimer and Complaint web sites to determine the financial impact of the student attending SIUE.

On the website, prospective students and their parents can readily access college choice related data about the institution quality (campus-wide HLC accreditation and academic program accreditation, pass rates and other data), learn about degrees/major options through the different undergraduate colleges undergraduate and graduate catalogs and webpages, and learn about the institutional student-related processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

SIUE is one of the two campuses of the SIU system governed by one Board of Trustees (BOT). The BOT's website describes the autonomous decision-making body's role, history, and composition of the board. The BOT is made up of seven members appointed by the Governor, and student members who are elected by students. Appointed members serve six-year terms on the board. The BOT's Vision Statement outlines its commitment to different internal and external stakeholders. BOT Factbooks, and its Appropriations and Tuition and Fees documents, provide data to respectively show the board's role in the appropriating funds to support the institutions and its role in setting tuition and fees for undergraduate and graduate students. Institutional source data, including BOT Legislation-Bylaws, Charter, Statues, and minutes, shows the strategic role the board plays in ensuring the success of the SIUE.

The BOT's central role in the Illinois appropriation process is supported by its regular effort to acquire a single appropriation for the SIU system. Subsequently, the BOT divides the appropriation to the Carbondale and Edwardsville campuses. BOT reports, minutes, and publications provide a web of evidence they distribute the single State approportion to the two universities. Their accomplishments are significant due to the State's ten-year declining appropriation to SIU. Responding to appropriation decline, the BOT adjusts tuition and fee levels for the campuses. The BOT hired the Association of Governing Boards to help it develop an internal funding allocation formula to guide its decision-making. As shown in the February 2019 BOT minutes, the board considered the resulting study of funding for SIUE, which showed that the internal allocation of funding between the two universities in the SIU system had not been adjusted appropriately, given that SIUE's enrollment has grown substantially relative to Carbondale's.

SIU BOT's rules and procedures provide a web of evidence that open meeting practices align with the Illinois Open Meetings Act. The BOT's transparency is further displayed in its reports and minutes, available through its website. As evidenced in the BOT minutes, the board considers the interests of

both internal and external constituents. The board minutes include supporting evidence, such as time for public comments and questions at multiple meetings, reports on the need for nurses in the region and nationwide in the February 2019 minutes, and reports on the presidential search at its June 2019 retreat.

The BOT's integrity and ethical values and practices are also demonstrated in the Board Charter, which minimizes member's potential conflicts of interests between their private roles and their serving on the Board. Servant-oriented Board members receive travel reimbursements for BOT related travel, but they do not receive compensation for serving on the Board. Finally, BOT statutes further insulate members from political constraints within the State.

The BOT Statues delegate to the SIUE Chancellor the day to day management to the campus. Specifically, the Chancellor is "empowered to execute all documents and exercise all powers necessary to discharge their duties" as the chief operating officer of the university. Specific duties identified in the BOT statute include formulation of policies, developing and recommending budgets, appointing all employees, assuming responsibility for donor development, relations, and fund raising. The University Faculty at SIUE is the agent designated by the SIU BOT to "formulate policies concerning the educational functions of SIUC or SIUE, subject to the approval of the appropriate chancellor." At SIUE, the University Faculty is defined as: "the chancellor, all professors, associate professors and assistant professors, and those instructors on continuing appointment".

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

SIUE's Principles of Academic Freedom and Responsibility captures the values of free expression at a public University.

SIUE's Ethics of Instruction provides a framework for how faculty members should use their teaching methods to create an environment that supports all learners. The Faculty Handbook and Grievance Procedures outline faculty members rights and duties and recourse when their rights are violated by another faculty member or administrator.

The Student Academic Code, Student Grievance Code, and Expressive Activity Policy outline students' rights and responsibilities inside the classroom with peers and faculty. The Student Grievance Code describes the process concerned students can take to seek redress of their concerns. The Expressive Activity Policy outlines where on campus interested students may gather to avoid disrupting the academic process, outlines the protocol for students to host events in university facilities, describes how they can distribute literature on campus, and outlines the protocol for non-institution members to hold meetings in public spaces in a university.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

The Office of Research and Projects (ORP) provides a structure for faculty and student research in the form of the Institutional Review Board (IRB), the Social Behavioral Board (SBJB), and the Clinical IRB (CIR) that is linked to the Office Human Research Protection (OHRP). ORP also provides oversight to: Vivarium Space Allocation Committee, the Institutional Animal Care and Use Committee, Institutional Biosafety Committee, and Financial Conflict of Interest (Committee). ORP educates the university community through the Collaborative Institute Training Committee (CITI) and provides a guide for Use of Laboratory Animals. The institution's policy on Academic Integrity in Scholarship and Research provides a framework for investigating allegations of academic integrity violations associated with research and scholarship. Faculty learn about institution practices at the fall New Faculty Orientation.

SIUE offers support for students' development in research through (1) ethical understanding of research in syllabi; (2) Plagiarism Policy; (3) Writing Center; and (4) on-line support in the "Cite Your Sources" tutorial. The Policy on Academic Integrity in Scholarship and Research, Statement on Commercially Produced and Purchased Term Papers, and the Intercollegiate Athletics Committee provide resources for students to learn how to complete proper research ethically. Students accused of misconduct by faculty and students can learn about their rights in the Student Academic Code.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Evidence shows that both the campus and the SIU system have a robust set of policies, processes and responsible offices in place to insure fair and ethical behavior. SIUE consistently uses its website and other communication channels to provide prospective students and their parents, as well as other constituents, accurate and pertinent information about its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. SIU's governing board operates in a transparent manner that demonstrates both its capacity to exercise its responsibilities and its delegation of authority to the campus and its faculty. The institution has policies in place to insure freedom of expression and academic freedom. SIUE's Office of Research and Projects provides a wide range of oversight and educational resources related to the ethical conduct of research and scholarship. Students have access to multiple sources of guidance on the ethical use of information and there are policies and procedures to deal with both faculty and student academic misconduct.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

The institution has a clear process for the review of each academic program. This review requires completing a self-study document detailing responses to the previous review, student learning outcomes, program data, and an 8-year status report. Each program also files an interim report that occurs halfway to the scheduled full review.

Self-Study reports are extensively reviewed by an internal review team of three SIUE faculty members outside of the reviewed program. This team provides an objective review of the accuracy of the self-study document and the quality of the program. The committee also interviews students, faculty and administrators to gather additional information. The undergraduate program reviews are sent to the Curriculum Council and the graduate program reviews are sent to the Graduate Council Programs Committee. These committees then document each program as being in good standing, meriting further review, or requiring suspension of enrollment.

Following the review from the appropriate committees, the program director, chair, the appropriate deans, and the Provost discuss each program review and make any recommended changes. All program review reports for the academic year are forwarded to the Southern Illinois University Vice President for Academic Affairs who then submits them to the Board of Trustees and the Illinois Board of Higher Education.

Five department Program Reviews were analyzed to compare the learning goals for undergraduate and graduate education. These choices were made based on the existence of programs in the same department at both the undergraduate and graduate level, and to reflect programs from different

colleges.

Clearly articulated and differentiated learning goals were found in the BS and MS in Computer Science and the BS in Management and the MBA. Minimal differences were found in the BS and MS in Geography and the BA and MA in Psychology, with a greater emphasis on ethics in the graduate program. Little to no difference was found in the learning goals of the BA and MA in Sociology. Further attention might be given to making the goals of the undergraduate and graduate programs clearly distinct.

All courses provided by SIUE are required to have consistent objectives whether the course is on-line, a hybrid or in a face-to-face delivery. Although the institution teaches courses for those that wish to teach dual credit courses at local community colleges, SIUE does not currently provide any dual credit courses. The institution also does not currently have any contractual or consortia arrangements.

Both on-line and face-to-face courses are evaluated using a Student Evaluation Teaching instrument and these are periodically reviewed for validation. In addition, those faculty teaching in either the hybrid or pure on-line courses are often the same faculty teaching in the face-to-face sections of the course. SIUE was recently ranked 9th of 23 online colleges in Illinois by College Choice.

During the fall of 2018, 21% (44) of all Online Courses were Online Corporate courses or integrated both classroom and online experiences; the remaining 79% (166) were online only (Banner End-of-Term Freeze). Of those courses that are online only, 106 had an enrollment of 20 or fewer students (64%); 31 had an enrollment of 21-30 students (19%); 15 had an enrollment of 31-40 students (9%); 6 had an enrollment of 41-50 students (4%); and 5 had an enrollment of over 60 students (3%).

A memo from the Provost, dated November 30, 2016, indicated that an enrollment cap of 30 would exist for all Foundation courses and New Freshman Seminars (NFS); an enrollment cap of 65 would exist for Interdisciplinary Courses (IS) since they are team taught. The current data does not indicate if the fall 2018 online courses were Foundation Courses, New Freshman Seminar Courses or Interdisciplinary Courses.

Data from the institution indicates of those courses that are purely online, two fell in nursing and two fell in the interdisciplinary offerings. Nursing specifies that the faculty-student ratio for their online courses should be between 20-25 students and if a class has an enrollment greater than 25, a faculty's teaching load may be reduced.

It is clear from the data provided that the institution's programs are consistent across all modes of delivery including online courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

The mission of SIUE is to provide a student-centered educational community dedicated to communicating, expanding and integrating knowledge so as to develop "professionals, scholars, and leaders who shape a changing world." The Lincoln Program, adopted by the faculty senate in April of 2008, is the University's general education program. This general education program emphasizes analytic and communication skills, oral and written communication skills, a foundation in the liberal arts and sciences, the value of diversity, scientific literacy, and ethics.

As part of the Lincoln Program, students are required to take a New Freshman Seminar Experience course that provides university expectations and explores topics of academic interest. On May 3, 2018, the faculty senate approved a revision of the New Freshman Seminar to a new First Semester Transition course that will begin in fall 2019. The new course will include a model syllabus and an IS requirement.

The University's mission specifically refers to the enrichment of diverse ideas through a comprehensive and unique array of undergraduate and graduate programs. All undergraduate and graduate students will complete a Senior Assignment or a capstone experience which should provide evidence of a student's attainment of the general education requirements and preparation in an academic or professional discipline. In addition, a Diversity and Inclusion Strategic Plan was adopted by the members of the 2016-17 and 2017-18 University Diversity Council. This 2018-2025 plan details goals for increasing underrepresented faculty and staff, increasing student recruitment

and retention, promoting learning, addressing equity gaps, and improving campus climate. Each of these goals is then broken down into 2-7 specific objectives. These objectives are then assigned to either the Chancellor's Council, Academic Affairs and/or Student Affairs. Although it is too early to determine any noticeable progress toward these goals, it is a well-planned document and provides an excellent path for increasing the diversity desired.

According to the 2019 Fact Book, there were a total of 13,281 students enrolled in the fall of 2018. Of these, 72% were White/Non-Hispanic, 13% were Black/Non-Hispanic, 4% were Hispanic, 3% were two or more races, 3% were nonresident alien, 3% were Asian and 2% were of an unknown ethnicity. These students included 82% coming from Illinois, 15% from out-of-state and 3% from international locations.

The institution continues to attempt to increase the diversity of its students, faculty, and staff. According to the World Population Review, 11.8% of Edwardsville, Illinois is Black with 83.3% White. SIUE already recruits across the state of Illinois and within its region (Edwardsville is just 25 minutes from St. Louis with a population of 47.6% Black or African American and 45.9% White (World Population Review)). This suggests that increases in demographic diversity of the student body should be possible.

A review of five undergraduate and five graduate programs in Business, Computer Science, Geography, Psychology and Sociology reviews an extensive amount of data collected for determining a mastery of the goals of the programs. For example, in the Business undergraduate program we see a goal of being prepared to manage in a dynamic and diverse business environment and to be able to develop a holistic view of the business environment. In the MBA, we find the goal of demonstrating skills to interact in a global environment. The graduate program in Sociology measures students' abilities to understand diversity and its impact on society, social theory, and social research and the undergraduate Computer Science measures students' abilities to analyze the local and global impact computing on individuals, organizations, and society.

It is clear that the institution engages students in mastering modes of inquiry that are central to the mission and recognize the human and cultural diversity of the world that the students live and work.

In addition to contributing to national and international research, faculty and staff have been very successful with submitting grants to outside agencies as reflected by receiving 172 of 196 new proposal awards totaling just under 25 million dollars.

The institution demonstrates the integration of broad learning and skills that are integral to its educational programs and mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

A loss in enrollment from Fall 2015 until Fall 2018 with a headcount dropping from 14,265 to 13,281 and an FTE dropping from 11,985 to 10,942 (2019 Factbook), a stabilization of the State of Illinois budget, and the resulting filling of a number of new faculty hires has allowed the instructional student-teacher class size over the last four years to drop from 24.7 to 21.1 (2019 Fact Book).

Between 2009 and 2014, the number of full-time instructional faculty had been flat with a total of 622 full-time instructional faculty in 2009; 627 in 2010; 619 in 2011; 626 in 2012; 624 in 2013; and 623 in 2014. Full-time Instructional Faculty from 2015 to 2018 were 605, 592, 595, and 611 respectively (HRS Census Files and Banner HR Census Files).

A total of eighty-one percent (81%) of student hours are generated by full-time faculty and forty-six percent (46%) of the total credit hours are generated by tenured or tenure tracked faculty. Four percent (4%) of student credit hours are generated by graduate students and fourteen percent (14%) are generated by part-time faculty.

The reduction in class sizes and the removal of the responsibility for academic advising with the introduction of professional advisors indicates that the institution has sufficient numbers of faculty members to carry out both the classroom and non-classroom roles of the institution.

The academic qualifications for faculty are determined by the department and the corresponding dean, based on the needs of the department. Tenured track and tenured faculty are expected to have a terminal degree in their field or documented professional experience in lieu of a terminal degree.

Currently, 76% of the instructional faculty hold a doctorate degree, 24% a Masters, and .05% a Bachelor. Eighty percent of full-time Instructional faculty have the appropriate terminal degree for their discipline. As of September 1, 2017, all faculty that do not meet minimum requirements must have individual professional development plans. HLC specifically addresses this issue in its faculty guidelines published in March 2016. The mandate says that the institution must define a minimum threshold of experience and an evaluation process that is used for all faculty members that are employed based on equivalent experience. HLC states that all faculty teaching general education courses or other non-occupational courses must hold a master's degree or higher in the discipline or subfield, and if that discipline or subfield is not in the area that he/she is teaching, they must have a minimum of 18 graduate credit hours in the field that they are teaching.

The institution reports that it has adhered to the HLC policy for faculty qualifications and that tenure-track and tenured faculty are normally expected to have terminal degrees in their field and in rare instances faculty members may document substantial professional experience in lieu of a terminal degree. Currently, 76% of full-time instructional faculty hold a doctoral degree, 24% hold a Master's degree, which may be a terminal degree, and less than 1% (4) hold a Bachelor's degree or are tested through specialized disciplinary or professional experience. Currently, 80% of full-time instructional faculty have a terminal degree in an appropriate discipline and all full-time instructors who hold a non-terminal Master's degree are teaching within the appropriate field.

The university does not currently offer dual credit, contractual or consortial programs.

Instructors are evaluated regularly based on the established institutional policy. All tenure-tracked faculty complete a performance plan that is directly tied to any salary increases. The review process includes a self-assessment, peer-evaluation, student evaluates and discussions between the faculty member and their direct supervisor. The process requires an evaluation of the goals previously set through the performance plan.

Each academic unit sets specific qualitative and quantitative standards and tenured faculty are evaluated at least every three years. All non-tenured faculty are evaluated annually.

Tenure-Tracked faculty are evaluated annually, midway through the probationary six years, and at the end of the six year probation. Faculty are evaluated with the same criteria at the end of their probationary status as at the midway point. Faculty submit a dossier that is reviewed by the tenured faculty within the unit, the unit chair, the school or college committee, the dean, and the Provost and Vice Chancellor for Academic Affairs, at both the midway point and the end of their probationary period. Ratings are given in the areas of teaching, scholarship, and service. Faculty may be found excellent, meritorious, satisfactory or unsatisfactory in each of these areas. Faculty must be ranked as meritorious in teaching and either scholarship or service. The remaining area must be at least rated as satisfactory.

Faculty seeking promotion from Associate Professor to Full Professor follow the same procedure, unless the unit has required more stringent requirements.

The use of full-time Instructors and part-time Lecturers or Assistants is structured based on the collective bargaining agreement between the Board of Trustees and the SIUE Non-Tenure Track

Faculty Association. The probationary period for an Instructor is met after the successful completion of three full-time semesters. The probationary period for a Lecturer is completed upon the successful completion of teaching 36 credit hours. All Instructors receive a written performance evaluation and Lecturers may receive a review by the Department Chair or his/her designee. Any Instructor or Lecturer may be terminated during the probationary period if their performance is deemed inadequate.

Faculty are kept current in their teaching and discipline through funding from the Graduate School, their School or College and through the "Excellence in Undergraduate Education Funding Program". Additionally, Peer Teaching and Research Consulting are available through class observation or the Group Instructional Feedback Technique (GIFT), and consultation with an experienced researcher, respectively.

Lectures, workshops, training, book clubs, moderated discussions, writing groups and retreats are also offered through the Center for Faculty Development and Innovation. The Center covers such areas as leadership development, teaching and learning experience, research productivity and grant writing, mentoring, work/life balance, career advancement, and serving diverse populations.

Both tenure and non-tenure track faculty are provided a new faculty orientation, faculty handbooks and the opportunity to participate in a Junior Faculty Development program that meets every month during the first year of employment. Instructional Design and Learning Technologies (IDLT) provides a variety of face-to-face and online courses that support faculty teaching.

A University-Wide Task force concluded in 2007 that the use of faculty time for academic advising was not beneficial. The institution moved to the use of professional advising for all undergraduate students. Faculty were encouraged to serve as mentors and to work with their students to assist them in reaching their academic goals. Faculty are involved with field work, musical and theatre events, conference presentations, studios, Clinicals, and labs with their students. Faculty also supervise the Student Research Assignment (SRA) or Capstone projects for their students. Each spring, student SRA projects are nominated by their departments to participate in the Undergraduate Scholars Showcase.   This program has been recognized nationally.

Professional Academic advisors are used for regular academic advising in each academic unit, and for advising honor's students, athletes, and individuals within the program Student Opportunities of Academic Results or SOAR. This program works with underrepresented student populations. In the fall of 2019, a pilot orientation program will be started for students who identify as an under-represented race or ethnicity. Each Professional Academic advisor is required to have a Master's degree in college student personnel, higher education, or a related field.

As of September 28, 2018, the average student to advisor ratio was 284-1. The highest ratio was at 319-1 in the School of Engineering, and the lowest was 196-1, in the school of Education, Health and Human Behavior. The Coordinator/Manager of the Advising Unit receives a list of advisors and advisees at the end of each month, from Institutional Research and Studies. These reports are used to monitor the advising case load for each advisor and to make any necessary adjustments. Advising caseload is also a part of the Memorandum of Understanding with the SIUE Professional Staff Association and requires any advisor that has an average caseload of more than 375 advisees over a period of more than 60 days, to receive overload pay of ten percent until the caseload is reduced below the 375 students.

At the end of each month Institutional Research & Studies creates reports for distribution to the

respective adviser managers/coordinators in each school. The first lists the advisors with counts of the advisees, the second is a detail list of advisees for each adviser. The respective school manager/coordinator uses these reports to monitor the advising load for each advisor and to adjust, as necessary.

A variety of resources are available for making sure that faculty are current in their disciplines and have adequate resources for their professional development. These resources include available grants, sabbaticals, assistance from the Center for Faculty Development and Innovation, Peer Consulting, and assistance from a variety of technical areas, including instructional design.

The use of Professional Advisors allows the instructors more time for working individually with students and making them accessible for student inquiry.

Position Description Questionnaires (PDQ) clearly outline the job responsibilities of all professional staff and civil service members. This is reviewed with the supervisor annually and is used to update and revise any necessary responsibilities. Staff are provided with a variety of resources from attendance at national conferences to involvement in the Professional Development Committee at the institution. National guidelines and standards are used in the training of all tutors. The campus has adopted the use of professional advising for all undergraduate students. Faculty were encouraged to serve as mentors and to work with their students to assist them in reaching their academic goals. Faculty are involved with field work, musical and theatre events, conference presentations, studios, Clinicals, and labs with their students. Faculty also supervise the Student Research Assignment (SRA) or Capstone projects for their students. Each spring, student SRA projects are nominated by their departments to participate in the Undergraduate Scholars Showcase. This program has been recognized nationally.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

The institution provides a variety of student support services directly related to the needs of their students. These support services include counseling, academic advising, Disability Services, a Writing Center, Student Fitness Center, Student Financial Aid, health services, Veteran's Services, and International Services. As noted above, SOAR serves underrepresented students including underrepresented minorities, first-generation college students, and low socio-economic students.   In addition, the Kimmel Student Involvement Center is the center for student government, fraternities, sororities, and campus activities.

Meeting the needs of their online students, the institution provides writing support, tutoring, textbook rental, student financial aid counseling, career services assistance, and library resources through online delivery modes. In addition, online students are part of Starfish, the early academic warning and advising system, have access to the ITS Help desk, and can participate in Zoom, the University-wide video-conferencing system used for virtual meetings or tutoring.

The institution provides a process for directing entering students to courses and programs for which they are prepared using a variety of methods. Each student is tested by the Testing Center so as to provide the appropriate level of learning support based on their academic needs. The placement testing may result in a developmental preparatory course or a remedial course. First-Year fall freshmen attend a two-day orientation program (Springboard to Success), the summer prior to their enrollment. Faculty and staff are available to discuss information about each student's intended major, including the required coursework and course sequencing within the program.

Tutoring services are available through the Tutoring Resource Center and Supplemental Instruction is available for those classes with high D/F Withdrawals. Although the Tutoring services are

available, the 2017 NSSE data indicates a low usage by both first-time freshmen and seniors.

As noted in 3.C.5, students are advised by professional advisors in each college. Undergraduate students must meet with their academic advisor at least once a semester prior to registration. Special academic advisement is provided for student athletes, Honors students, and underrepresented first-year students (SOAR).

Appointments for advisement are managed through the Starfish system. This system allows advisors and instructors to place holds on student records, send congratulatory e-mails, and allows advisors to view each advisee's current grades. Faculty of 100 level courses are asked to provide feedback through Starfish as to their student's attendance and academic progress during the fifth week of class. The Office of Retention & Student Success notifies advisors of those students that have not yet registered for classes.

Degree Works a degree evaluation program was made available to academic advisors in September of 2018 and to students in January 2019. The system, supported by Banner, allows students and advisors to determine the academic progress students are making toward completing their degrees. The program also provides an opportunity to review their academic standing should they choose to change their major or minors. The program is also important to transfer students that can immediately determine how their transfer credit has been accepted.

A number of opportunities are available for SIUE faculty to engage in experiential and innovative teaching including a Continuous Improvement Conference, a Faculty Center for Development and Innovation, and an Instructional Design and Learning Technologies unit. This Center encourages both group and one-on-one interactions with instructional designers.

Students have access to a variety of labs, including eleven dedicated open labs and a Foster Adaptive Learning Classroom. Many discipline specific labs are also available, including Biology labs, Chemistry Labs, an Astronomy Lab (Shaw Sky Lab), Mass Communication Labs, a simulated Learning Center for Health Sciences in the School of Nursing, and a Virtual Professional Practice Lab in the School of Education, Health and Human Behavior.

Library and Information Services provides faculty, staff and students with a number of resources to include access to many scholarly journal and research databases and subject guides for utilizing topic-specific resources. Live Chat resources are available to both faculty and students. The Lovejoy Library also provides a variety of instructional resources to include classroom instruction, research strategies for writing papers, online database demonstrations, and assistance with finding books and articles for classroom assignments.

The institution clearly provides support for student learning and effective teaching.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

Boasting over 300 clubs, organizations, and activities, the university provides a broad range of co-curricular programs that directly contribute to its mission. Hosting twenty-one sororities and fraternities, forty-two sports clubs, almost sixty professional organizations, seventeen religious and spiritual groups, eighteen multi-cultural groups, thirty-nine academic organizations, and countless special interest groups, SIUE offers a number of opportunities for students to be "enriched by diverse ideas" through a "unique array of undergraduate and graduate programs."

In addition to participation in a sorority or a fraternity, a number of leadership opportunities are available through Student Government, the Student Leadership Development Program and the Campus Activities Board.

The University's mission claims that the institution will develop professionals, scholars, and leaders who shape a changing world. Students are provided a number of opportunities for shaping the world through a Study Abroad program available to nineteen different locations; through Health Service opportunities to the countries of Costa Rica, Guatemala, India, and Jamaica; and through a number of Direct Exchange programs. The university clearly provides a number of opportunities for an enriched educational environment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

It is clear that the institution provides a number of high quality programs and that the degree programs are appropriate to higher education. Although the institution does not offer dual credit, contractual or consortial arrangements, it does provide a number of Online Corporate courses and Integrated Classroom and Online Experiences. The institution was ranked 9th of the 23 online colleges in Illinois by College Choice.

A review of the five undergraduate and graduate programs in different departments and colleges found that in most cases there are clear differences in the learning goals specified for undergraduate and graduate education. The institution may wish to more closely review both their undergraduate and graduate learning goals to make sure that they clearly represent differences by learning level.

The institution has developed a clear general education program that is appropriate to its specified mission and has also clearly articulated the intended learning outcomes for its students in these areas. The 2008 Lincoln Program emphasizes analytic and communication skills, oral and written communication skills, a foundation in the liberal arts and sciences, the value of diversity, scientific literacy, and ethics.

Annual Program Assessments provide a wealth of data as to the mastering of specified student goals and provides a clear plan for any necessary improvement. The institution demonstrates the integration of broad learning and skills that are integral to its educational programs and mission.

The use of Professional Academic Advisors has reduced the load on faculty and has increased the effectiveness and quality of the academic and student service programs offered.

A clear evaluation procedure exists for both faculty and staff and a number of resources are available for them to stay current in their disciplines.

The institution provides a variety of student support services for both their on-campus and online students. The use of Professional Academic Advisors seems to be particularly well-suited to the institution.

Faculty, students and staff are provided with a variety of resources that can contribute to their success.

Study Abroad, direct faculty and student exchanges, over 300 student organizations including sororities/fraternities, professional organizations, religious organizations, sports clubs and countless special interest groups provides a number of opportunities for both students and faculty to have opportunities for enriched educational experiences.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

SIUE engages in academic program review on an 8-year cycle. SIUE provided the scheduled review dates for each undergraduate and graduate program along with the timeline each program must meet to prepare for the review and complete the necessary self-study. Programs follow a detailed self-study template requiring documentation of program output data as well as an analysis of student learning outcomes, program strengths and weaknesses, program resources, and student feedback. SIUE provided a sample self-study confirming the expectation to comport to the template requirements. Program self-studies are subject to an internal review by a panel that includes faculty external to the program's department. The internal review team provides feedback through an internal review report. This report is shared with the department faculty, chairperson, and academic dean, who provide

written responses. These reports are reviewed further by the respective undergraduate or graduate curriculum committee, rated regarding their standing, and submitted to the Provosts office and then through the Vice President for Academic Affairs to the SIU governing board. Programs also complete an abridged version of the self-study at mid-cycle, referenced as the interim report. This report requests programs to identify the recommendations of the previous program review and the steps underway to address the same. Through these various layers of review, programs are provided feedback for improvement, and SIUE administration is provided information on program strengths, opportunities, and resource needs. SIUE provided sample reports from the various stages of review.

Credit evaluation is managed by the Registrar's office. SIUE provided policies governing the award of college-level credit for external course work, such as Advanced Placement, College Level Examination Program, military training education programs, international baccalaureate, and experiential learning. These policies are published in the catalog and on the website. A review of the published policies confirms they are based upon national standards.

SIUE participates in a statewide articulation agreement for general education courses. SIUE evaluates transfer credit through the Illinois Articulation Initiative where applicable. The institution accepts articulation decisions of the statewide review panel. SIUE representatives serve on the articulation panel. Additionally, SIUE accepted transfer degrees awarded by Illinois public community colleges.

Other transfer courses from regionally accredited colleges and universities are considered with input from content faculty utilizing the College Source TES system to evaluate and manage other articulations. The course evaluations are added to a matrix published to the public facing website.

Course prerequisites/co-requisites are determined at the program level by faculty with expertise in the subject area. They are monitored and controlled through scheduling software. Prerequisite or co-requisite decisions and rigor are reviewed through the curriculum review process. This multi-layer process reviews curriculum at the department level, college level, specialty council/committee level (i.e; graduate council, general education committee) and university level prior to submission to the SIUE governing board for final approval. Program changes impacting other programs must be reviewed by other programs with statements of impact submitted to the curriculum review entities. Additionally, a syllabus detailing course outcomes, instructional materials, assessments, and grading policies must be included.

Expectations for student learning are monitored through student learning outcomes and instructional expectations provided in the course syllabus.

Faculty credentials are governed by institutional policy, found in the faculty handbook. Courses are instructed by faculty with a degree at least one level higher than the course being instructed, or with a terminal degree. Official transcripts are kept on file in the human resources office. Faculty who do not meet the academic credential are evaluated under a tested experience policy. The faculty member's experience and qualification are documented and kept on file in the Provost's office. Graduate faculty applications are evaluated and approved by the Graduate Dean and Graduate Council.

Faculty qualifications are continually monitored through the SIUE tenure and promotion policy and procedures. The policies address full-time faculty requirements in teaching, scholarship, and service. Tenure track faculty must be reviewed during the midpoint in their tenure for progress toward tenure requirements.

SIUE does not offer dual credit courses.

SIUE provided a list of accredited programs including a list of the dates each program was initially accredited, the current status, and the date of the most recent review.

Prior to 2014, SIUE completed an in-depth graduate outcomes survey at 1, 5, and 9 years post-graduation. Funding barriers led to suspending the survey until spring 2018, with a pared down electronic outcomes survey. The results show modest student participation. The sample data indicated most undergraduates were employed (83%), seeking employment (17%) or enrolled in another degree (11%) To compensate for smaller participation samples, SIUE is combining the semester data for the most recent 3 semesters into one report for distribution and institutional discussion in the near future. NOTE: an example of how this data-informed improvement was requested, as evidence of assuring that the degree or certificate programs prepared for employment or advanced study, but none was provided.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

SIUE articulates seven (7) institutional learning outcomes at the general education and baccalaureate level, and five (5) institutional learning outcomes at the graduate level. Every degree program develops an assessment plan aligning program goals to the institutional goals and provides the assessment used to measure competency and desired performance indicator. Grades may not be used as the sole performance indicator. If they are used as a performance indicator they must comport to institutional guidelines. Programs assess outcomes annually and submit a report detailing the assessment results for each outcome and a comparison of the previous three (3) assessment cycles. Programs are required to identify issues and concerns presented by the data and the detailed plan for addressing the concerns. Sample annual assessment reports were provided as evidence that programs engage in annual continuous assessment and improvement of student learning.

All undergraduate students complete a senior assignment. This assessment integrates general education competencies into the specialized major content. Graduate programs assess the graduate institutional outcomes through a graduate thesis, capstone, comprehensive exam, or project/performance. The results of the senior assignment or final graduate assessment are reported in the annual performance report.

Annual performance reports are reviewed by the assessment committees and the Provost's office. The graduate or undergraduate assessment committee and Provost's office provide feedback to the programs. The reports and feedback are reported to the Chancellor's office and the SIUE governing board. Annual performance report samples provide evidence of ongoing assessment of program student learning outcomes.

General education learning goals are assessed using a combination of methods. Freshman and seniors are assessed on outcomes relating to critical thinking and analytic inquiry using the Critical Thinking Assessment Test. Oral communication is assessed through a comparison of freshman and senior presentations reviewed for indicators specific to the communication learning outcome. Ethics

and diversity are assessed using a NSSE focus group. The results are presented institution-wide and included as topics of discussion in professional development days as well as in university-wide gatherings/meetings. Comparison results provided for these assessments provide evidence of ongoing assessment of general education goals.

The Student Affairs division has four (4) learning goals used to asses co-curricular activities. Co-curricular programming aligns to these outcomes. The division assessment committee reviews program assessment data. Sample assessment reports from student engagement programming and the Housing office provide evidence of assessment in co-curricular activities.

The annual performance report requires programs to document planned improvements or changes based on the assessment data and to report on previous improvements and changes. SIUE provided sample annual performance reports for the BSBA and Psychology. Each program identified areas of concern or further investigation warranted by the assessment data as well as referencing historical assessment trends and concerns. Additionally, SIUE provided examples of programs utilizing results from program review self-studies to identify areas of improvement and initiate needed changes.

SIUE integrates institutional learning outcomes throughout the general education and undergraduate degree program curriculum, the graduate degree program curriculum, and student development activities. The outcomes were developed with input from faculty and staff across several disciplines and offices, and have been mapped to national models. National validated assessment instruments are utilized to assess general education outcomes and student-student engagement. Assessment reports are reviewed at multiple levels and feedback is provided from offices with institutional authority (i.e.; the Provost's office).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

Through its Strategic Plan and Enrollment Management Plan, SIUE defined specific enrollment goals overall, and by various indicators (ie; gender, race/ethnicity, ACT) for first time freshmen as well as transfer students, and graduate students. Additionally, the plan identified retention goals in 5 key areas: 1) freshman-to-sophomore, 2) sophomore-to-junior, 3) persistence by ethnicity, 4) 4-year graduate rates, and 5) 6-year graduation rates. This strategic plan expired in 2017. The performance indicators established targets through 2018. SIUE is in the process of developing a new strategic plan and enrollment management plan. SIUE has identified its new strategic goals and presented updates to its governing board. The new plan is scheduled to be finalized and implemented in fall 2019.

SIUE identified 5 metrics for persistence and completion, stated above. Ongoing data collection and reporting is evidenced in all 5 categories, primarily through the use of the Fact Book, and the Office of Retention and Success website. SIUE provided evidence of data collection on persistence for new freshman through graduation for the years 2008 to 2017 and new transfers through graduation for the years 2013-2017(published in the fact book). The SIUE website publishes freshmen fall to spring semester retention data for the years 2007-2014. Graduation rates for ethnicity groups are reported for the years 2010-2012. Time to degree rates for new freshman and transfer students is also reported for 2014-2018. Additionally, SIUE studied retention rates by academic degree and shared results with the programs. Programs are also provided student-level data on non-persisting students.

In 2011, SIUE experienced a decline in retention rates to approximately 71%. In 2012, SIUE established the Office of Retention and Student Success (ORSS) to collaborate with the academic units and student affairs in improving student retention. The ORSS provides leadership in several

retention programs. SIUE provided evidence on the Student Academic Success Sessions initiative. The initiative, designed for first-year students and students on academic probation, coordinates academic success sessions with various offices and student support services throughout the semester. Attendance fulfills a general education category. In another example provided, SIUE reviewed DFW data for all freshman and sophomore courses. The results lead to specific course redesign and the development of STEM-focused initiatives. SIUE utilizes the Blackboard LMS analytics data for targeted short-term course retention "nudge" campaigns. The ORSS administers the professional university advisors for undeclared freshmen. The office houses 11 advisors with a significant advisee load of approximately 300:1. SIUE utilizes STARFISH as an early alert system. SIUE provided evidence of several institutional wide retention programs and associated data regarding impact. Additionally, SIUE provided evidence of efforts to improve retention within academic programs based on program specific retention data. The Annual Performance Report requires programs to consider retention data and discuss concerns and strategies to improve retention. These efforts are reviewed in the following annual report.

SIUE utilizes IPEDS definitions for first to second-year retention and 6-year graduation rates. The methodology presented in persistence reports meets academic standards.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The curriculum modification and review processes and procedures monitor program and course quality and rigor. This process involves collaboration between faculty with academic units as well as cross-collaboration between academic units.

SIUE aligns institutional, program, and course learning outcomes through an annual student learning assessment strategy. Programs assessment plans document student learning outcomes alignment from the program to the institutional learning outcomes, the assessment used per outcome, and the expected competency. Programs complete annual performance reports documenting the results of performance indicators, as well as a discussion of areas warranting further investigation or modification. All academic programs undergo comprehensive program reviews on an 8-year cycle. The annual performance reports, as well as the program reviews, are reported to the SIUE board.

SIUE operates with defined retention goals. The institution gathers data on each of the identified metrics and shares the results with the institutional community. The established retention goals have recently expired. SIUE provided evidence of an on-going planning process for a new strategic plan and enrollment management plan. The plans are anticipated in fall 2019. The Office of Retention and Student Success has several initiatives ongoing, or in planning stages, designed to continue reaching target enrollment and retention goals.

Taken as a whole, the SIUE provided evidence of policies and procedures in place to promote continuous improvement of student learning and the student experience.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

SIUE has the resources it needs to be successful. Regular program reviews indicate there are sufficient faculty to meet the needs of the academic programs. A classroom utilization report shows capacity for a 25% enrollment growth. Although the majority of buildings were built in the 1960's and 1970's SIUE has a plan for building renovation, which began in 2018 indicating appropriate maintenance and repair of its facilities. Even in light of the State of Illinois stop gap funding recently, SIUE has increased its cash reserves, regained an "above the zone" rating for its Composite Financial Index, and has become less dependent upon state appropriations. As shown in the ITS annual report, appropriate investments in technology occur in concert with the university's strategic plan. Data security is addressed in their Cyber Infrastructure Plan. Several university groups including the Information Technology Executive Committee, the Teaching, Learning, and Technology Advisory group, and the University Planning and Budget Council review these resources regularly to ensure appropriate support is provided to meet the university's goals.

Safeguards are in place to ensure funds are used in accordance with their designated purpose. The Illinois Legislative Audit Commission guidelines mandate that revenue be deposited into unique fund

groups and accounts. The UPBC is involved in the distribution of any new resource allocations, advising the Chancellor on their use and reviewing budgetary documents. Incentive based revenue sharing models, which allocate resources when goals are met for innovation in academic programs, are used for a portion of their budget requiring accountability and metrics. In FY18, an innovation grant was developed to provide $1 million in funding to support the strategic plan. Three teams, the University Quality Council, the Extended Chancellor's Council, and the UPBC review the grant applications to ensure alignment with the strategic goals. The strategic plan goals are realistic considering the budget availability to support the initiatives.

SIUE's staff are appropriately qualified and trained as evidenced by hiring processes and training opportunities provided to the employees. Faculty are provided several opportunities for professional development including through new faculty orientation, the Center for Faculty Development and Innovation and with the Teaching Excellence Award and Excellence in Undergraduate Education grants. New faculty hires are reviewed thoroughly by a committee of peers during the interview process. Search committees receive thorough training to ensure the most qualified candidate is hired. Human Resources, the Office of Educational Outreach, and the SIUE Police Department all offer training opportunities to employees of the university, which creates a diverse pool of information and professional development including such topics as career training, alcohol and drug awareness, personal safety awareness, and conflict resolution. Tuition waivers are also provided for employees who want to complete a degree from SIUE.

SIUE has a well-defined process for monitoring budgets and expenses, which includes information shared with the SIU Board of Trustees, the IBHE, the Illinois State Legislature, the Governor's Office of Management and Budget and extensive campus distribution. As evidenced in the Fiscal Year 2019 Operating Budget, SIUE provides detailed budgetary information to these entities, which is also available for public viewing. This document compares budget, income, and expenditures from one fiscal year to the next with a percentage of change identified. The quarterly financial report provided in the evidence file are given to the Board and each Vice Chancellor area throughout the year to ensure the university is on track with its budget and expenditure levels and cash balances to develop future cash flow projections. The Board of Trustees exercises its responsibility to monitor purchases and contracts as shown in the March 28, 2019 report to the Board. As evidenced in a news release of October 21, 2015, SIU addressed the lack of funding from the State of Illinois immediately, mid-year, in an effort to continue to thrive in the midst of funding reductions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

As evidenced in the State of Illinois Board of Higher Education Act, the SIU Board of Trustees is required to complete a minimum of four hours of professional development every two years including a wide array of topics such as public university and labor law, contract law, sexual violence on campus, and financial oversight. The Board is knowledgeable about the campus through such activities as new board member orientation and board retreats, which are held every one to two years. The last retreat included discussion on SIU's long-range plans, system Strategic Improvement Plan, capital improvement needs and associated funding and an enterprise risk plan as evidenced in the minutes from the meeting. SIUE administration keep the Board informed by providing campus updates at each board meeting as shown in meeting minutes.

The Board provides oversight of academic and financial policies and practices through five committees including the Executive Committee, the Academic Matters Committee, the Architecture and Design Committee, the Finance Committee, and the Audit Committee as identified on the SIE Board of Trustees website. As evidenced in meeting minutes, the Board discusses and approves such items as new programs, new locations, capital and maintenance project approvals and contract awards, easements, purchases, tuition and fees, investments reports, state support, bond issues, and annual approval and realignments of budgets. Another level of accountability exists as the Board provides an annual report to the Governor with all Board and committee minutes according to State of Illinois law.

SIUE exemplifies a strong model of shared governance as evidenced in its broad and diverse committee structure. The Chancellor meets regularly with administration, deans, legal, and budget. He also engages in monthly Q&A sessions, which are an opportunity for the entire campus community to express ideas or ask questions either in person or ahead of time via a provided link as shown in the campus announcement. Members of the five constituency groups, Faculty Senate, Staff Senate, Black Faculty and Staff Association, Graduate Council, and Student Government, sit on

university committees including the University Quality Council (UQC), which monitors the implementation of the strategic plan and accreditation reviews and reports. As shown in the committee charge, they are responsible to communicate all their activity to the campus community and identify campus wide opportunities for improvement. The University Planning and Budget Council, which according to the committee's charge is responsible for recommending allocation and reallocation of resources including salaries and oversight of all planning activities includes representation from Faculty Senate, Staff Senate, and Student Government as shown in the committee's membership. Discussions and recommendations from this committee go directly to the Chancellor. As evidenced in a university announcement in October 2018, the University Congress was established to provide a forum to provide SIUE a direction and sense of purpose, explore crucial issues facing the university, and to give faculty, staff and student a voice in the university's future.

As shown in the Manual for New and Modification of Programs and Courses issued by the Office of the Provost, changes to the academic curriculum require a thorough review from the department level, the Faculty Senate Curriculum Committee, the Registrar, IT academic technology, Educational Outreach and the Office of the Provost before going to the Chancellor, BOT, IBHE, and HLC. This manual clearly identifies which governing body needs to approve each curricular change and includes information on associated course or program fees. Suggested changes to the curriculum may be initiated at any level, but end up being vetted through the same process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

SIUE engages in systematic and integrated planning primarily through their strategic planning efforts, which joins oversight by the University Quality Council's (UQC) quality assurance and improvement focus with the University Planning and Budget Council's (UPBC) allocation of resources. Key performance indicators are used to assess short-term strategic plan goals and short-term performance indicators are used to measure progress towards long-term goals. The latter include such items as undergraduate enrollment, ACT scores, persistence, graduation rates, and utilization of academic resources such as tutoring and advising as shown in the 2016-2019 Strategic Plan report. The UPBC charter identifies a responsibility of the committee is "recommending allocation of resources and reallocation of resources, including salaries, consistent with the university's values, goals, and priorities."

Program reviews are done for all academic programs every eight years. Academic Affairs provides a formal update to the UPBC each year identifying programmatic needs that are too large to be covered by their internal budget. The 2019 report includes future funding initiatives for faculty raises, equity and compression, as well as needs to support healthy enrollment, including scholarships, partnerships, and on-line degree completion. The funding of new items from salary salvage within departments is also provided to show allocation of resources towards the university's goals, which give the UPBC a more diverse and transparent overview of university resources. These new items included an Honor's expansion, differential tuition, and enrollment management initiatives as evidenced in the Winter 2019 Academic Affairs Update to UPBC. Likewise, Student Affairs uses the University Housing Assessment Report for information linked to budgetary needs and brings requests to the UPBC if they don't have the resources to address the needs themselves.

Many planning processes at SIUE encompass the entire institution as well as both internal and external constituents. Six work groups are used to address each of the six goals in the strategic plan.

These work groups each include a diverse group of SIUE faculty and staff deepening the university awareness of the planning process. New program development is driven by SIUE's' reliance on strong advisory boards with the community including local employers, alumni with degrees in the field, and professional practitioners. The evidence identifies several advisory groups some of which include Environmental Science Management, Theater and Dance, Biotechnology Management, Chemistry, and Mass Communications.

The Office of Educational Outreach is charge with reaching out to corporations, schools, communities, and other partners to identify any needs the university may play a part in solving for the community. These solutions may be from the university's faculty with knowledge resources or may be from students who receive experience in solving real world problems.

SIUE was able to navigate stopgap funding from the State of Illinois without negatively impacting their student body, which is solid evidence of planning with its current sources of revenue, state support, and enrollment in mind. The memo to HLC from February 2016 outlined their pro-active stance on their financial situation and documented their ability to plan for the future considering current constraints. The University Congress was also created to address the lack of state funding in an inclusive manner. Emerging factors are also considered in their planning efforts as documented in the New Reality Project which included conversations between the Provost, faculty and staff regarding the changing landscape of higher education and how that relates to SIUE. A specific item being addressed is the declining traditional age student population, which led to the creation of the Honors College, which is expected to help with student success and retention and increase support for minority students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

SIUE documents evidence in its performance in its operations through multiple venues and provides evidence that they learn from their experience by implementing changes to institutional processes. As presented in the evidence, the annual strategic plan provides a performance roadmap and documented indicators of success. Short-term goals are carried forward until they are completed and new initiatives are added to increase progress toward the current year's goals. Examples include increasing utilization rates for academic resources specifically related to TRIO standards and analyzing winter and summer offerings to ensure courses are available to help students make timely progress towards their degree. Detailed analysis of SIUE long-term strategic plan goals and associated performance indicators are identified with a baseline, current status, target and area of responsibility. Long term goals are updated annually with progress reports and new initiatives to ensure movement towards the goal is being made. Examples of assessment and progress include the number and discipline of on-line degrees offered to meet the needs of new student populations. The accelerated RN to BS is now a fully online program to support adult learners as identified in the 2016-2017 Strategic Plan report.

All academic programs, including undergraduate, graduate, and professional, undergo an internal review process, following Illinois Board of Higher Education guidelines, every 8 years as evidenced in the Office of the Provost Assessment and Accreditation Manual. The review by SIUE faculty from outside the department is quite extensive, but there is no requirement for any reviewers to come from outside the university. Program changes resulting from these reviews include increasing storage space for the music department, adding a clinical training facility for the school of pharmacy, and changing the school of nursing funding model. Changes to curriculum appear to be driven primarily by the annual performance report process, which focuses on each program's assessment data. Sample annual performance reports contained examples of business and psychology programs following up on areas of concern identified through assessment.

The SIU system has an Office of Internal Audit, Compliance, and Ethics that performs independent, impartial, and objective review of administrative functions to ensure compliance with University policies, procedures, and Illinois State law. The evidence shows reports from this system office include assessment on the completion of exit counseling by students within the required time frame, submission of employee timesheets each day and management of grants as examples. The university has responded with more formal procedures to ensure students complete exit counseling timely, and

improve appointments to a grant oversight board in a more efficient manner.

External auditors provide reviews for finance, internal controls and information technology to ensure best practices are followed and the systems are secure. Financial audits are completed by Special Assistant Auditors for the Auditor General of the State of Illinois as shown in the evidence. Technology systems used by SIUE allow for data driven decisions and process adjustments. These include Blackboard Analytics to track enrollment, HireTouch for hiring employees, CoursEval for student course evaluations, Digital Measures to house faculty scholarly activity to be used to increase grant activity, StarFish for early alert and advising for at-risk students, and ImageNow which provide electronic management of university documents for retention and audit requirements.

To increase retention data as provided from Blackboard Analytics, the campus created adaptive learning plans to provide earlier career counseling for undecided students to help them obtain timely progress towards their degree. By measuring the number of research grants applied for and awarded, an incentive program for new faculty was created that resulted in an increase in the diversity of its facultyapplying for grants.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

SIUE's resource base continues to support its current educational programs, focusing on their strategic plan, including resource allocation and accountability through inclusive committee work. Their shared governance structures are strong and stable allowing the university to fulfill its mission with transparent involvement of both internal and external constituents. SIUE documents evidence of its performance in its operations through multiple venues including key indicator reporting from their strategic plan and provides evidence that they learn from their experience by implementing changes to institutional processes.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Southern Illinois University Edwardsville demonstrates particular strengths in the areas of strategic and budgetary planning that have allowed it to weather past declines in state funding and enrollment and to continue to invest in initiatives that have allowed it to grow and flourish. Together with the Southern Illinois University system, it possesses strong policies, a robust system of governance and processes that guide its day-to-day operations and give it a firm foundation in meeting HLC requirements. The institution attends well to assessment and accountability, and can demonstrate the benefits of that in, among other things, its success in reversing a decline in retention. There is ample evidence that it has succeeded in managing its resources in ways that allow it to continue to improve its support of students, faculty, staff and community in demonstrable ways.

The team did note that, in the limited sample of annual performance reports we reviewed, a majority did not include significant differences in the stated learning goals between bachelors and masters programs within the same discipline. Attention to codifying the distinction between programs at different levels is, therefore, an area we believe merits institutional attention. Other than that, the institution demonstrated awareness of areas, such as setting updated retention, persistence and completion goals, that should be attended to.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.