



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

November 22, 2019

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Brione Lockett
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, December 5, 2019, at 9:00 a.m. in Ballroom B, in the Student Center at Southern Illinois University Carbondale. The agenda; minutes from the September 12, 2019, meeting; and an electronic copy of the Performance Report can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Allen", is written over the typed name and title.

James S. Allen
Acting Vice President for Academic Affairs

JSA/pm

c: Ed Curtis
Phil Gilbert
Mackenzie Rogers
Amy Sholar
John Simmons
Roger Tedrick

J. Kevin Dorsey
John M. Dunn
Randall G. Pembrook
Jerry Kruse
Other Interested Parties

Office of the President

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AGENDA

MEETING OF THE SOUTHERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES ACADEMIC MATTERS COMMITTEE

Thursday, December 5, 2019
9:00 a.m.

Ballroom B, Student Center
Southern Illinois University Carbondale

1. Approval of Minutes of the Meeting September 12, 2019
2. Information Report: *Performance Report*
3. Update on Reorganization of Academic Units, SIUC
4. Recommendation for Distinguished Service Award, SIUC
[Dr. Seymour Bryson] (Board Agenda Item R)
5. Recommendation for Distinguished Service Award, SIUC
[Dr. Carolyn F. Donow] (Board Agenda Item S)
6. Recommendation for Honorary Degree Award, SIUC
[Mr. Bob Odenkirk] (Board Agenda Item T)
7. Recommendation for Honorary Degree Award, SIUC
[Ms. Jacquelyn D. Spinner] (Board Agenda Item U)
8. Recommendation for Honorary Degree Award, SIUC
[Ms. Pamela J. Wilson] (Board Agenda Item V)
9. Recommendation for Distinguished Service Award, SIUE
[Dr. Shirley J. Portwood] (Board Agenda Item W)
10. Recommendation for Honorary Degree, SIUE
[Mr. Lawrence "Larry" B. Heitz] (Board Agenda Item X)

11. Presentation: *Security Dawgs RSO: Creating Cybersecurity Leaders Since 2016*

Presenters: Belle Woodward, Associate Professor
ASA School of information Systems & Applied Technology (IST)

Kyle Weise, IST, Senior
Steve Osborn, IST, Senior
Travis Durbin, IST, Senior
Charlotte Lewis, IST, Senior

12. Other Business

13. Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

September 12, 2019

The Academic Matters Committee met at 9:02 a.m. on Thursday, September 12, 2019, in the Conference Center of the Delyte W. Morris University Center at Southern Illinois University Edwardsville. Present were: Edward Hightower, Brione Lockett, and Subhash Sharma. Other Board members present were: Phil Gilbert, Mackenzie Rogers, Amy Sholar, John Simmons, and Roger Tedrick. Absent was: Ed Curtis. Executive Officers present were: Interim President J. Kevin Dorsey; Senior Vice President Duane Stucky; Acting Vice President Jim Allen; Interim Chancellor John M. Dunn, SIUC; Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Allen provided brief overviews on the Information Technology and Enrollment Management Report that the SIU Board of Trustees requested, and the FY19 Program Quality Assurance Report.

Approval of the Minutes of the July 18, 2019 Meeting

Motion was made by Trustee Sharma to approve the minutes of the July 18, 2019 meeting. The motion was duly seconded by Trustee Lockett and passed by the Committee.

Approval of the Reorganization of Reporting Line for the SIUE School of Pharmacy, [Amendments to Bylaws, Policies, and Statutes of the Board of Trustees], (Board Agenda Item P

Dr. Allen introduced Chancellor Pembroke who presented Board Agenda Item P. Dr. Pembroke reminded the Board of the 2015 approval of changes to the reporting line for SIUE's School of Dental Medicine and School of Pharmacy where the deans direct reporting went from the Provost to the Chancellor. In February 2019, the SIU Board of Trustees reversed elements of the 2015 changes related to SIUC's reporting line for the SIU School of Medicine. Likewise, SIUE is requesting the reporting line of School of Pharmacy dean be moved back to the Provost. The request is being made after consultation with the dean of School of Pharmacy and in communication with the School of Pharmacy. School of Dental Medicine is going through an accreditation fall 2019, and pending review, a recommendation will be made on that reporting line in 2020.

Motion was made by Trustee Sharma to approve Board Agenda Item P. The motion was duly seconded by Trustee Lockett and passed by the Committee.

Informational Report: Program Quality Assurance FY2019

This report was covered during Dr. Allen's announcements. There were no questions.

Presentation: Student Experiences with Successful Communities Collaborative Partnerships: Extending the Classroom into Communities and Careers

Dr. Allen introduced Dr. Connie Frey-Spurlock, Associate Professor and Director of the SIUE Successful Communities Collaborative.

Dr. Frey-Spurlock thanked the Board for being able to present on SIUE's Successful Communities Collaborative (SCC). The Collaborative is a simple concept based on a question, "What if we could connect existing courses to a single city over an academic year to work on critical and vexing projects identified by city staff and do so at a scale that magnifies the value for all?" The SCC harnesses the untapped potential of SIUE to help move partners forward on their sustainability issues.

SCC is part of the Epic-Network based out of the University of Oregon since 2009. Epic-Network is now replicated in over 30 institutions around the world. SCC's pilot year began with both Godfrey and Highland, Illinois. In Godfrey, the public health students worked on a recycling initiative to help the city develop a system-wide recycling program. They increased awareness and promoted pro-environmental recycling behaviors while they were in the community.

In Highland, three classes of nursing students helped address opioid use and misuse. They started with a needs assessment, developed a protocol for effective practices, and ended with a middle school and high school curriculum.

In SCC's inaugural year, the collaborative also partnered with the city of Alton on a number of projects. Three of them engaged civil engineering students who redesigned a curb ramp and other curbs that were not ADA compliant. They also redesigned the State, Rozier, and Bell Street intersection to make it more cost-effective and efficient. The design impeded less on private property and accounted for large trucks to move through safely.

The final project the civil engineering students undertook concerned storm water management. One aspect of the project involved designing a regional storm water detention basin in Rock Springs Park. The students created maps to zoom in on the basin location and an auto cad rendering on how a dam would affect the surrounding elevation for a proposed wet-bottom basin.

Additional projects focused on promoting and supporting small businesses in the Alton area. Building on momentum created, in part, from the winner of HULU's Small Business Revolution season three competition, the students evaluated Alton's position in the market to identify what niche it might have in the area of incubators and small business start-ups. They designed a mobile app that merged three existing apps with features to highlight and promote small businesses. They developed a marketing and

communication plan that would appeal to millennials as well as baby boomers. They also identified perceived barriers to business development and designed a two-block section of Alton's pedestrian and bicycle master plan.

SCC is currently partnering with Edwardsville on three projects: The Earth Edwardsville project is wrapped around six classes representing three different schools and colleges—Geography, Environmental Sciences, Computer Sciences, Public Health, Philosophy, and Sociology.

They are also looking at the Ice Rink/Teen Center/Plummer Park development project where marketing students are identifying the demographics of potential users. Civil Engineering students are looking closer at Plummer Park to consider whether or not the parking, local traffic road allowances, and public transportation access are adequate given the plans for that specific development. Finally, students are looking at downtown parking to identify issues and propose solutions.

Over the past two and a half years, SCC has grown significantly from 35 students the first year (pilot year), 90 students last year, and a minimum of 250 students this year. The impact is growing and generating a lot of excitement from both students and faculty.

Dr. Frey-Spurlock turned the floor over to the students to speak about on-going conversations with Gillespie, Staunton, and Madison county.

Omasan Ayonronmi, a graduate student in Environmental Science, is working on the project in Madison County to develop a recycling program. She will be conducting an on-site sample survey on who is using the seven recycling centers that are already in place in Edwardsville, Granite City, Maryville, Highland, Alton, and Marine. She will be looking at recycling trends, who is using the centers and why they are using them. She will look at the impact of the centers on the community and conduct a cost-benefit analysis. She will also use GIS to map out the demographics of Madison County and evaluate the locations of the centers to see where other centers may need to be located.

The project has allowed her to apply her technical classroom skills in practice. She aspires to be an Environmental Manager which could evolve over time. SCC has exposed her to practices of the waste management field, and her engagement has exposed her to social, economic and environmental issues of the community and how she can play a part in providing solutions.

Madison Heyen, a senior student studying cultural anthropology, is a Gillespie native working on her senior assignment project as an intern at Grow Gillespie, the town's revitalization group. With them, she will be conducting research and collecting data from the businesses to create initiatives for citizens to shop locally so Gillespie will continue to grow and thrive, thereby creating a more sustainable business district. She will also be focused on introducing the younger generations to the community by hosting local events so they will have a sense of belonging in the community.

Her focus in cultural anthropology revolves around small town sustainability, so the opportunity to work in a small town like Gillespie (3500 people) will benefit her studies. The hands-on and cultural approach working one-on-one with the town's people and emerging herself in the community to see what they need and want will provide her more skills than merely seeing it as a case study in a textbook or classroom environment.

Projects like Gillespie not only help the community but also provides students with skills sets that will ease them into their respective fields.

Trustee Hightower asked if there were any questions.

Trustee Gilbert's question was specific to the downtown parking project. He wanted to know if SCC works directly with the city government to obtain permission to do the work. Dr. Frey-Spurlock responded that they work directly with the city officials and engineers in the public works office. The students have an opportunity to engage with the city leaders and be mentored.

Chancellor Pembroke mentioned an event on SIUE's campus that brought the Edwardsville mayor, city council, and several alder members to launch the partnering projects and to discuss some of the elements. The students interacted with government officials and learned about the political process as part of the educational process.

Trustee Hightower asked how SCC is scaling this out to other communities and school districts. Dr. Frey-Spurlock said that they tell their stories through public press, social media, and by word of mouth. For example, a faculty member who helped SCC with Alton connected them to Gillespie. Another faculty member connected SCC with Belleville. SCC also keeps a current database on local leaders and elected officials in search of partners.

Trustee Hightower asked if it would be feasible for them to reach out to the regional superintendents and encouraged SCC to do so. Dr. Frey-Spurlock responded that they would.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:30 a.m.



Performance Report

Fiscal Year 2019

Southern Illinois University System
Carbondale
School of Medicine
Edwardsville

Submitted by the
Office of Academic Affairs
to the
Southern Illinois University Board of Trustees
December 2019

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PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

INTRODUCTION:

Southern Illinois University faces an era of unprecedented challenges as State appropriations for higher education continue to decline as a percentage of the State's budget. Over the past decade, the State's spending priorities have shifted due to both internal and external pressures to reflect public concerns about K-12 education, pensions, medical assistance for the elderly, crime, and child welfare. In a time of increased competition, new technological innovations, shifting priorities and demographics, constrained resources and renewed demands for accountability, SIU must position itself to meet these challenges, striving all the while to provide a level of excellence in its mission of teaching, research, and service.

This report documents the University's effort to respond to the four goals outlined in the *Illinois Public Agenda* that are intended to reduce the barriers that hinder a well-educated citizenry and a healthy economy.

- Goal 1. Increase educational attainment to match best-performing U.S. states and world countries*
- Goal 2. Ensure college affordability for students, families and taxpayers*
- Goal 3. Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society*
- Goal 4. Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions*

To seize opportunities and meet the challenges that lie before the University, priorities must be set that focus the entire University community on improving student learning and achievement, increasing research and scholarship opportunities, demonstrating greater administrative efficiencies, ensuring program access and quality, and broadening fundraising and outreach capabilities. The five-year trend lines identified in this report provide the baselines for tracking the University's successes and challenges to its goals and priorities. Using this information in a more proactive manner will hopefully allow for more effective resource allocation in its on-going decision making.

Trends evident in SIU System data are measured and explained in the campus-specific charts and analyses that follow in this report. In many cases, the data and narratives this year do not differ appreciably from last year, in large measure because the trend lines are based on slow-changing developments in higher education.

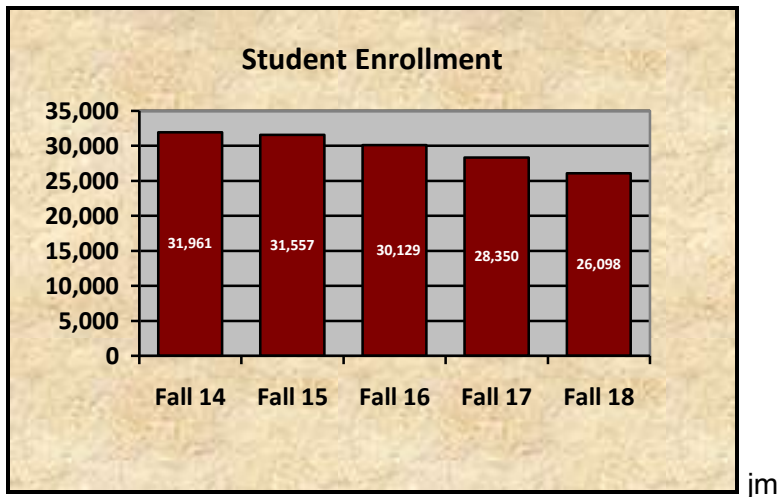
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING U.S. STATES AND WORLD COUNTRIES

RECOMMENDATION 1: *Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.*

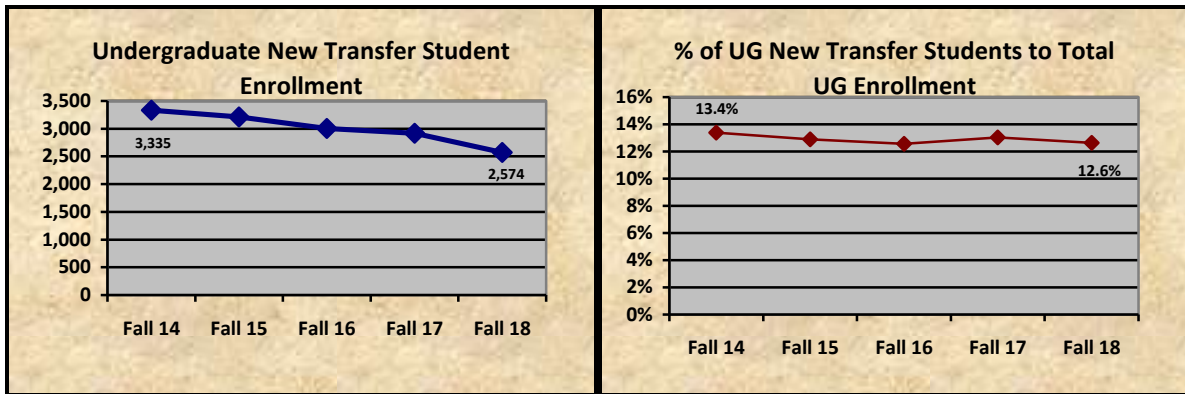
RECOMMENDATION 2: *Increase the number of adults, included GED recipients, reentering education, and completing a postsecondary credential.*

RECOMMENDATION 3: *Reduce geographic disparities in educational attainment.*



SOURCE: SIUC AND SIUE FACTBOOK 2018-2019

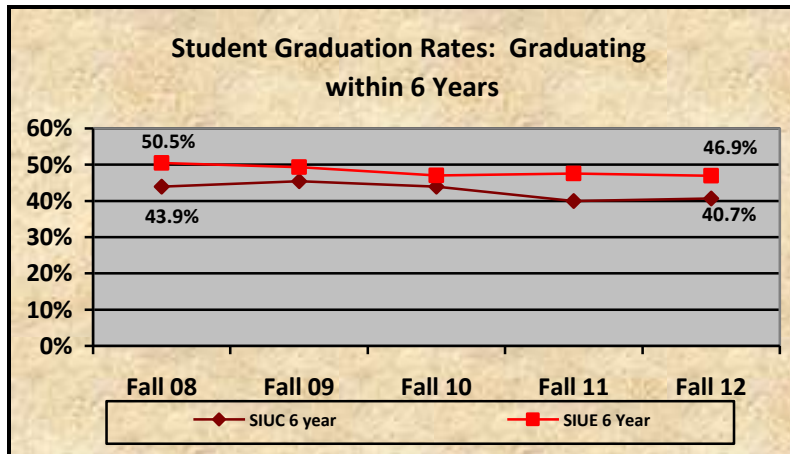
Between fall 2014 and fall 2018, SIU’s total student enrollment decreased by 5,863 (18.3%).



SOURCE: SIUC AND SIUE FACTBOOK 2018-2019

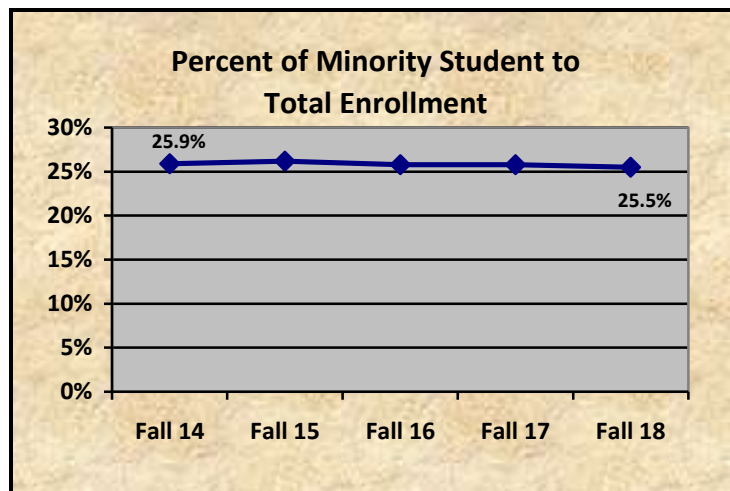
SIU’s undergraduate new transfer student enrollment decreased by 761 students between fall 2014 and fall 2018. SIU’s percentage of undergraduate new transfer students to total undergraduate enrollment decreased by 0.8% for the same time period.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2018 - 2019, 2017-2018, 2016-2017, 2015-2016.

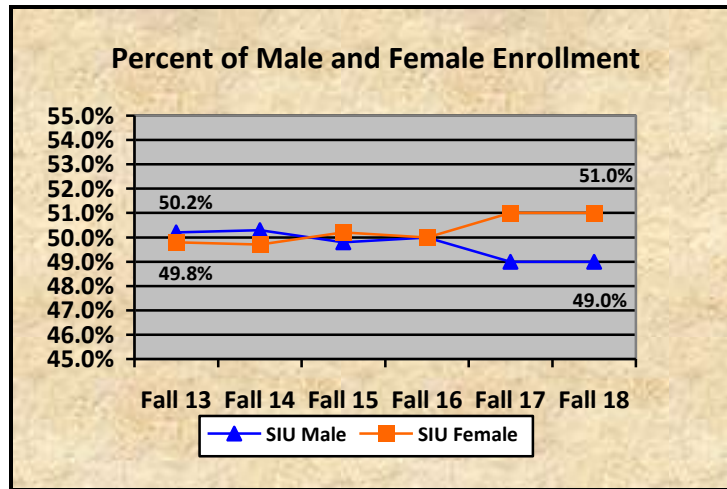
Between fall 2008 and fall 2012, the six-year graduation rate decreased by 3.2% at SIUC and 3.6% at SIUE.



SOURCE: SIUC AND SIUE FACTBOOK 2018-2019

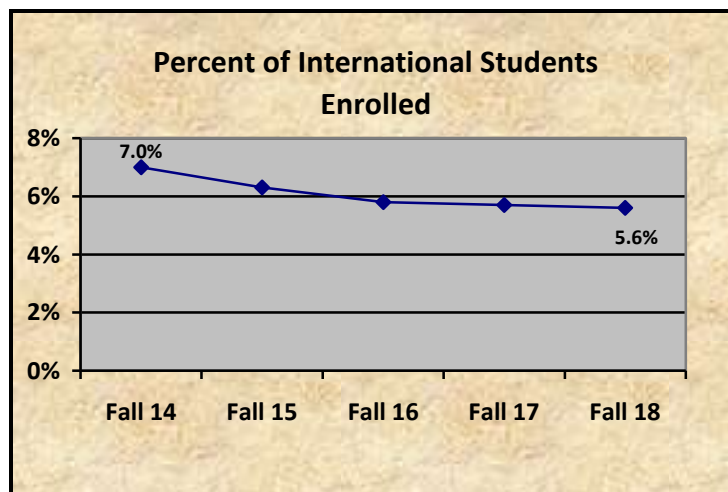
Despite an overall decrease in headcount, between fall 2014 and fall 2018, the percent of minority students to total enrollment on decreased by 0.4% for SIU.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2018-2019

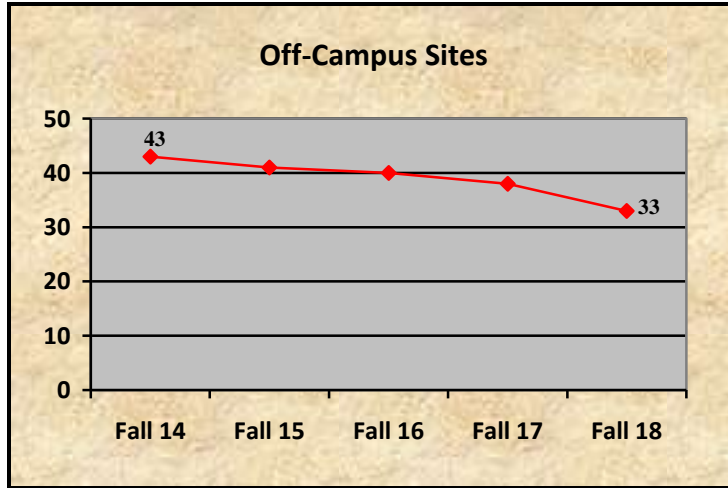
For the first time, in 2015, SIU's male-to-female enrollment ratio favored women. Fall 2018 female enrollment has increased by 0.8% from fall 2013.



SOURCE: SIUC AND SIUE FACTBOOK 2018-2019

SIU's international student enrollment has been relatively stable over the last five years, decreasing by 1.4% between fall 2014 and fall 2018.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

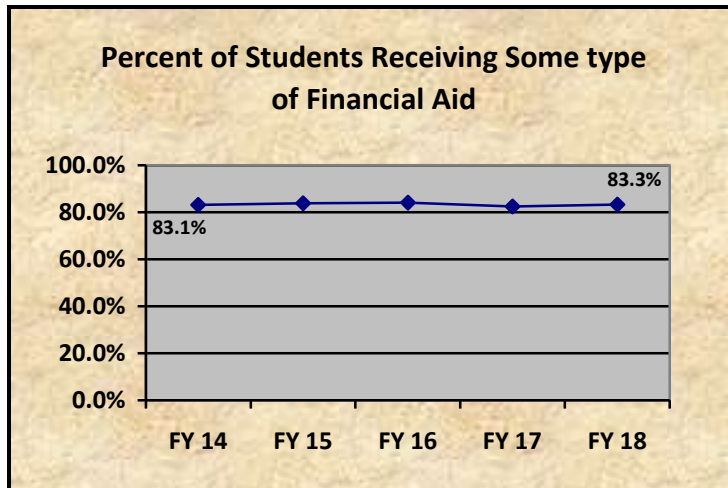


SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS AND SIUE EDUCATIONAL OUTREACH DEPT.

Reflecting expanded online offerings at SIU, its off-campus sites decreased by 10 between fall 2014 to fall 2018.

GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS

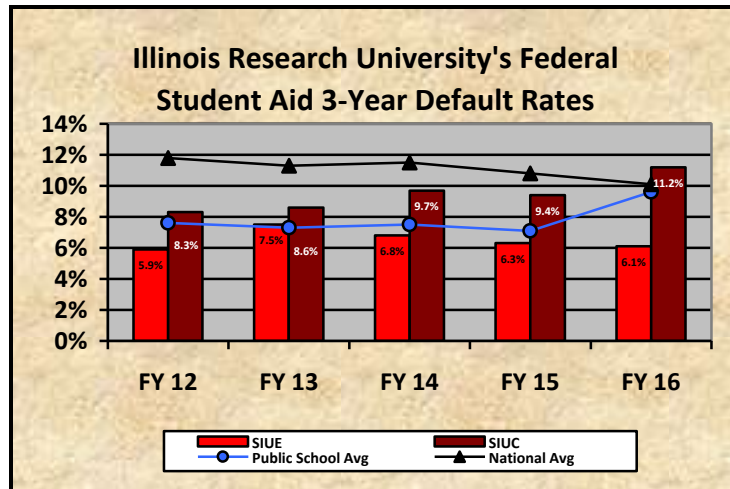
RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.



SOURCE: IBHE FINANCIAL AID SURVEY

Between FY 2014 and FY 2018, over 83% of SIU students received some type of financial aid, with an overall increase of 0.2% during that same time frame.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SIUC’s student aid three-year default rate has increased between FY 2012 and 2016 by 2.9%. SIUC is about 1.6% higher than the Illinois public school average and 1.1% higher than the national average.

SIUE’s student aid three-year default rate has decreased between the same period, by 0.2%. SIUE is lower than the Illinois public school average and well below the national average.

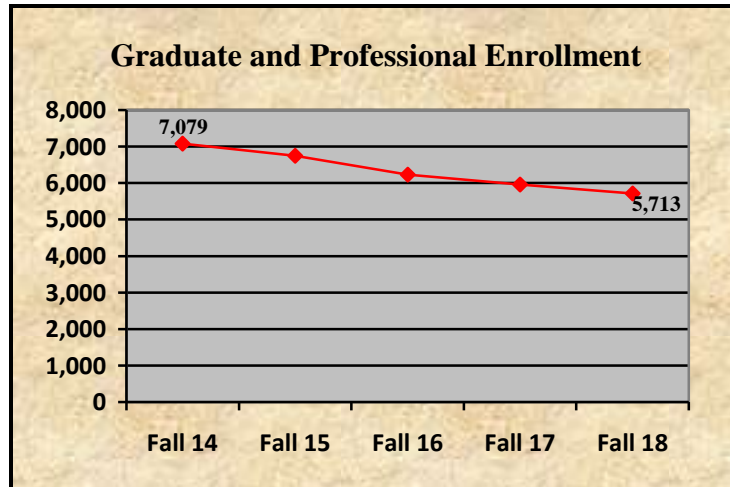
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

GOAL 3: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS

RECOMMENDATION 1: Make Illinois one of the five most affordable states in the country to get a college education.

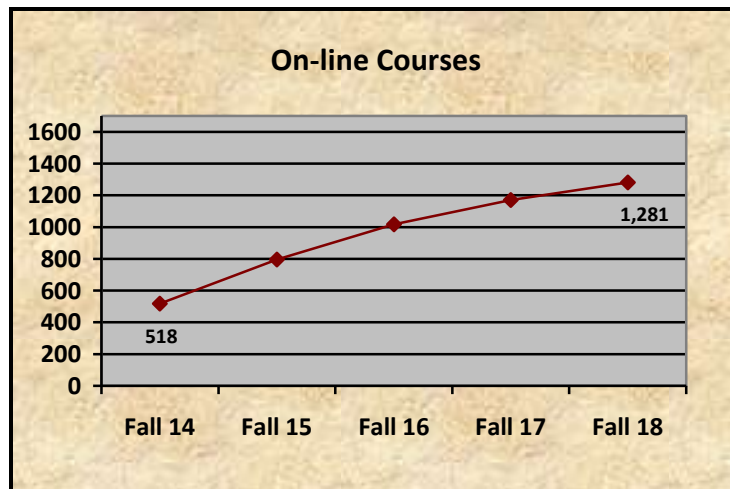
RECOMMENDATION 2: Improve transitions all along the education pipeline.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.



SOURCE: SIUC AND SIUE FACTBOOK 2017-2018

In keeping with a national trend, SIU's graduate and professional enrollment decreased by approximately 19% (or 1,366 students) between fall 2014 and fall 2018.



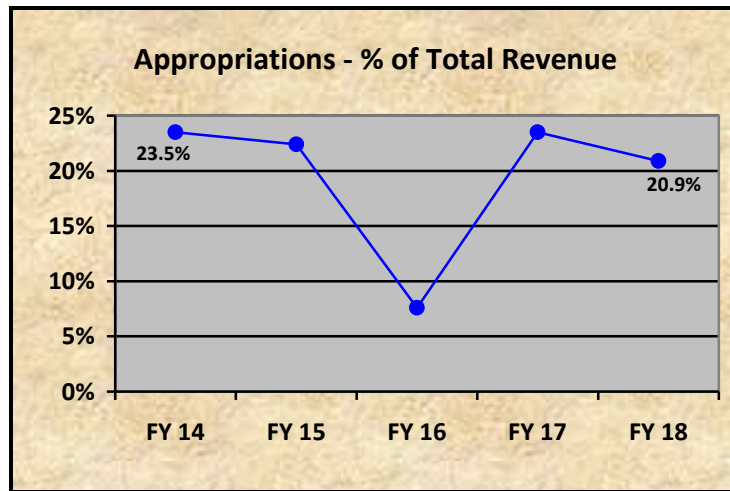
SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS AND SIUE EDUCATIONAL OUTREACH DEPT.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

SIU's online courses have had a steady increase between fall 2014 and fall 2018 of 763 courses.

GOAL 4: *BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS*

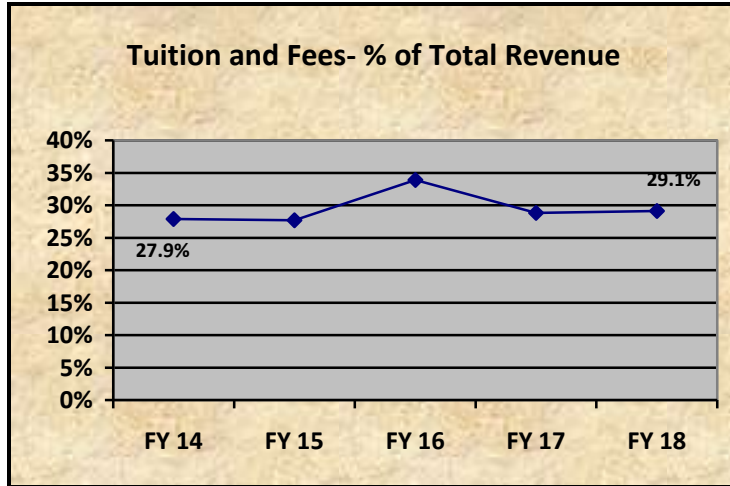
RECOMMENDATION: *Boost Illinois into the ranks of the five states with the fastest growing economies.*



SOURCE: SIUC AND SIUE HISTORICAL RAMP

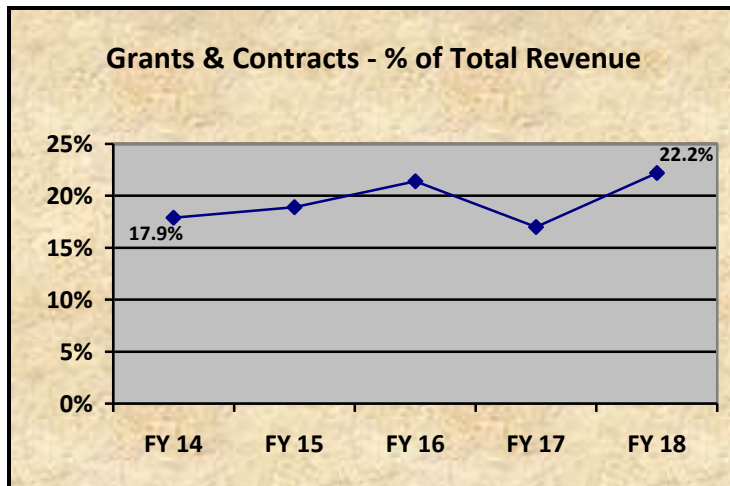
State appropriations for Illinois public higher education were decreased substantially in FY 16, resulting in significant cutbacks throughout the system. A decrease in state appropriations is particularly hurtful to SIUC, which relies heavily upon state support as part of its total budget. This trend is consistent with a national policy issue regarding states' underfunding of public higher education. In FY 18 state appropriations were a little less to the percentage they were in FY 14, a decrease of 2.6%.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE HISTORICAL RAMP

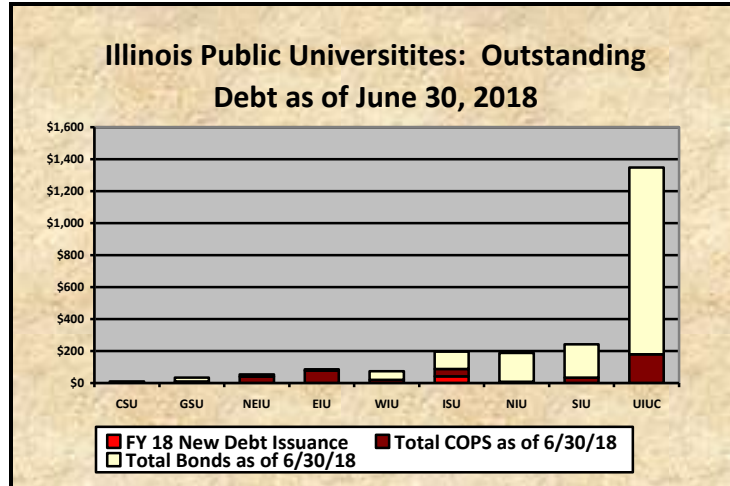
SIU's tuition and fees – as a percentage of total revenue - increased only by 1.2% between FY 2014 and FY 2018 as a direct consequence of diminished state support. In turn, this puts much greater pressure on both campuses to generate a large freshmen class.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

The percentage of SIU's grants and contracts – as a percentage of total revenue -- increased by 4.3% between FY 14 and FY 18.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



FY19 Debt Issues Listed Below:

Southern Illinois University issued Series 2019A Revenue Bonds for \$5,040,000 on April 10, 2019. University of Illinois issued Series 2018A Revenue Bonds for \$142,110,000 on October 17, 2018. University of Illinois issued Series 2018B Revenue Bonds for \$20,030,000 refunding on October 17, 2018.

PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

STRATEGIC MISSION:

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

SUMMARY STATEMENT:

Commitment to service and outreach is essential to SIU Carbondale's performance and its relationship to the state of Illinois' Public Agenda. It is a strong, diverse, student-centered, research-intensive, and comprehensive university that earned the community engagement classification from the Carnegie Foundation for the Advancement of Teaching in 2015.

Diversity is an integral part of our legacy, dating to the inaugural class of 143 that included two African American students. Today, minority students make up approximately 27 percent of our total enrollment. SIU Carbondale continues to rank among the nation's top colleges and universities in the number of degrees awarded to students in ethnic and racial minority groups.

SIU provides opportunities for community engagement and encourages the community to take advantage of any number of facilities, events, and other opportunities. On Eclipse Day alone, SIU welcomed more than 14,000 guests to campus. The eclipse put SIU on an international stage in front of those who joined SIU on site as well as the millions who connected through the NASA livestream and national and international media outlets.

The University's contribution to each goal of the Public Agenda is derived, at least in part, from the commitments expressed here. The data provided in the charts below demonstrate precisely the progress the university is making in fulfilling its state mandates and underscore the university's ongoing efforts to provide quality higher education in the public interest.

The Illinois Board of Higher Education's performance-based metrics are reflected in the choice of data presented in this report. The better able SIU Carbondale is in meeting and exceeding these standards, the more successful it is in meeting and exceeding its obligations to the state and its stakeholders, including students, donors, taxpayers, community members, and the larger society.

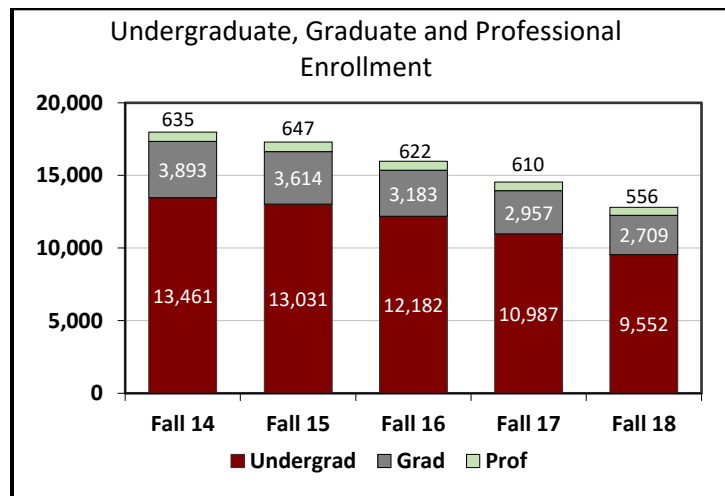
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING U.S. STATES AND WORLD COUNTRIES

RECOMMENDATION 1: Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

Initiatives are in place at SIU Carbondale for the development and expansion of programs dedicated to student success. Practices to establish a foundation for new students, such as Exploratory Student Advisement, the Student Multicultural Resource Center, and the Center for Learning Support Services represent a collaboration between university offices. The results have made possible some selective narrowing of achievement gaps as described in this section of the report.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/10/19

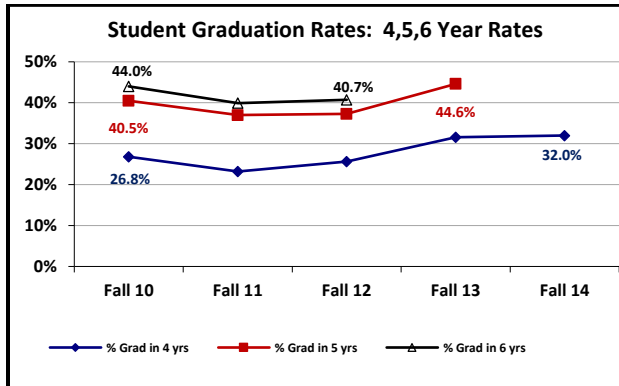
SUCCESS: In Fall 2014, the university recruited its largest class of first-time, full-time students in more than 20 years: 2,775. With continued focus on each new first-year class, the university’s overall goal is to grow enrollment by realigning current programs and adding new ones that appeal to today’s students. Recently, the university has set a target enrollment of 18,300 students by 2025. This goal is an ideal size for SIU to remain a comprehensive university that provides a personalized educational experience. SIU is in the planning stages for recruiting the fall 2020 class with new marketing materials and recruitment strategies.

CHALLENGE: The University is redoubling its efforts to recruit freshman classes comparable to Fall 2014 and to retain each cohort of new students. Recruitment efforts include promoting the university’s brand as a research institution whose first-rate faculty provide distinctive opportunities for inquiring students. With the effective leveraging of financial aid, SIU Carbondale is better positioned to improve the yield on admitted students. Similarly, the coordinated support of first-year students, with its close oversight of academic advisement and the required success course, UCOL 101, has meant better retention rates into the second year. Our retention rate for new students from Fall 2017 cohort was 72.8%, the highest we have had in recent years. This is especially noteworthy when recognizing that the average retention rate for first-year students over the past nine years (2009-2018) was 66.7%. In 2018, our sophomore class was larger than our 2017 first time-full time students. Meanwhile, the university has targeted additional recruitment opportunities for out-of-state and international students. The HLC Quality Initiative, initiated in spring 2018, focused on identifying the barriers for first-generation students through

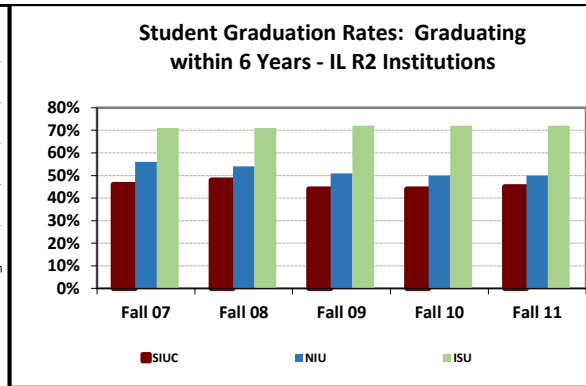
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

the analysis of data. The insight provided by this intensive study will help define future strategies and contributed to the establishment of a center for first generation students, the First Saluki Center.



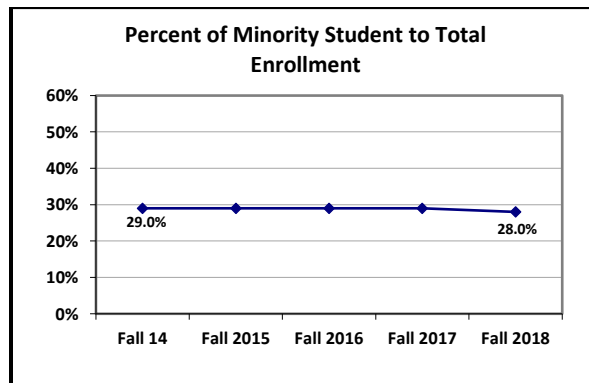
SOURCE: SIUC INTERACTIVE FACT BOOK



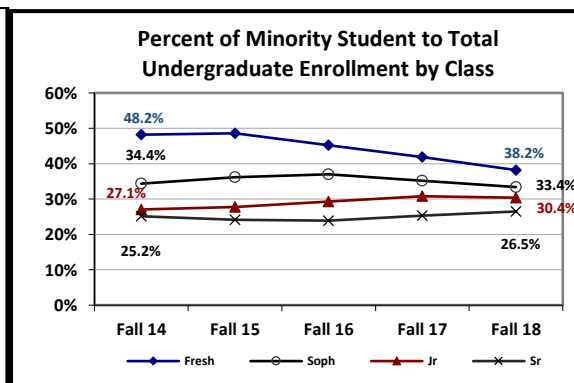
SOURCE: IPEDS DATA CENTER

SUCCESS: The University’s focus on six-year degree completion rates for freshman are part of our efforts to support students academically. A number of general education and gateway courses are participating in an early warning intervention program, which identifies students who appear to be in trouble academically. Based on information about progress in targeted courses, students might be contacted by instructors, academic advisors or residence hall academic peer advocates seeking to ascertain whether a student is having difficulty, determine the nature and reasons for that difficulty, and offer additional resources that improve the student’s chances of successfully completing these courses.

CHALLENGE: Graduation rates consistent with IBHE performance-based metrics and Complete College America targets remain a challenge for all institutions sharing SIU Carbondale’s undergraduate commitment to access. Based on the data of our peer in-state institutions (R2 Carnegie), we consistently have the lowest graduation rates. Our state peer research institution, University of Illinois Urbana-Champaign, has a six-year graduate rate of 84% (IPEDS Data).



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/12/2019



SOURCE: SIUC INSTITUTIONAL RESEARCH

SUCCESS: In keeping with its mission of access, SIU Carbondale is committed to efforts to recruit and retain students from under-represented groups in all class cohorts. From 2016 to 2018 we showed an

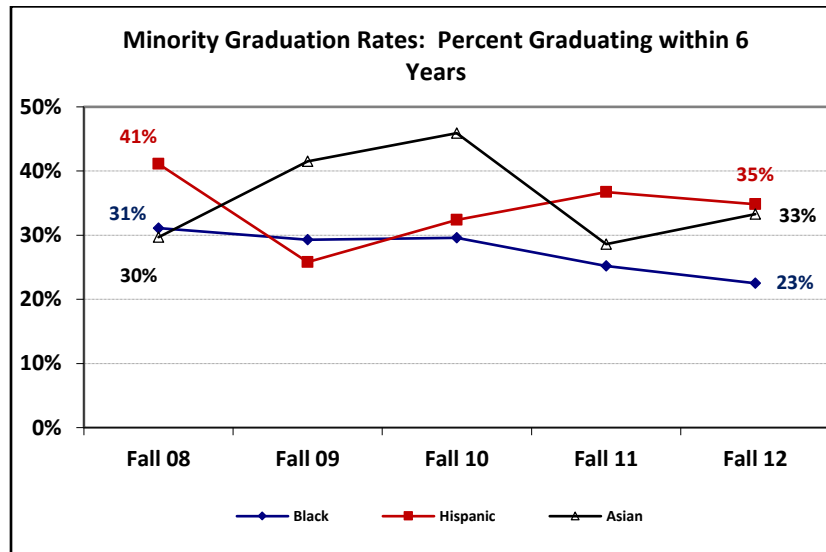
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increase in the minority students with junior and senior standing. With recently implemented changes, SIU Carbondale is committed to increasing the underclass minority population as well.

We have recently moved the Student Multicultural Resource Center from the residence hall on the east side of campus to the Student Services Building, centralizing the center’s location and visibility. It is strategically near Career Services, Financial Aid, Admissions, the Registrar, the Dean of Students, and the Graduate School. This move has helped our various services to collaborate and focus on community building, student services, internships, job placement, and plans for graduate and professional school. In addition, SIU Carbondale has transitioned to centralized academic advisement to ensure that our students have consistent access to quality academic advising. With advisement responsibilities assumed by full-time, professional advisors, faculty are encouraged to mentor their majors towards completing their degrees and anticipating either employment or further study.

CHALLENGE: In an inclusive community of learners, the university’s access mission demands increased attention, with a particular emphasis at the sophomore level. One successful strategy has been to ensure that students are challenged academically from the outset rather than allowed to postpone math and science courses until it is too late to strengthen the basic skills learned in high school. Peer-mentoring and support has also provided positive role models for first-generation college students (McNair, First Scholars, NSF S-STEM programs). In addition, the Student Multicultural Resource Center is playing an important coordinating role for many students who have yet to make the university a second home.



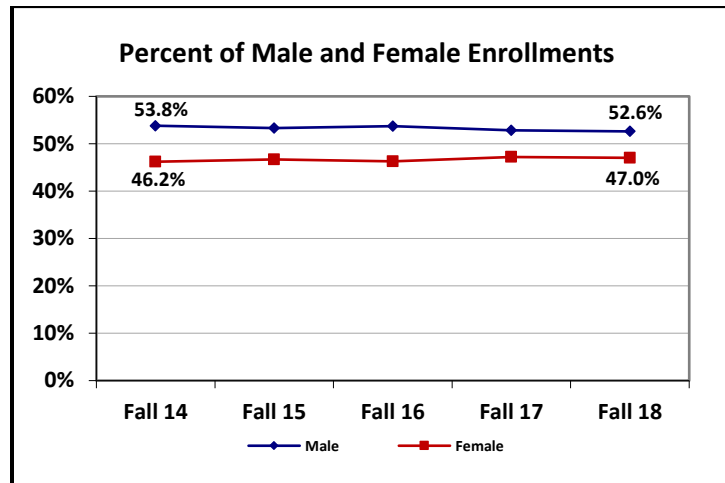
SOURCE: SIUC 2018-19 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA

SUCCESS: Since 2009, there has been an increase in the graduation rates for Hispanic students. As the student population has become more diverse and the increased enrollment reflects this diversity at SIU Carbondale, the Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation.

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CHALLENGE: There has been a sharp decline in the graduation rate of Asian students, and a decline in the graduation rate of African American students. The development of individual curricular guides using Degree Works, more intrusive academic advisement, and more effective early warning initiatives should improve the likelihood of students finishing their degrees. The structural changes strengthening their advisement and revising the success seminar UCOL 101 are addressing on-going concerns with student success at SIU Carbondale.



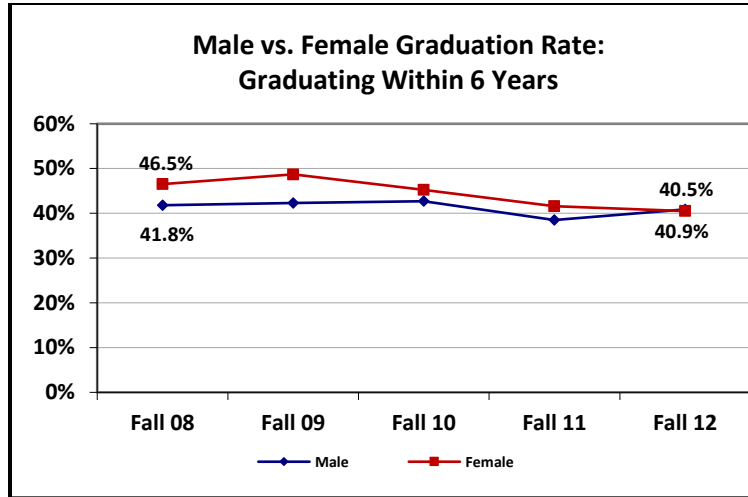
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/12/2019

SUCCESS: Nationally, enrollment of female students is typically higher than enrollment of male students. For decades, the university has not followed this trend. SIU Carbondale has the potential to close its gender gap by adding academic programs in nursing and health/human sciences that have traditionally been of interest to women. As part of our campus re-organization efforts, there are three new schools that will focus on our current health related degree programs: the School of Human Sciences, the School of Health Science, and the School of Psychological and Behavioral Sciences. The near-term goal is to move these new schools into a proposed College of Health and Human Sciences. Efforts to increase the number and proportion of female faculty and staff members have also demonstrated a wider range of career possibilities for women students who might otherwise see less point to their college education. The Women's Resources Center is part of Student Multicultural Resource Center. The minor and graduate certificate in Women, Gender and Sexuality Studies provides curriculum that examines a critical cultural approach to students interested in gender issues that impact our campus and society.

CHALLENGE: As the university's culture of support for female students matures, the gendered enrollment gap should decrease. The university has initiated education and training programs to help all students, faculty and staff understand their responsibilities for sexual assault prevention and reporting. The U.S. Department of Education, as well as state and federal legislation, provides direction. The goal is to provide a healthy learning environment for all students, reassuring them and their families that the campus is a safe place to live and to learn.

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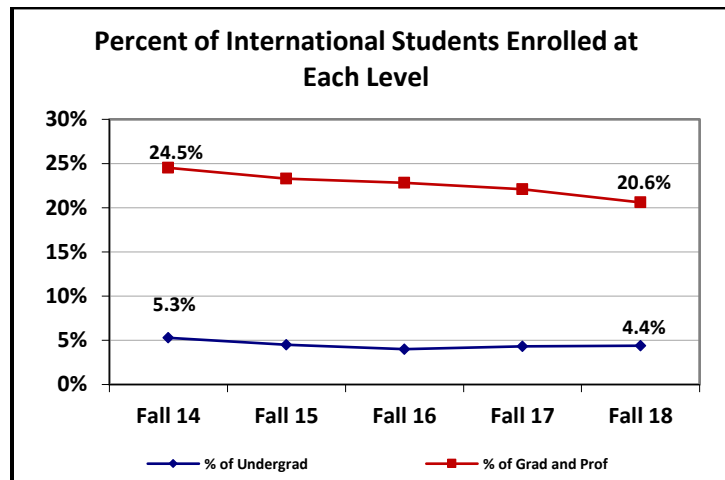
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SOURCE: SIUC 2018-19 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA

SUCCESS: Women have long completed their degrees at higher rates than men, especially in the female-dominated helping professions: psychology, social work, health sciences, and education. It is clear that this completion factor has contributed to closing the gender gap in enrollments, but at an apparent cost: the flat graduation rates among college men. Correcting this latter trend required attention to the support for men who struggle to complete their degrees.

CHALLENGE: The stagnation of male student graduation rates remains a concern, especially in a difficult state economy, which has affected the mix of undergraduates at the university. The strategies of individual curricular guides using Degree Works, more intrusive academic advisement, and more effective early warning initiatives should improve the likelihood of students finishing their degrees.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/12/2019

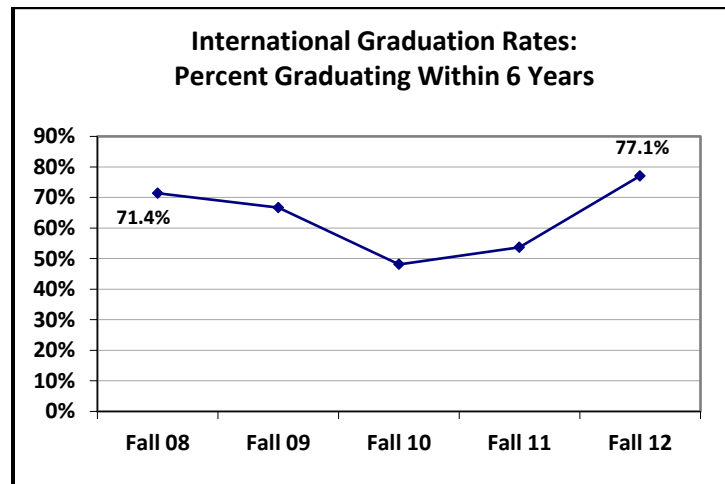
SUCCESS: Active international recruitment of students has benefited the enrollment in STEM fields like computer science and electrical and computer engineering. In the past six years, the number of

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international students has been relatively soft; enrollment in 2018 was 1,093, originating from 98 countries. The peak over the last five years was in 2014 (1,821). The largest contributing countries have been China (221), India (118), and Saudi Arabia (206). With this influx of students from around the world, the University community is considerably richer in its ethnic diversity.

CHALLENGE: The University needs to diversify its international recruitment efforts to include students from a broader geographic range. Eastern Europe, Latin America, and central and southeast Asia are new markets. With the prospect of new memoranda of understanding (MoUs) between SIU Carbondale and various partner universities, the countries of Poland, Brazil, Iraq, and China, in particular, promise a larger share of international students at both the undergraduate and graduate levels. The Center for International Education in collaboration with the academic units and the Graduate School plays an increasingly important role in the recruitment and retention of our students from overseas in an increasingly competitive student market.



SOURCE: SIUC 2018-19 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA

SUCCESS: The international six-year graduation rate ranges between 71 and 77 percent. This is higher than those for our domestic students, which is less than 48 percent. As such, these numbers place internationals among our most successful graduates.

CHALLENGE: As each international cohort arrives, the university will provide more consistent and coordinated support to its academic success through the auspices of the Center for International Education (CIE). CIE offers seamless services from application to graduation, welcoming and acculturating international students and their families to the University community. Moreover, the Center for English as a Second Language (CESL) makes it possible for prospective international students to develop their oral and written language skills at nominal costs. CESL is an accredited program affiliated with the Department of Linguistics whose advanced students offer CESL classrooms competent, well-supervised instruction.

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High-Impact Educational Practices

Activities FY 2019	Number of Courses/Experiences	Number of Students
Internships for academic credit	106	1454
Undergraduate research	71	304
Living Learning Communities	27	2203
Study Abroad	8	54
Service Learning	12	282

SUCCESS: Since its inception in 1869 as a normal college, SIU Carbondale has made available to its students a number of experiential learning opportunities. The University still trains apprentice teachers in the public schools, but it has enriched the learning of all its students with similar high-impact educational practices. Among them are internships in pre-professional fields (e.g. journalism, public administration, health care management, and engineering), undergraduate research in the traditional arts and sciences (in studios and laboratories), living-learning communities in the residence halls (for majors in architectural studies and the University Honors Program, among others), Study Abroad, and Service Learning (arranged by the Center for Service Learning and Volunteerism).

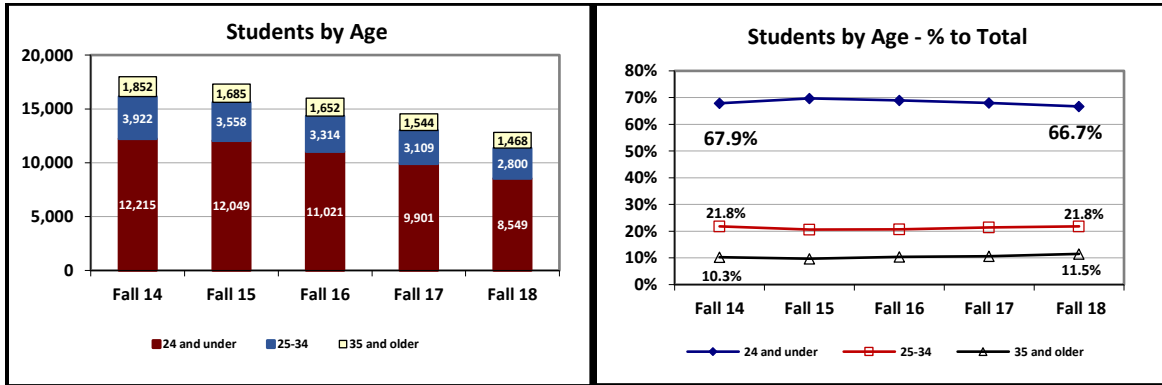
CHALLENGE: The principal goal is to expand upon these opportunities in light of budgetary constraints. Fortunately, these practices are already an established part of most academic programs, which require their majors to participate actively in these curricular and co-curricular activities. Science faculty, for example, invite students to volunteer in their labs or include them in the grant applications funding their research. The Office of Sponsored Projects Administration has oversight of a number of undergraduate research opportunities. The REACH (Research Enriched Academic Challenge) program offers competitive, one-year grants to help students carry out research, scholarly, or creative-arts project under the guidance of a faculty or staff mentor. The McNair Scholars Program is a federally funded program that prepares first-generation-college, low-income and underrepresented minority students for doctoral study. It includes an emphasis on research and an intensive Summer Research Institute.

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RECOMMENDATION 2: *Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.*

SIU Carbondale has long prided itself on serving non-traditional students. The Office of Non-Traditional Student Services, for example, indicates that its students have higher grade point averages (3.417 on a four-point scale) and higher first-year retention rates (99 percent), second-year rates (81 percent), and third-year rates (73 percent) than the average for the university. The Office of Veterans Services also provides invaluable support.



SOURCE: SIUC INSTITUTIONAL RESEARCH

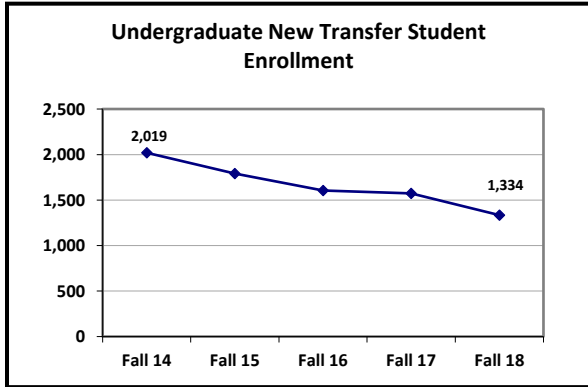
SOURCE: SIUC INSTITUTIONAL RESEARCH

SUCCESS: The University is forthrightly addressing the educational needs of non-traditional students, with a focus on their transition to higher education from work and family. Each application is holistically reviewed to ensure that job- and life-skills factor into the admissions process. Similarly, several degree programs in the College of Education and Human Services and in the College of Applied Sciences and Arts grant academic credit for work experience and on-the-job training. Twenty-nine Capstone degree programs provide pathways for students with Associate in Applied Science (AAS) degrees, Associate in Engineering Science (AES) degrees, or equivalent certification to earn a bachelor’s degree. These efforts provide the outreach needed to recruit and support non-traditional students.

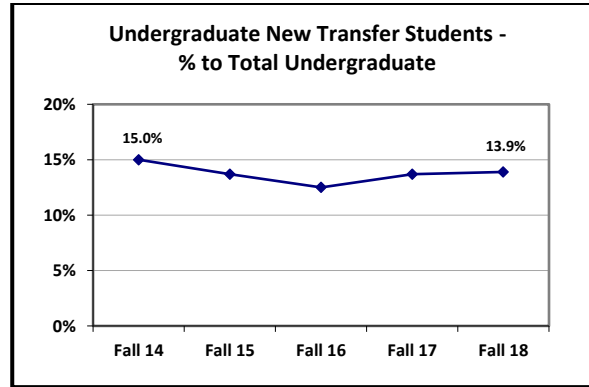
CHALLENGE: Targeting more effective attention to the eldest student cohort makes good sense in the face of a slowly improving economy. Many heads of families need to retrain for better paying jobs. To this end, SIU Carbondale has developed a variety of program articulation agreements with community colleges. Two-plus-two arrangements developed by the faculty facilitate the transfer of non-traditional students who begin their college careers at two-year institutions. Given these initiatives, the university is serving a much broader student clientele than the traditional-aged undergraduate from high school.

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SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/20/19



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/20/19

SUCCESS: When viewed as a percent of the total undergraduate enrollment, transfer student enrollment is relatively steady. Developing more 2 + 2 degree articulation agreements with community colleges is helping in the competition with other four-year institutions for the dwindling market of community college students. The University has been competing aggressively in this market, reconfiguring the required senior institution hours from 60 at any level to 42 at the upper-division level only. Service representatives at local community colleges have helped with the recruitment and advisement of transfer students.

CHALLENGE: SIU Carbondale’s focused recruitment of first-time, full-time students may have diminished the absolute number and relative proportion of transfer students, who remain critical to the degree completion rates of the university overall. However, the principal source of the fall-off in transfer students is the lower enrollments in the community colleges themselves, especially in southern Illinois. Fewer high school graduates in the region mean fewer college students to recruit from in the region. There is also considerably keener competition among the four-year public and private institutions for this smaller pool of potential students. Hence SIU Carbondale’s recruitment challenge in the area.

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RECOMMENDATION 3: *Reduce geographic disparities in educational attainment.*

One effective way SIU Carbondale has reached more students in the state is through the development of more on-line courses and programs, administered by Extended Campus. There are currently 18 undergraduate and 10 graduate degrees, as well as over 300 courses, offered on-line.



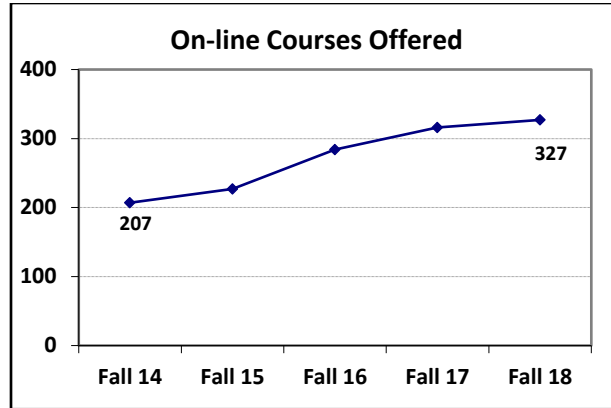
Adams	43	Ford	16	Livingston	20	Randolph	79
Alexander	17	Franklin	219	Logan	22	Richland	23
Bond	8	Fulton	13	Macon	95	Rock Island	40
Boone	29	Gallatin	8	Macoupin	61	Saint Clair	300
Brown	3	Greene	15	Madison	226	Saline	106
Bureau	21	Grundy	42	Marion	70	Sangamon	251
Calhoun	8	Hamilton	21	Marshall	3	Schuyler	2
Carroll	5	Hancock	5	Mason	6	Scott	3
Cass	22	Hardin	9	Massac	25	Shelby	28
Champaign	166	Henderson	3	McDonough	13	Stark	1
Christian	52	Henry	11	McHenry	218	Stephenson	11
Clark	11	Iroquois	35	McLean	159	Tazewell	112
Clay	22	Jackson	1056	Menard	24	Union	106
Clinton	48	Jasper	12	Mercer	5	Vermilion	55
Coles	48	Jefferson	137	Monroe	60	Wabash	31
Cook	1783	Jersey	30	Montgomery	30	Warren	4
Crawford	11	Jo Daviess	2	Morgan	26	Washington	47
Cumberland	16	Johnson	63	Moultrie	18	Wayne	27
De Witt	11	Kane	204	Ogle	15	White	20
DeKalb	40	Kankakee	75	Peoria	155	Whiteside	18
Douglas	24	Kendall	79	Perry	161	Will	426
DuPage	317	Knox	33	Piatt	29	Williamson	633
Edgar	12	La Salle	94	Pike	4	Winnebago	106
Edwards	17	Lake	398	Pope	7	Woodford	32
Effingham	84	Lawrence	16	Pulaski	7		
Fayette	26	Lee	12	Putnam	4	Total	9,376

SOURCE: SIUC INSTITUTIONAL RESEARCH

SUCCESS: Chicago and the surrounding counties provide approximately 40 percent of SIU Carbondale’s in-state undergraduates, which compares to the 40 percent from 2010. Along with efforts to grow on-line offerings and off-campus outreach sites that extend our borders, the university remains committed to serving southern Illinois students by partnering more actively with local school districts and community colleges, as described above in reference to non-traditional and transfer students.

CHALLENGE: The overall enrollment from Illinois is down from 15,657 in 2010 to 9,376 in 2018. With the exception of Cook County in the north, Jackson County provides the largest single share of its undergraduate students. Southern Illinois remains critical to the university’s commitment to graduate education. Local teachers and school administrators form the largest contingent of masters and doctoral students. The university will continue to meet their needs.

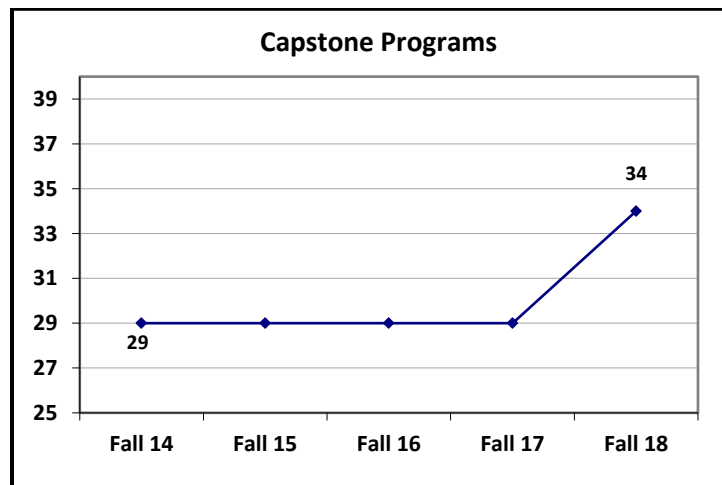
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC EXTENDED CAMPUS

SUCCESS: Due to better coordination in the university’s Extended Campus and financial incentives for faculty to teach on-line, the number of distance education courses has grown robustly in the past several years. Three times a year, Extended Campus requests proposals from faculty to teach on-line. Revenue from on-line-coursework fees pays these instructors to develop and offer new on-line courses. Colleges scheduling regular on-line coursework receive a percentage of the tuition income generated.

CHALLENGE: Building manageable, coordinated quality in distance education programs is a university priority. Toward that end, Extended Campus has restructured its responsibilities. This re-organization includes better training of instructors and the assessment of student learning outcomes. In cooperation with Extended Campus, the Center for Teaching Excellence is helping faculty with important components of improved instruction and learning outcomes.



SOURCE: SIUC EXTENDED CAMPUS

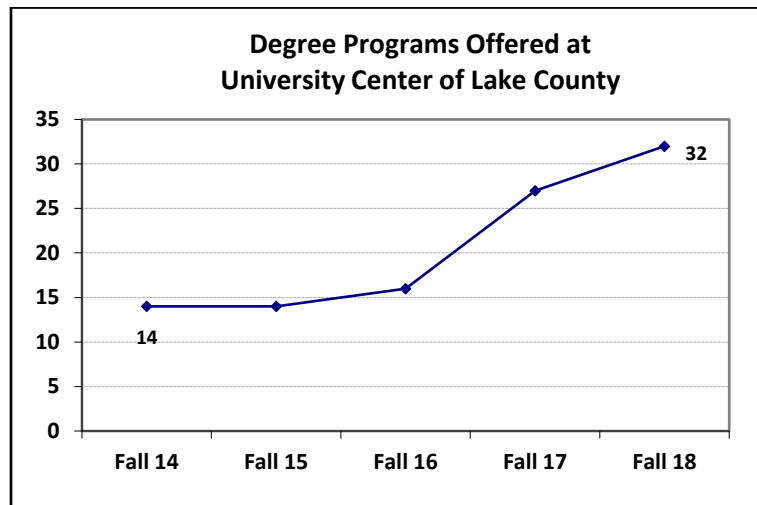
SUCCESS: Capstone programs have increased due to the rapid development of on-line programs, which serve the same para-professional student market. The university has remained particularly attentive to such niches for specific degree programs where there is good enrollment potential. For more than forty years, beginning with the former College of Technical Careers, SIU Carbondale has offered capstone

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programs aimed at enrolling non-traditional students with associate of applied sciences degrees. There are currently 34 capstone options (as of Fall 2018) including industrial management and applied engineering, information systems and applied technologies, allied health, and workforce education and development.

CHALLENGE: The University will continue to ensure that all students, not only those enrolled on-line, are well served to earn a quality degree. The capstone programs are overseen by qualified faculty following specific protocols developed by their fields of inquiry. Although the general education requirements are reduced from 39 to 30 hours for capstone students, the application of general education skills is well integrated in the para-professional training for the workplace. In this way, students are better supported in their transferable learning, so long as student learning outcomes are met and reported in annual assessment reports.



SOURCE: UNIVERSITY CENTER OF LAKE COUNTY WEBSITE

SUCCESS: An increase in SIU Carbondale programs at University Center at Lake County over the past five years reflects a commitment to this growing off-campus opportunity. The Colleges of Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, and Engineering are actively involved. Four undergraduate programs are offered at UCLC, which also markets one program offering at Naval Station Great Lakes. Thirty-two degree programs are also marketed by UCLC.

CHALLENGE: The University plans to be more responsive to the development of programs at this promising location for the delivery of more off-campus coursework.

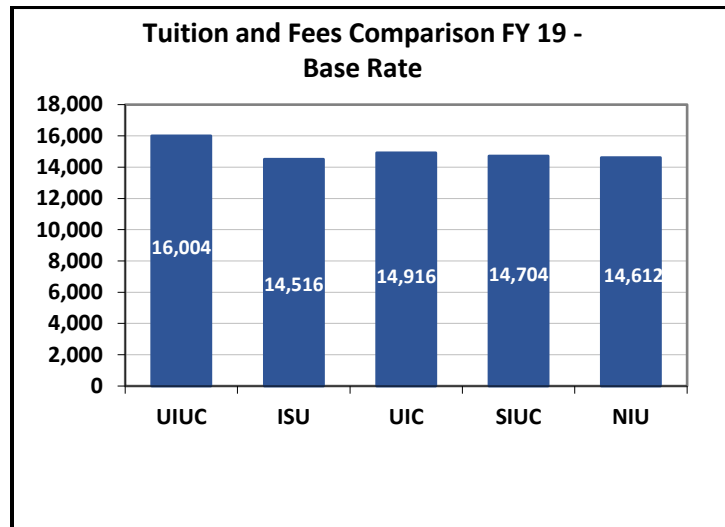
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GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS

RECOMMENDATION: *Make Illinois one of the five most affordable states in the country to get a college education.*

The University meets the needs of low-income students and provides funded opportunities through the provision of scholarships and endowments. Starting in Fall 2017, out-of-state domestic undergraduate students will now be charged the resident (in-state) tuition rate. Additional opportunities are also available through the Legacy Alternate Tuition Rate, the Active Duty Military Alternate Tuition Rate, and the Graduate Student Higher Achievers Alternate Tuition Rate (<http://tuition.siuc.edu/alternatetuitionrate.html>).



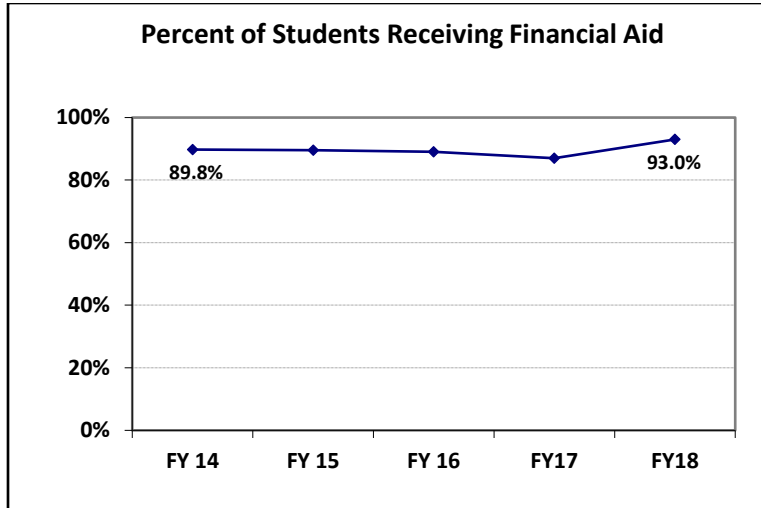
SOURCE: IBHE

SUCCESS: SIU Carbondale has been and continues to be an affordable four-year public research university among its peer institutions in Illinois. The chart above is based on the rate for an incoming first-year student taking 15 credit hours a term and base fees. It does not include additional fees such as medical insurance, course fees, room and board or differential tuition. SIUC is one of three public universities in Illinois classified as an R2 Doctoral University (higher research activity), the others being Illinois State University and Northern Illinois University. University of Illinois Urban Champaign and University of Illinois Chicago are classified as an R1 Doctoral University (highest research activity). Tuition and fees at SIUC are below the R1 Institutions, but higher than Illinois State and Northern Illinois.

CHALLENGE: While remaining affordable, the University must find ways to attract a top-flight research faculty and to sustain its service to first-generation students, despite a historical decrease in state appropriations and a lack of certainty about future state appropriations. It is, in fact. The national norm is for research universities to depend on undergraduate tuition to support a full array of graduate programs and the research that underlies their quality. SIU Carbondale is no exception to this trend in higher education, even as the University continues to balance its two competing commitments -- to support faculty research and to provide student access -- in the midst of a challenging fiscal environment.

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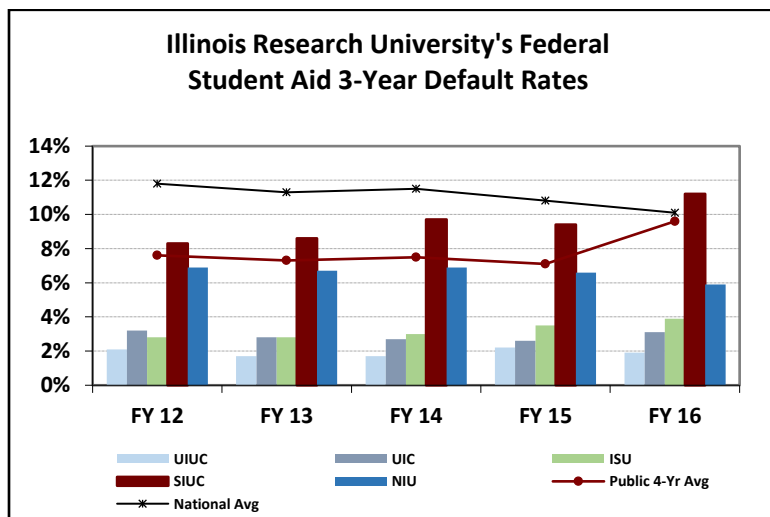
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SOURCE: IPEDS

SUCCESS: Ninety-three percent of our students receive financial aid. The national trend of declining state and federal support requires that we leverage additional sources of financial aid to our students. This can only be done through the efficient use of resources and a current fundraising campaign that focuses in part on scholarships.

CHALLENGE: Acknowledging our mission of access, meeting the financial needs of our students is critical. Our current HLC Quality Initiative focused on using data to identify barriers to first-generation students. The data considered financial aid and financial need. The University is facing a challenging fiscal environment, with demands for staffing in all units ranging from student support to faculty.



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

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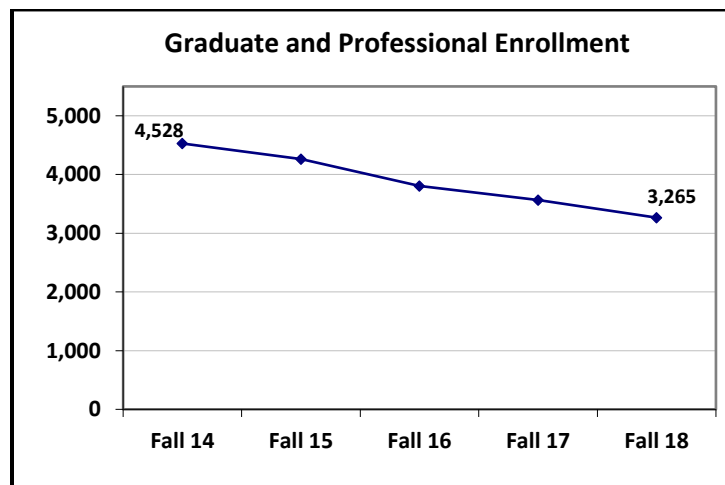
SUCCESS: Our Financial Aid office offers students workshops and on-line resources on money management (SalukiCents <https://fao.siu.edu/saluki-cents/>). This programming is designed to enhance the financial literacy of our students.

CHALLENGE: Given a student population that is increasingly reliant on financial aid, relative to previous years and relative to the University's public, four-year institutional peers, SIU Carbondale is addressing its students' financial literacy and helping them make informed decisions in an uneven labor market. Despite this, the percent of former students who default on student loans remains above the national average.

GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the State has an educated workforce and an engaged citizenry..

The implementation of revised SIU Carbondale academic policies was part of an effort to better support student outcomes. For example, the number of senior institution hours for transfer students was lowered from 60 at any level to 42 at the upper-division level. Such new policies are designed to promote completion of degrees and to positively impact students as a result. These initiatives at the graduate level, however, have not had the same salutary effect, as is evident from the stark decline in graduate and professional enrollments. It should be noted that some of this decline is most likely due to reduction in state budget and the subsequent reduction in GA funds.



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/20/19

SUCCESS: Compared to 2017, the campus has seen a marked reduction of enrollments in part-time graduate study (decrease 15 percent), while enrollments in full-time study have declined less rapidly (5 percent). International students represent 21 percent of graduate students. Efforts to recruit internationally are important to our mission as a research university.

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CHALLENGE: Graduate and professional enrollments are expected to improve as the economy improves. Doctoral and master's programs continue active recruitment of international students and capable SIU Carbondale undergraduates for further advanced graduate work. A major effort focuses on interdisciplinary professional science master's degree programs whose students nearly all pay for their advanced training.

Professional Examination Pass Rates

College of Applied Sciences and Arts - Architecture

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	No longer reported	68%	58%
2017	No longer reported	59%	61%
2016	155/89	57%	64%
2015	141/84	59%	65%
2014	70/45	64%	67%

College of Applied Sciences and Arts - Aviation

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	42/41	98%	75%
2017	49/49	100%	76%
2016	40/38	95%	76%
2015	41/40	98%	75%
2014	33/32	97%	75%

College of Applied Sciences and Arts – Mortuary Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	13/10	76%	71%
2017	28/20	71%	78%
2016	22/19	86%	79%
2015	12/8	67%	77%
2014	14/9	64%	78%

College of Applied Sciences and Arts – Radiologic Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	100/95	95%	79%
2017	96/87	91%	80%
2016	105/98	93%	77%
2015	74/70	95%	77%
2014	95/80	86%	78%

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College of Applied Sciences and Arts – Physical Therapy Assistant

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	24/22	91.7%	92%
2017	23/21	91.3%	85%
2016	26/26	100%	93%
2015	27/18	67%	93%
2014	32/27	84.6%	92%

College of Applied Sciences and Arts – Dental Hygiene

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	32/32	100%	unavailable
2017	32/32	100%	91%
2016	32/32	100%	92%
2015	31/28	90%	84%
2014	32/29	91%	96%

College of Engineering – Civil Engineering

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2018	22/17	77%	69%
2017	25/13	52%	69%
2016	21/13	62%	69%
2015	19/11	58%	69%
2014	10/5	50%	72%

(Reporting Spring Exam)

School of Law-Illinois Bar Exam

Year	SIUC Takers/Passed	Percentage Passed	State Average
2018	57/35	61%	70%
2017	70/45	64%	69%
2016	67/39	58%	69%
2015	65/44	68%	74%
2014	95/81	85%	79%

SUCCESS: In the College of Applied Sciences and Arts, most programs lead to licensed employment with credentials certified by state and professional boards. Architecture, aviation flight, mortuary science, radiology, physical therapy and dental hygiene, for example, are among the most visible of these fields in the labor force. SIU Carbondale students, by and large, perform close to the national average on these licensing examinations. This success is a testament to the quality of these programs. It indicates that the faculty have designed programs to cover the pre-requisite knowledge in order to ensure that students can successfully take the exams and enter careers with the appropriate licensing credentials.

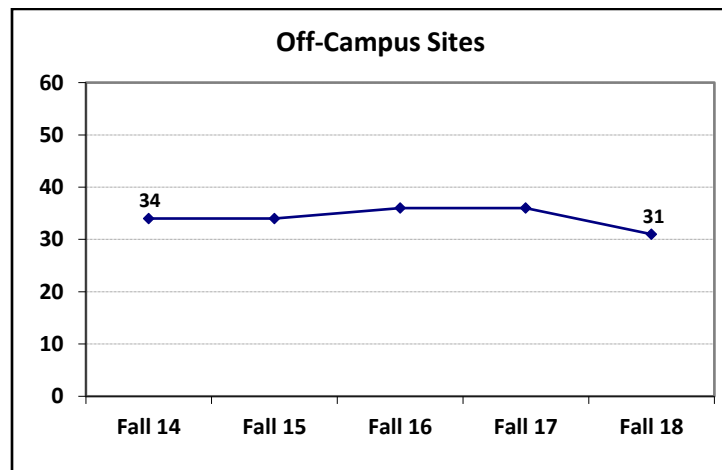
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CHALLENGE: In most fields, SIU Carbondale’s pass rates are close to or exceed the national pass rates. Since these data are a direct measure in assessment, programs that have licensure exams incorporate the results in strategies for measuring student learning outcomes and continuous improvement. In the case of a high pass rate, the results of the exam provide programs with a strong assessment tool for monitoring the achievement of student learning outcomes. However, the results for engineering and law are low, with the exception of the 2018 results for civil engineering. The results of licensure exams generally subdivide the results by subject matter within the field. This provides a more in-depth analysis of the results.

RECOMMENDATION 2: *Improve transitions all along the education pipeline.*

The University continues its effort to articulate more community college transfer credits. Included in this effort is adoption of the core curriculum defined by the associate in arts and the associate in science degrees from the Kentucky Community and Technical College System. The University is doing the same with community colleges in the state of Missouri.



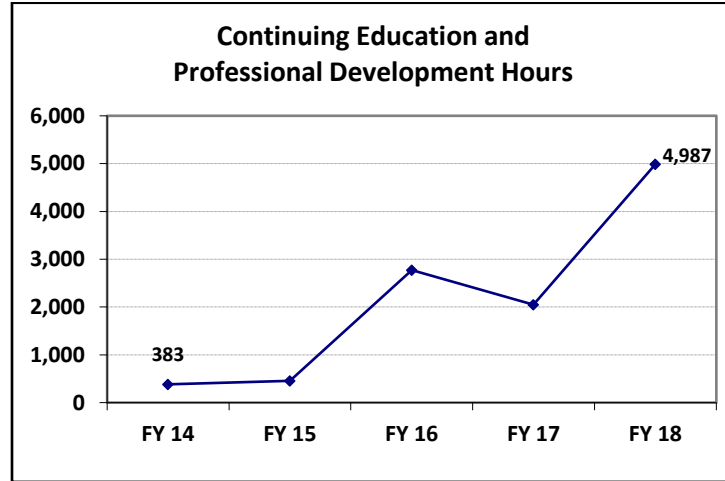
SOURCE: SIUC EXTENDED CAMPUS

SUCCESS: SIU Carbondale has a legacy of providing degree programs at military sites. The number of off-campus sites is impacted by the sharp rise of on-line programs, which has shifted face-to-face classes to hybrid and entirely on-line coursework. The practice of maintaining off-campus sites has led to more cost-effective use of the new learning technologies to combine classes in disparate locations. Moreover, Extended Campus has engaged in aggressive recruitment of new students into fields such as work force education to counter the loss of enrollments at military sites. The result has been a steady recovery in these programs at the reduced number of sites off-campus.

CHALLENGE: The University’s Extended Campus is reviewing its off-campus sites, especially at military bases, to determine market demand for the right mix of programs at a reduced tuition rate for active duty military. In some cases where the market for degree programs is likely to remain soft, Extended Campus will work with the appropriate faculty to consider the consolidation or selective elimination of off-campus sites. Where on-line offerings show greater demand, students have the opportunity to pursue their studies in a hybrid environment, thereby serving students’ interests to complete their degrees in a timely fashion.

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SOURCE: SIUC EXTENDED CAMPUS

SUCCESS: Conference and Scheduling Services is taking a more aggressive approach to area professionals for continuing education and professional development opportunities. The coordinators work closely with individual departments and programs, like the School of Medicine and the School of Information Systems and Applied Technologies, to explore promising markets. Besides local teachers and health care professionals, Conference and Scheduling Services and its faculty partners are appealing to the employees of local industries to sharpen workplace skills throughout the region.

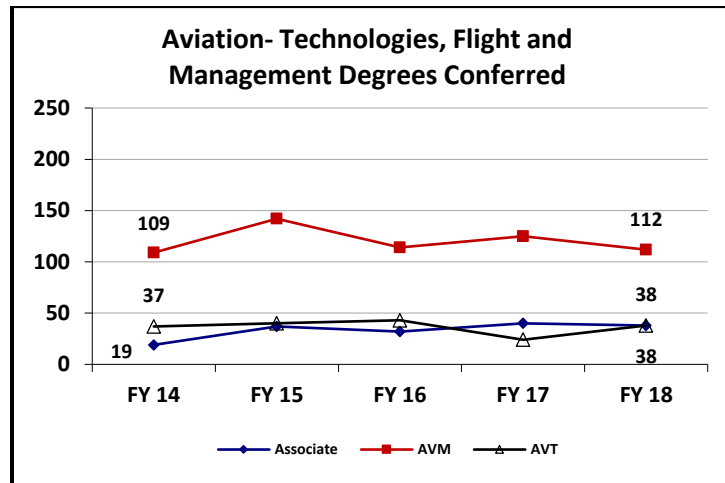
CHALLENGE: The number of hours students enrolled in continuing education and professional development are increasing, which demonstrates the demand. It is important to note the interest in courses that encourage lifelong learning, and thus recognize the need for specific employment-based credentialing.

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RECOMMENDATION 3: *Increase the number of postsecondary degrees in fields of critical skills shortages.*

In the past two years, the University has added a number of new degree programs. Notable among these are the BS in nursing, BS in behavior analysis and therapy, and the MS in radiologic sciences, and the MS in health informatics, all in fields of critical skills shortages.



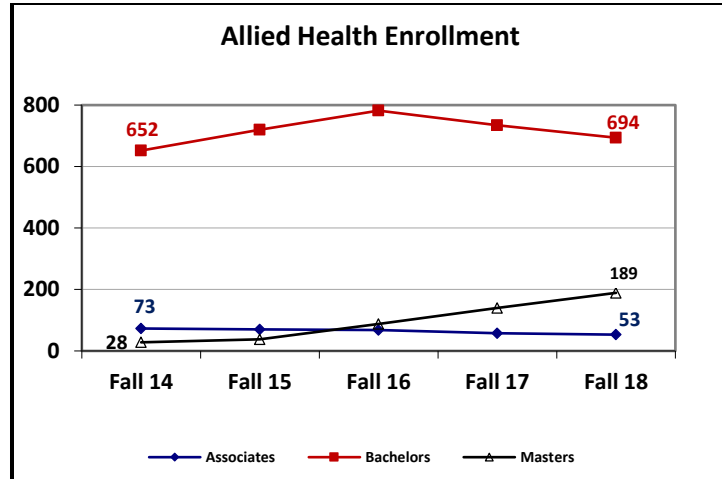
SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/20/19

SUCCESS: Enrollments in SIU Carbondale’s aviation programs have remained healthy due to demands from the aviation industry and stable FAA-mandated course fees. Our programs will continue to recruit and retain outstanding students, particularly those who have not yet completed their associate’s degrees at local community colleges. Prospective students are clearly attracted to internship (and work) opportunities with smaller, regional air carriers.

CHALLENGE: Structural, long-term challenges faced by traditional air carriers, whose operating costs for fuel and equipment continue to rise, have meant soft demand for graduates of aviation flight, technologies, and management degrees. New FAA compliance and accreditation standards require the University’s aviation programs to adapt and innovate to stay competitive with lower-cost programs offered by two-year institutions, which is the norm for aviation training nationwide.

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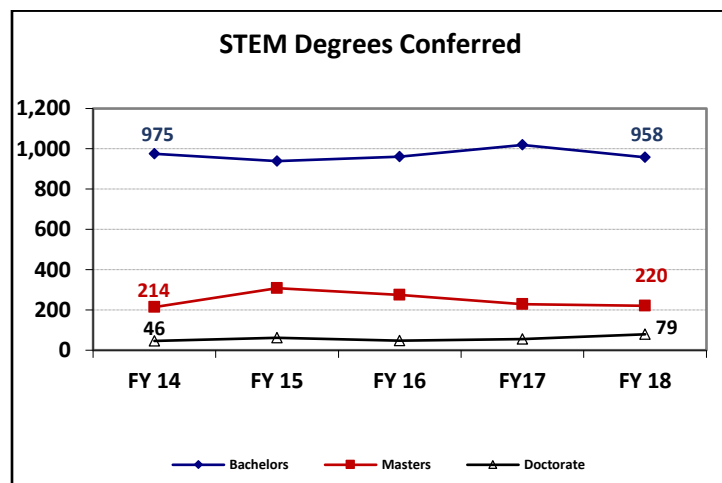
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SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/18/19

SUCCESS: Baccalaureate enrollments in the health science fields of dental hygiene, radiological sciences, mortuary science, and health care management are holding steady. The market for students enrolled in certain fields at the associate’s level (physical therapy assistance) is flat, whereas the master’s level (radiological sciences in dosimetry) is increasing, reflecting steady demand for this specialty area in the past five years. At least half of the increased student interest is due to on-line hybrid and off-campus offerings of their required coursework.

CHALLENGE: Success in master’s programs includes new the master’s in healthcare administration (MHA) and the master’s in healthcare informatics (MHI). Both of these degrees use a hybrid-on-line delivery approach. Student interest in SIUC Carbondale’s MHA and MHI is national in scope, just like the MRS in dosimetry, which takes advantage of the latest on-line teaching technologies. From 2017 to 2018, the enrollment in MHA increased from 78 to 97, the MHI increased from 9 to 20, and the MRS from 24 to 41.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 9/18/19

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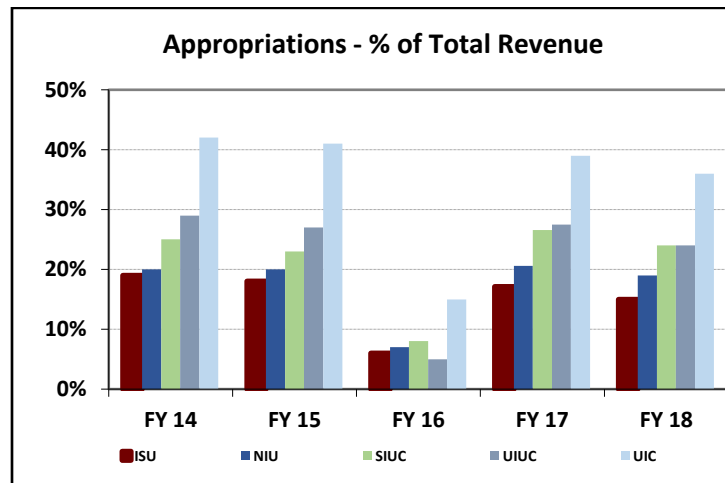
SUCCESS: In response to growing labor demand for the graduates of STEM programs, the degree completion rates have generally been stable at the undergraduate level.

CHALLENGE: The University has a comparable commitment to the graduation rates in STEM graduate programs. SIU Carbondale is taking a closer look at attractive interdisciplinary STEM programs in high growth areas and has created a degree in fermentation science at the bachelor’s level. If well-coordinated, these degrees will yield the enrollment of strongly motivated professionals who are most likely to finish their studies successfully.

GOAL 4: BETTER INTEGRATE ILLINOIS’ EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS

RECOMMENDATION: *Boost Illinois into the ranks of the five states with the fastest growing economies.*

Contributing directly to the state’s economic growth are SIU Carbondale’s STEM Education Research Center and the Fermentation Science Institute. The STEM Education Center provides support for the public school districts in southern Illinois as they prepare for the Common Core, especially in mathematics. For its part, the Fermentation Science Institute supports the rapidly growing tourism trade in micro-brewing, viticulture, and specialty distilling.



SOURCE: OFFICE OF THE PRESIDENT, SIU

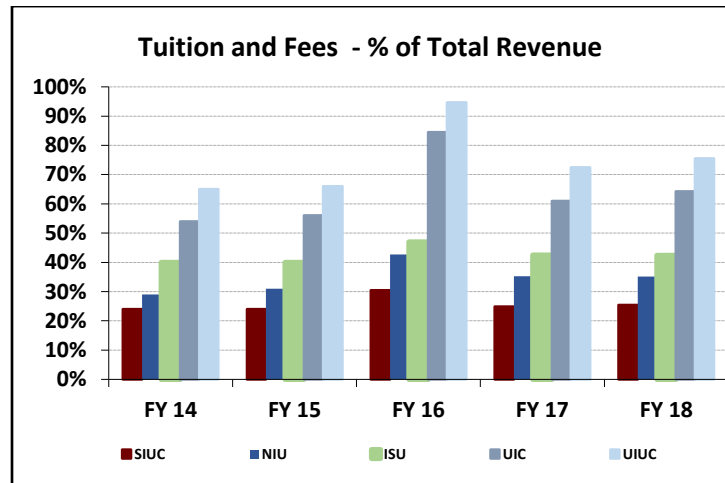
SUCCESS: Like all of its state-supported four-year institutional peers, SIU Carbondale has experienced a marked erosion of state appropriations as a percentage of total revenue over the past five years. This trend is not unique to the state of Illinois; it is reflected in almost all regional public, research universities in part because of the recent economic downturn in rural areas and increasing pressures on states to meet a broader mix of federal mandates in welfare and healthcare. Medicaid and Medicare, for example, now take up a much larger share of state budgets than just five years ago.

CHALLENGE: We anticipate continued uncertainty about state support for the University to continue as Illinois grapples with its budget woes. Potential unfunded mandates, like tuition waivers for veterans,

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are likely to include the university's contribution to the nearly bankrupt State Universities Retirement System. While personal and corporate tax rates were increased, the state budget is not balanced and still includes a significant backlog of unpaid bills, putting continued pressure on state allocations to higher public education. Finally, as performance metrics are further developed, the University will need to compete with other state institutions for a larger share of its budget affected by measurable outcomes of increasing state concern.



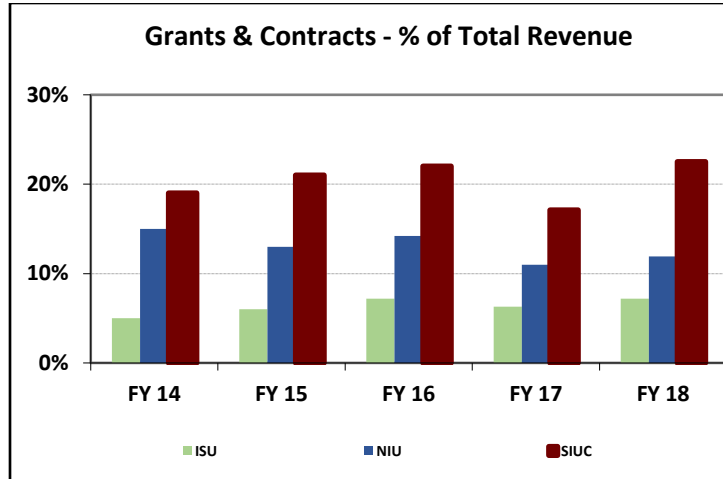
SOURCE: OFFICE OF THE PRESIDENT, SIU

SUCCESS: Among the peer institutions in the state, SIU Carbondale relies the least on its student tuition to support operations. This relatively modest contribution to the University's budget is offset even more by the federal and state sources of financial aid that students have to complete their degrees: Pell grants, MAP grants, Stafford subsidized loans, and the University's targeted efforts to assist students, namely, in-state tuition for U.S. domestic students and tuition waivers for merit scholarships, active-duty military, veterans, and Legacy students.

CHALLENGE: Even with its modest tuition increase in FY 2016, the University will continue to rank lowest in its tuition as a percentage of total revenue. This impacts the operating budget for the foreseeable future. The conditions set by the state's Truth in Tuition law ensure that this year's freshmen make the same individual contribution to the general revenue fund for four continuous academic years. The result may well shift the burden of paying more for tuition onto the shoulders of each succeeding freshman class. The rest of operating expenses must be borne by grants, contracts, auxiliary services, and support from the SIU Foundation.

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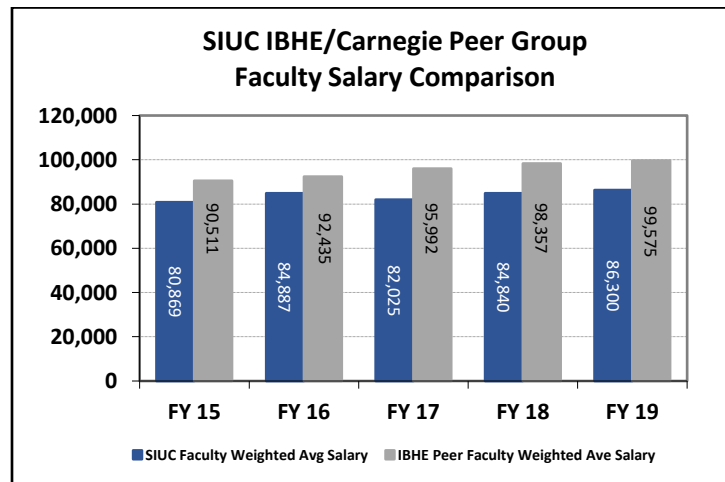
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SOURCE: OFFICE OF THE PRESIDENT, SIU

SUCCESS: SIU Carbondale has consistently outpaced its statewide peers (R2 Public Universities) in grants and contracts as a percentage of total revenue. Grants and contracts as a percentage of the University’s operating budget are critical to helping offset the impact that rising tuition and fees have had on students over the past five years during the state’s uneven economic recovery.

CHALLENGE: The University is committed to its research mission, largely supported through grants at the state and federal levels, despite major cuts in funding at the state level. New restrictions on the number and size of federal grants awarded to individual faculty members have limited the total funding for individual researchers on campus. The most promising opportunities for significant external funding are collaborative projects with colleagues in different disciplines as well as colleagues at other research universities and various state agencies.



SOURCE: OFFICE OF THE PRESIDENT, SIU

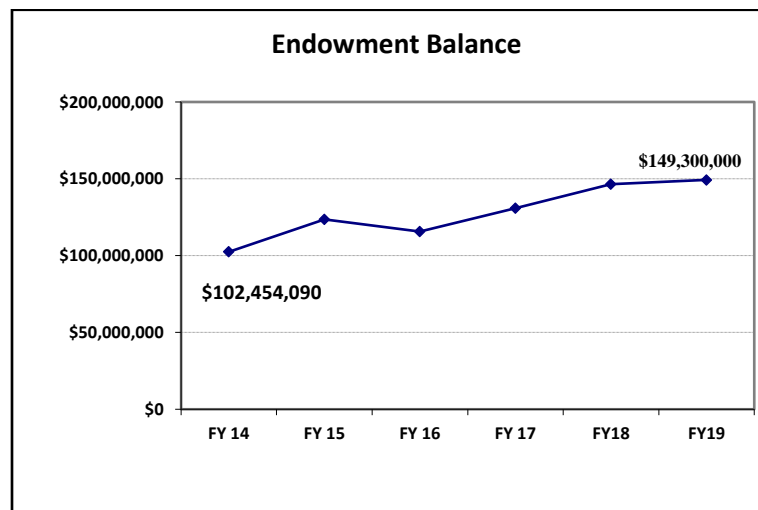
SUCCESS: From a statewide perspective, the University’s salary costs are very efficient. By hiring younger, untenured faculty for research positions and non-tenure-track faculty for instruction, SIU

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Carbondale has been able to afford a lower per-capita salary profile for its academic programs. Similarly, some departments are sharing appointments to offset the costs of hiring new faculty. Moreover, graduate programs such as psychology are taking advantage of expertise of colleagues in other academic units to assume responsibility for teaching research methods and statistics.

CHALLENGE: The difficulty of these efforts lies in drawing and keeping research-active faculty and top-notch classroom instructors whose salaries at comparable positions elsewhere in the state are much higher. Over the long-term, the potential for a brain-drain is real and growing. SIU Carbondale must find creative ways, such as exciting, new interdisciplinary degree programs and research centers in areas like energy and the environment, to interest outstanding faculty elsewhere to accept job offers and to stay here for satisfying and rewarding careers.



SOURCE: SIU FOUNDATION

SUCCESS: As of June 30, 2019, SIU Carbondale and the SIU Foundation have raised more than \$80 million during the three-year “Forever SIU: The Campaign for Students” fundraising initiative with six months to go. The original goal was \$75 million. For the past five years, the SIU Foundation’s endowment has seen a respectable increase, averaging 3.7 percent annual growth in assets. The Foundation Investment Committee continues to apply a strategy focused on long-term, sustained growth with below average risk and volatility. The goal is to provide steady financial support. Endowment funds are invested for long-term growth, and returns from those investments are essential to sustaining academic quality. The foundation’s endowment now totals nearly \$149.3 million.

CHALLENGE: In the coming year, sustaining continued growth will continue to have its challenges. The volatile global market presents a multitude of risks. Central to these risks are heightened concerns of global trade wars, strong appreciation of the U.S. dollar, diverging economic health between the U.S. and its largest trading partners, and continuing efforts by developed market central banks to normalize monetary policy. In the midst of a great deal of market uncertainty, the University and Foundation continue to cultivate and develop relationships with existing and new donors through the “Forever SIU” campaign.

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MISSION STATEMENT:

The mission of the SIU School of Medicine is to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research, and service to the community.

FOCUS STATEMENT:

SIU School of Medicine will be a preeminent medical school stressing excellence, compassion, diversity and inclusion in its programs. The school's education programs will be among the finest in the world, leading in innovation and scholarship, and excelling in the preparation of physicians, physician assistants, and biomedical scientists. The school's clinical programs will bring the highest quality medical care to central and southern Illinois, extending these services through effective community outreach programs. Through the application of cutting-edge methodologies and ideas, the school's research programs will provide new avenues of thought to improve health care and enhance synergy with the school's education and patient care programs. The school will consistently engage the communities and people it serves to identify and address, with them, the issues that are most important to their health. SIU School of Medicine's highest aim is to serve its community through the advancement of knowledge and its application for the common good.

UNIFYING STATEMENT:

The following unifying principles are integral to the school's mission and focus, and provide important context for the medical school's programs:

- **Innovation and Leadership:** The school is committed to innovation and leadership in its academic and service programs. Individual faculty members acknowledge their roles to become leaders in their fields.
- **Excellence and Continuous Improvement:** The school is committed to excellence and continuous improvement in its programs, based upon rigorous assessment of outcomes and performance. The school is a "learning organization" that favors adaptability and innovation over scale.
- **Collaboration and Partnership:** True to its roots as a public, community-based medical school, the school values collaboration and partnership with community health care providers, other institutions of higher learning, and other organizations who seek to improve health and enhance knowledge.
- **Diversity and Inclusion:** The school is committed to diversity. Individuals of varying backgrounds and interests will be sought and encouraged to grow alongside one another in a secure, nurturing and professional atmosphere. The medical school will seek, appreciate, and respect individual diversity, and will mirror the community in which it exists.
- **Compassion and Respect:** Providing up-to-date care for the sick and injured, promoting wellness, and exploring new avenues to improve medical care in the future are our professional callings. Compassion and respect for the individual will be reflected in and advanced throughout the medical school's programs.

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- **Integrity and Accountability:** The school expects its faculty, staff, and students to understand, critically discuss, and exemplify the highest standards of professional and personal integrity.
- **Regional and Community Focus:** The school's focus is upon central and southern Illinois – a diverse region, featuring rural areas, small towns and cities – with the mission of improving health and health care and advancing medical knowledge within this region and beyond.

Southern Illinois University (SIU) School of Medicine was founded in 1970 with a legislative mandate to help meet the health care needs of the people of central and southern Illinois. The school has maintained a firm commitment to that mandate, emphasizing innovative and high-quality medical education, patient care, clinical outreach, and research programs. Building upon its original primary care focus, the school has grown and matured to provide a wide array of primary and multi-specialty educational and patient care programs.

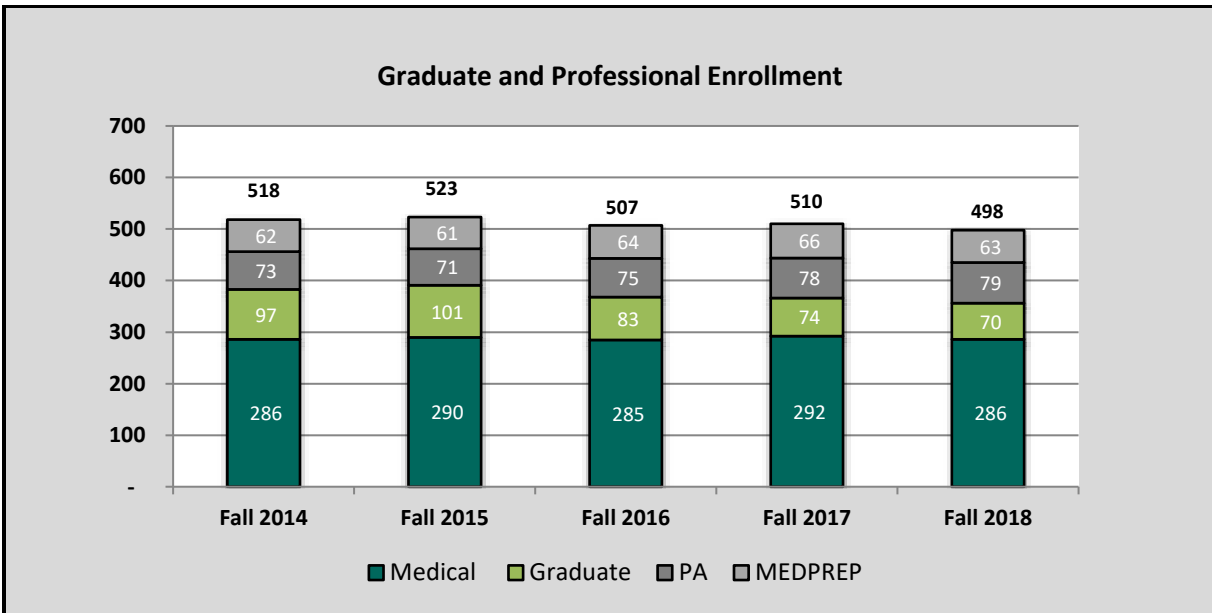
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GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING U.S. STATES AND WORLD COUNTRIES

RECOMMENDATION 1: Increase success of students at each state of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

SIU School of Medicine’s academic programs increase educational opportunities for the school’s medical students, graduate science students, physician assistant students, Medical/Dental Preparatory Program (MEDPREP) students, and clinical residents and fellows. SIU’s medical school is internationally known for innovation and quality in its educational programs.



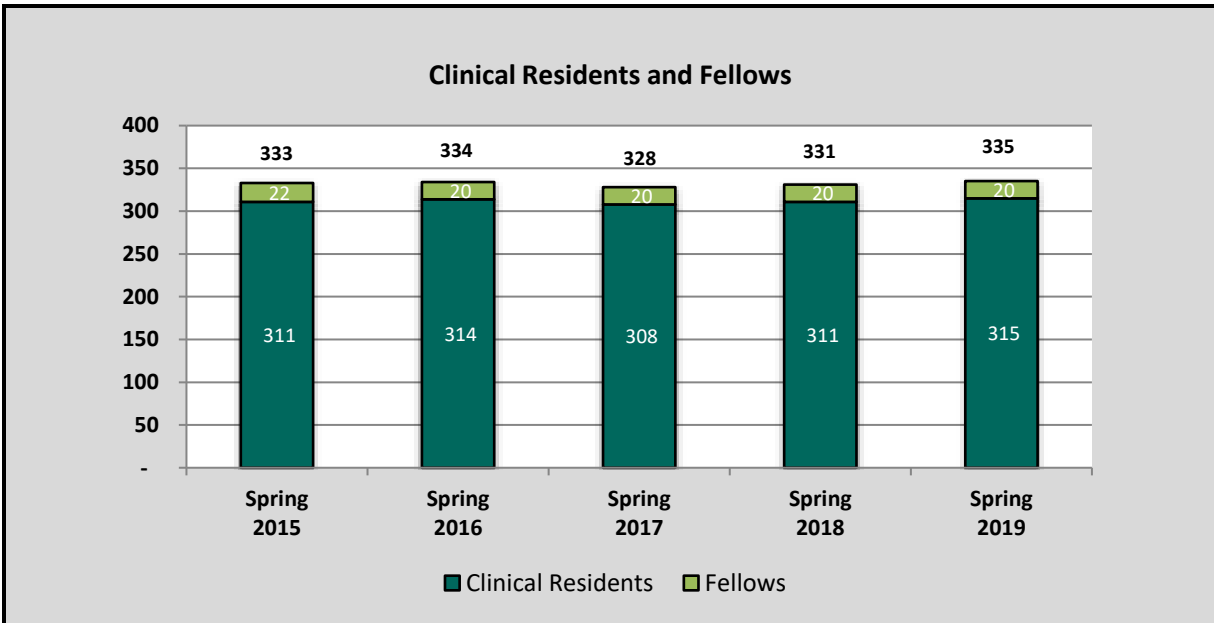
SOURCE: SIUC INTERACTIVE FACTBOOK 2018-2019 AND MEDPREP

SUCCESS: SIU School of Medicine’s enrollment patterns have been stable for the past five years. Enrollment of medical students in the undergraduate medical education program (program leading to the MD degree) is capped at 288 (72 per class year) and varies only slightly year to year due to a small number of medical students on or returning from leave or repeating a school year. Applications to the MD program remain strong, averaging 17.7 applicants for every position in the matriculating class over the last five years. The medical school offers graduate science programs for masters and doctoral students in pharmacology, physiology, and (in cooperation with the SIUC College of Science) molecular biology, microbiology, and biochemistry. These graduate science programs have maintained their enrollments; annual fluctuations in enrollment are due largely to spikes in graduation numbers. Over the past five years, the Physician Assistant program has averaged over 19.7 applicants for each open position and for fall 2018, twenty-eight applications were received for each available opening. Enrollment of MEDPREP students was also stable during this period.

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CHALLENGE: Enrollment in the medical school’s programs is expected to remain strong. Due to their enrollment caps, enrollment in the MD program and the PA program will continue at current levels. MEDPREP enrollment is expected to also continue at current rates, while the graduate science program enrollments may grow modestly over the near term.

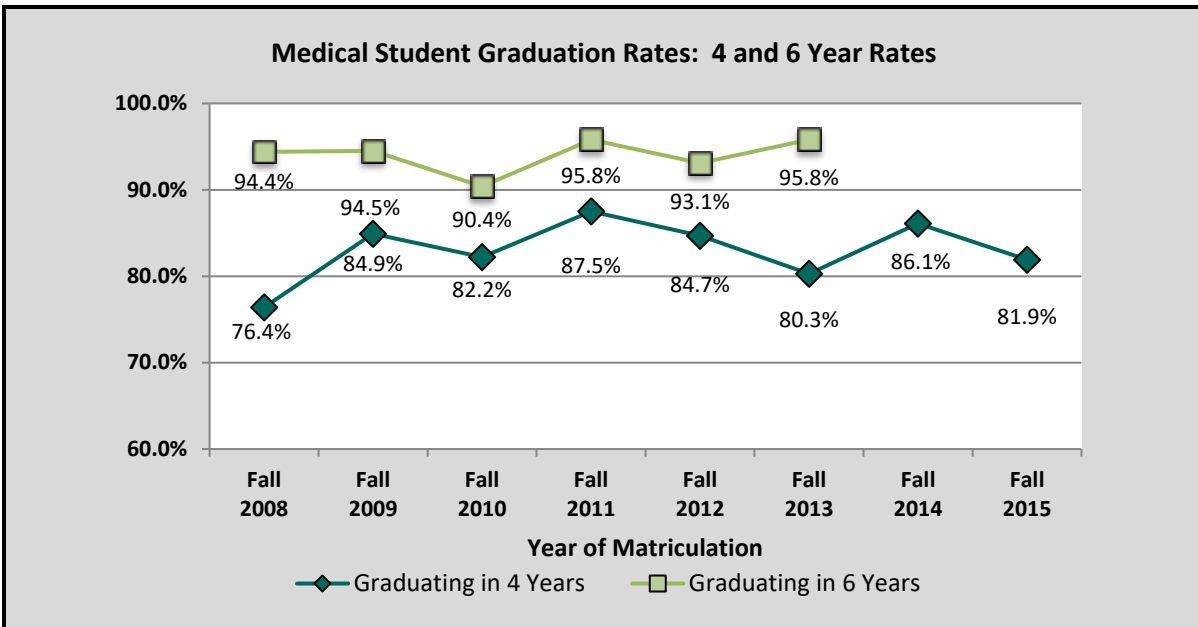


SOURCE: SIU SCHOOL OF MEDICINE GRADUATE MEDICAL EDUCATION PROGRAM, YEARS NOTED. ACGME-ACCREDITED PROGRAMS ONLY

SUCCESS: Graduate medical education (GME) is formal medical education pursued after the student graduates with the medical degree; it includes clinical residencies, fellowships, and medical internships. GME is provided cooperatively by teaching hospitals and medical schools. SIU School of Medicine, with its affiliated teaching hospitals, provides graduate medical education in seventeen clinical residencies and nine fellowships. The number of clinical residents and fellows averaged 332 during the most recent five-year period.

CHALLENGE: Clinical residencies and fellowships are funded by the government (largely federal funds through Medicare) and the leading hospitals. While there are proposals to reform and increase government funding of GME, government funding is fixed and growth in the number of clinical residencies and fellowships comes from additional hospital investment. The medical school must continue to monitor and maintain health care partner relationships and funding sources to ensure continued support to these important educational programs.

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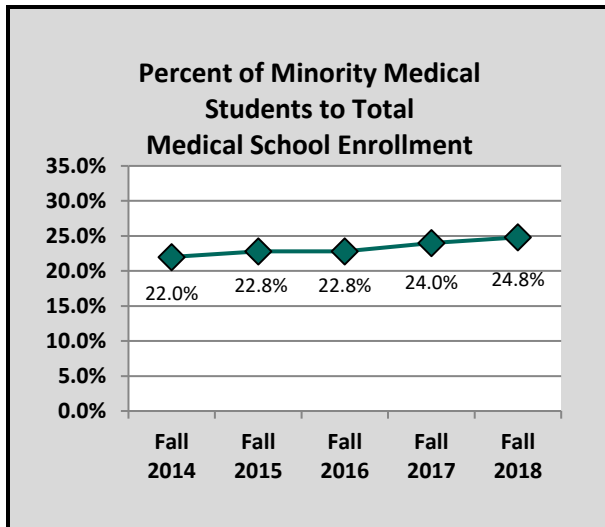
SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, AUGUST 2019

SUCCESS: Graduation rates for SIU School of Medicine remain high. As is typical for undergraduate medical education programs, nearly all MD students at SIU graduate from medical school with most completing their studies in four years. During the data period displayed above, 83% of MD students completed their degrees in four years and 94% graduated in six years. (Because SIU’s medical students usually are not allowed to extend their coursework beyond the fifth year, the five-year graduation rates are nearly equivalent to those displayed above for the six- year rate.)

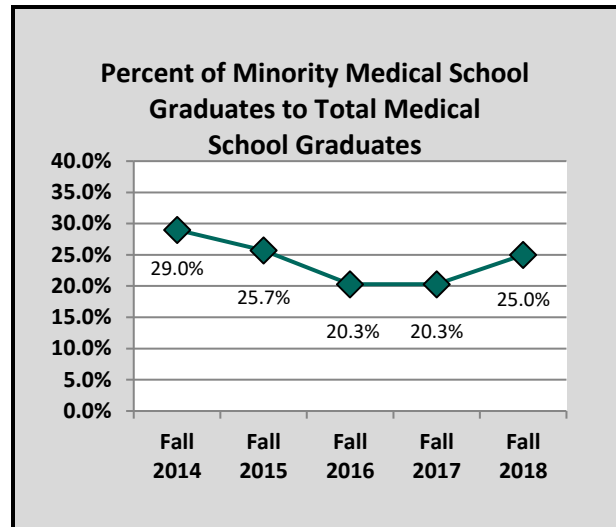
Four-year graduation rates declined for those classes matriculating in 2007 and 2008 due to a temporary increase in the number of medical students remediating courses. This measure rebounded for the matriculating class of 2009.

CHALLENGE: SIU School of Medicine’s goal is to graduate in four years all medical students who enter the MD program. In some cases, students encounter difficulty in completing their studies on time and may opt or be required to remediate some or all of an academic year. In other cases, economic, family, or other non-academic factors may affect the student’s academic progress. The medical school’s faculty, course and year directors, Student Affairs, and Equity, Diversity and Inclusion office administrators and staff closely monitor individual student’s academic performance and provide aid as needed. Students encountering academic difficulties may work with a learning specialist/coach. Students may self-refer or be referred by faculty or student affairs administrators for assessment. In addition to academic assistance, personal wellness, stress management, and other sessions providing coping skills are given throughout the years of medical school, starting in orientations to the first year. The medical school approaches every student who struggles as an individual, conducting a detailed assessment of the individual student’s problems and jointly designing a remediation strategy tailored to meet the student’s needs. The small size of the medical school classes allows personalized attention.

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SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, AUGUST 2019



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, AUGUST 2019

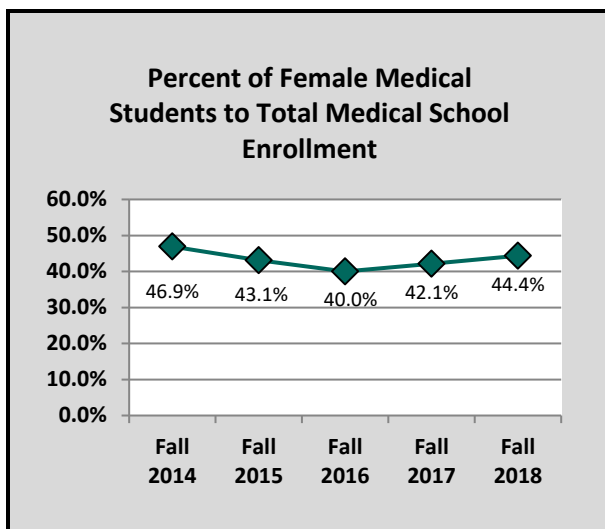
SUCCESS SIU School of Medicine is committed to educating a physician workforce particularly well suited to addressing the health needs of the citizens of central and southern Illinois as well as to advancing diversity within the medical profession nationally. US Census data estimates for central and southern Illinois are that ethnic and racial minorities (all minorities) comprise 12.4% of the region’s population. In comparison, minority students (all categories) as a percentage of total medical school enrollments at SIU averaged 23% for the most recent five-year period displayed above. When compared to other US medical schools, SIU’s medical school rated over the 90th percentile in percent of graduates who are from Black or African-American backgrounds and near the 60th percentile for percent of graduates from Native-American backgrounds (data for graduates from 2012-2017). These data suggest SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.

CHALLENGE: While SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program, trends and conditions at both the national and regional levels present continuing challenges. Nationally, the number of minority students applying to and enrolling in medical schools has increased modestly in recent decades; however, those from traditionally underrepresented in medicine (African-Americans, Hispanics, and Native-Americans) have grown less rapidly. Recent data for African-American males, for example, show a decline in the number of applicants and matriculants to medical schools since 1978, despite an overall increase in black male college graduates over the same time period. Research suggests that this is due to limited knowledge of career options, poor access to African-American role models, finances, and attractiveness of other careers that are less educationally intensive. Reflecting wider population patterns, medical school applicants/matriculants from minority backgrounds tend to be concentrated in large urban centers. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.

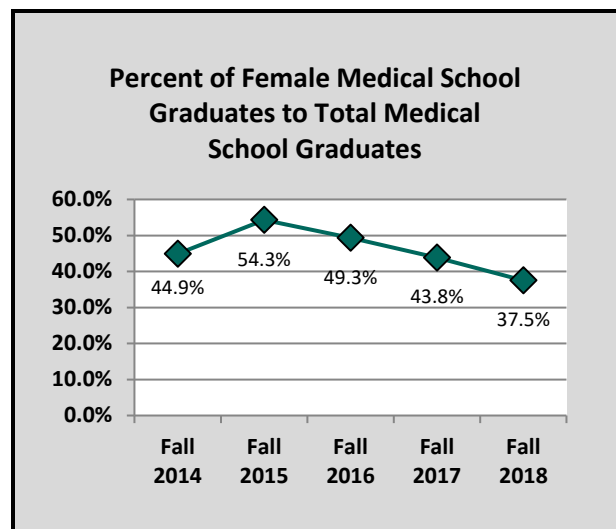
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SIU School of Medicine has been able to succeed in recruiting, retaining, and graduating minority students because of its long-term focus on achieving a diverse student body, and its investment of resources and strategies employed to attract, retain, and serve minority students. Important programs have helped the medical school achieve a more diverse student body; for example, the Medical/Dental Preparatory Program (MEDPREP) pipeline program, selection criteria preferences for students from traditionally underrepresented in medicine backgrounds, extensive academic advising and remediation activities available to all enrolled medical students, scholarships for minority and economically/ educationally disadvantaged students, and the leadership of the school’s Student Affairs and Equity, Diversity, and Inclusion offices in efforts to recruit, retain, and graduate a diverse student body. These efforts will continue. The medical school faculty also is diverse – SIU ranks near the 50th percentile of medical schools nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American backgrounds.



SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, AUGUST 2019



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, AUGUST 2019

SUCCESS: Enrollment of women in SIU’s MD program has remained stable over the most recent five-year period. During these years, enrollment for this group averaged 43.3% at SIU. This is comparable to all US medical schools where women comprise 47.9% of the nation’s medical school enrollment during this same time period. Women as a share of total enrollment have increased dramatically in the decades since the founding of SIU School of Medicine in 1970. SIU School of Medicine ranks over the 70th percentile of all medical schools for the percentage of its faculty who are women and women also serve in a number of Department Chair and Associate Dean positions. This reinforces and supports the school’s priority to encourage and develop female physicians for practice.

CHALLENGE: For the 2018-2019 academic year, there were nearly 53,000 applications to all US medical schools, of which over half (50.9%) were women. In addition, the percentage of females enrolled in US medical schools reach 49.5% in that same year. While the enrollment percentage of women at SIU School of Medicine was 44.4% in fall 2018, it is expected that this percentage will return to higher levels consistent with earlier years. SIU’s medical school has several advantages in attracting female medical students, including effective pipeline programs such as MEDPREP, an innovative and flexible curriculum, and a strong reputation in primary care and service to medically underserved populations.

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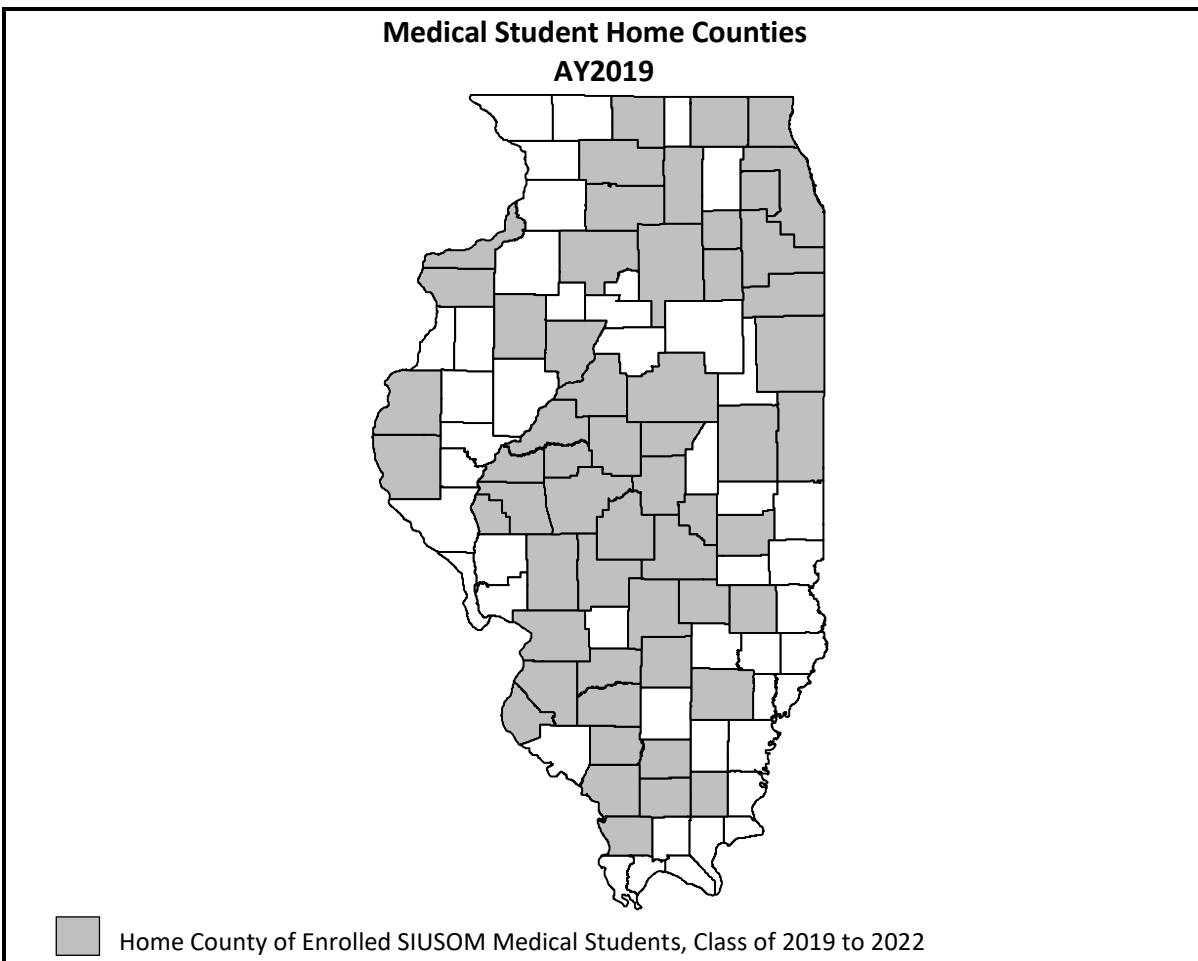
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RECOMMENDATION 2: *Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.*

Medical students attending SIU School of Medicine normally first graduate from an approved baccalaureate program and must complete the Medical College Admission Test (MCAT) prior to admission. Most students come to medical school directly from their undergraduate programs; in some cases, students may have first pursued graduate study, medical preparatory training, or brief periods of professional employment. As such, they are better described as continuing their education than reentering it. SIU School of Medicine provides services to assist its students in completing their studies.

RECOMMENDATION 3: *Reduce geographic disparities in educational attainment.*

SIU School of Medicine is a publicly assisted medical school focusing on the health care needs of downstate Illinois. SIU has been an international leader in medical education and a key player in the development of the regional academic medical center in central and southern Illinois. The school's students come from this region. SIU's physicians, surgeons, and other health care professionals provide high-quality patient care services in the school's clinics and regional hospitals, as well as in community outreach locations throughout central and southern Illinois. SIU School of Medicine is committed to improving the health of the region's citizens.



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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

SUCCESS: SIU School of Medicine has been successful in matriculating medical students from the entire region. This provides these students with the opportunity to attend medical school as well as encourages them to remain and practice in the region. SIU's medical students come from rural areas, small towns, and cities in Illinois. In FY2019, medical students came from 56 of Illinois' 102 counties and of these students, 93% were from downstate Illinois and 42% came from rural counties. Over half (52.1%) of the class matriculating in academic year 2018/2019 came from communities of 25,000 or fewer citizens.

CHALLENGE: Recruiting medical students from these geographical areas is one factor contributing to the school's success in preparing its graduates for practice in rural and medically underserved areas. The medical school must continue to prioritize recruitment of medical students from the region as one key strategy in providing the physician workforce needed for central and southern Illinois. SIU ranks near the 90th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, above the 60th percentile of graduates practicing in underserved areas, and over the 50 percentile of graduates practicing in-state (2019 AAMC Missions Management Tool listing graduates from 2004 to 2008).

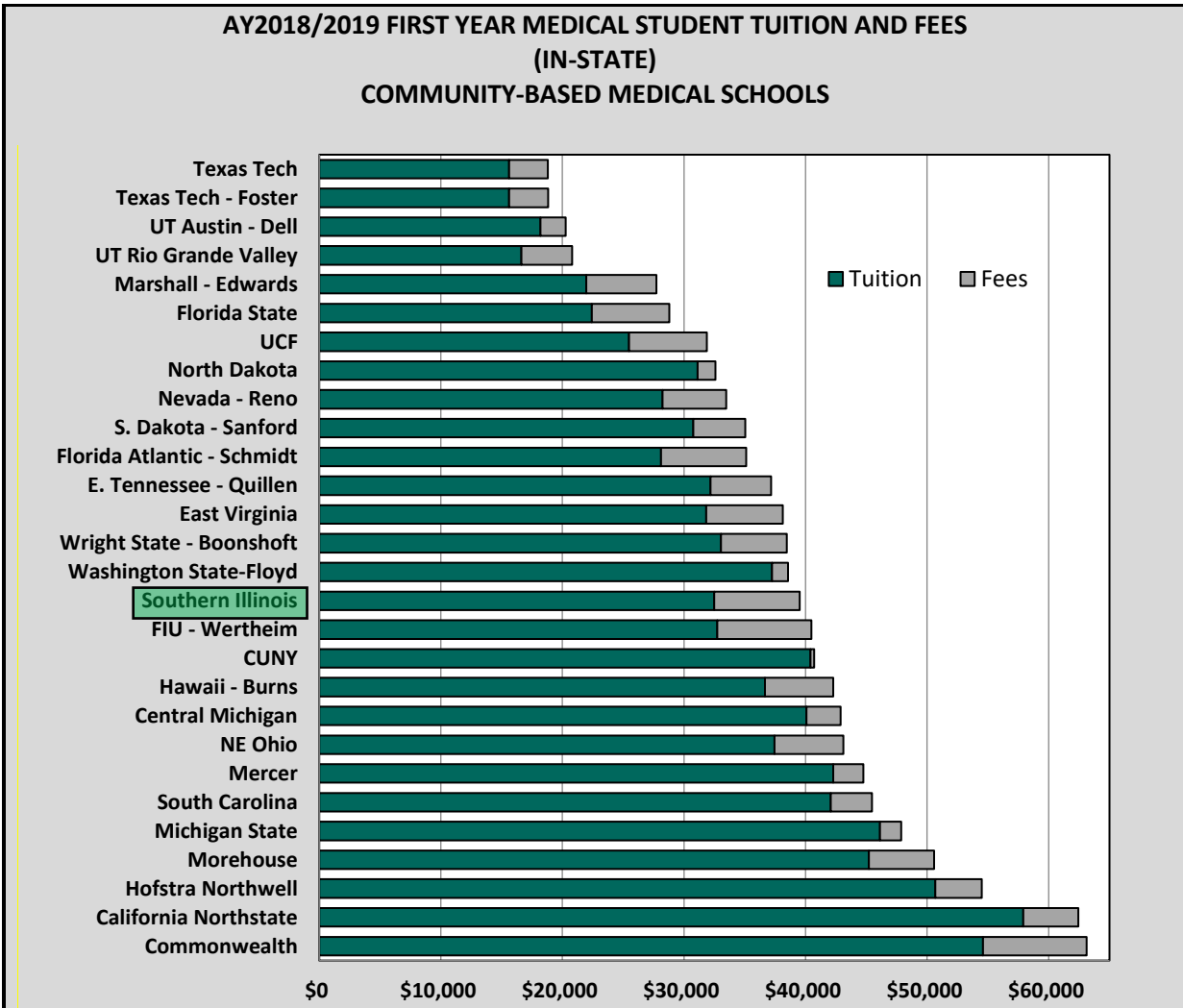
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILYS, AND TAXPAYERS

RECOMMENDATION: *Make Illinois one of the five most affordable states in the country to get a college education.*

SIU School of Medicine is committed to promoting value in tuition and providing additional funding for student scholarships. The school strives to maintain affordability in its tuition, increase its funding of medical school scholarships, and provide other services and benefits of value to medical students, resident physicians and fellows, physician assistant students, and graduate science students.

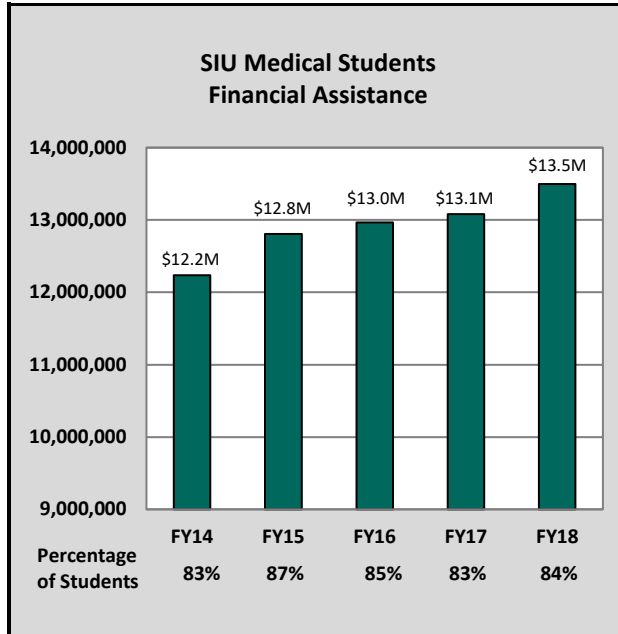


SUCCESS: SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 5.9% of the school’s FY2019 operating budget (excluding SIU Medicine funds).

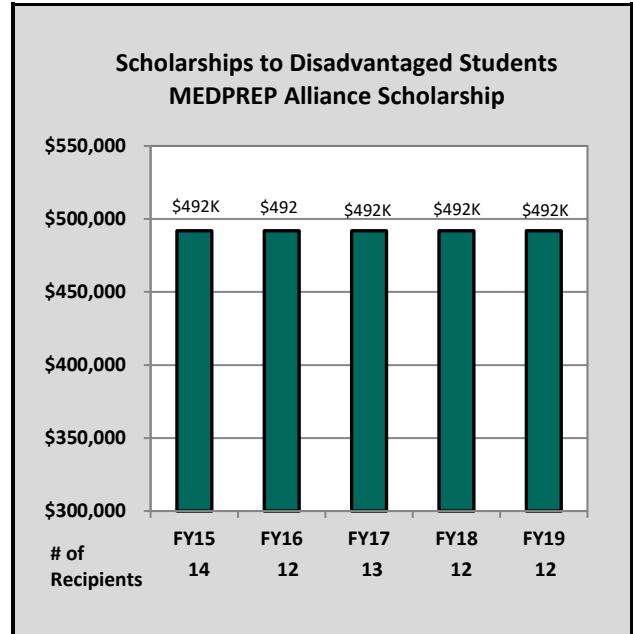
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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

CHALLENGE: Medical school tuition and fees must be kept affordable to ensure access to medical education by qualified students and to encourage graduating physicians to remain and practice in the region. The university and medical school will continue to minimize tuition and fee increases to the degree possible.



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2019



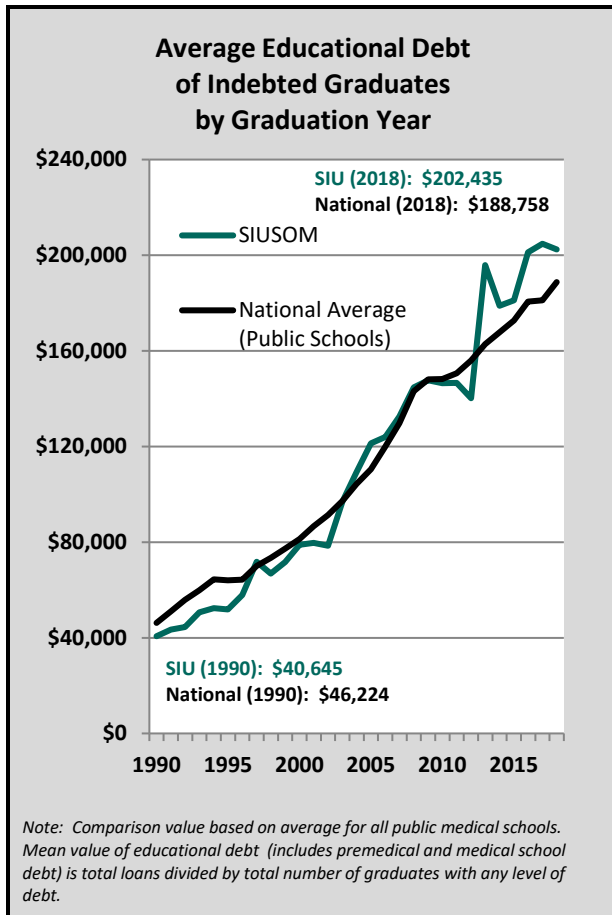
SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS AND OFFICE OF MANAGEMENT AND BUDGET, FALL 2019

SUCCESS: SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. Over the most recent five-year period, 84% of SIU's medical students received financial assistance. SIU School of Medicine provides scholarships for graduates of the school's Medical/Dental Education Preparatory Program (MEDPREP) and other students from disadvantaged backgrounds to attend SIU's medical school and study in the MD program. Funding for these MEDPREP Alliance Scholarships has remained steady at nearly \$500,000 per year.

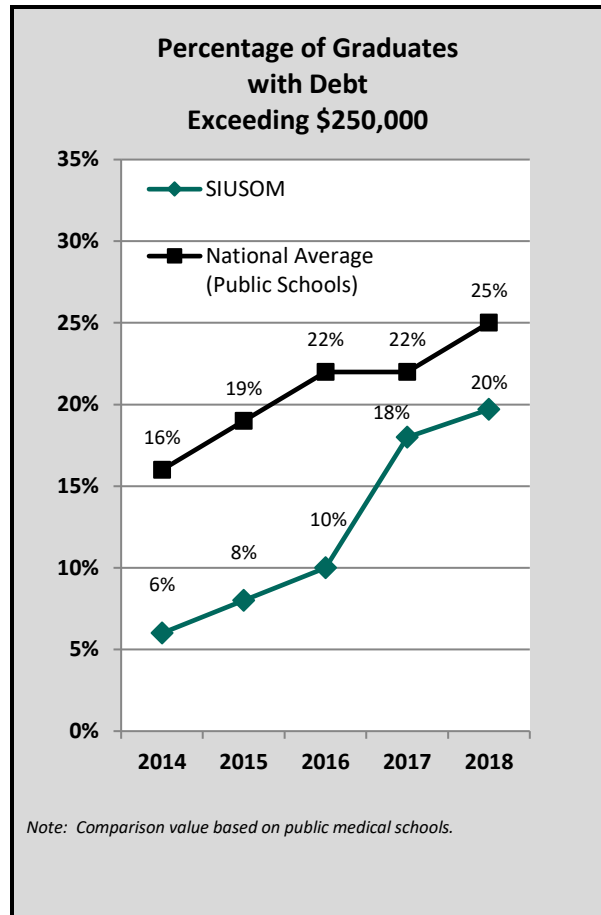
CHALLENGE: The School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school's Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term emergency borrowing. Consulting begins during the student's interview in the application process and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive frequent counseling regarding minimizing and managing their debt after graduation.

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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2018



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2018

SUCCESS: A significant issue in medical education nationally is the rising amount of debt incurred by medical students. Students at SIU School of Medicine are no exception. For those SIU medical students graduating with debt in FY2018, the average educational debt (including premedical school debt) was \$202,435. This is consistent with trends at other public medical schools. Twenty percent of the 2018 graduating class incurred total educational debt in excess of \$250,000, a percentage that has more than tripled since 2014. While this level trails the national average, the amount of debt being carried by SIU’s medical school graduates remains a continuing concern.

CHALLENGE: To assist students in managing the impact of increasing undergraduate and medical school debt, SIU School of Medicine has made student scholarships a priority. Medical student scholarships are needs-based and come from two main sources: the Dean’s Fund supported by clinical practice revenues and annual fund raising directed at alumni and other donors. The medical school and the university are working to dramatically increase funding for medical scholarships. The medical school is also working to contain the costs of education borne by medical students. This includes approving only modest tuition and fee increases while continuing efforts to contain medical education costs.

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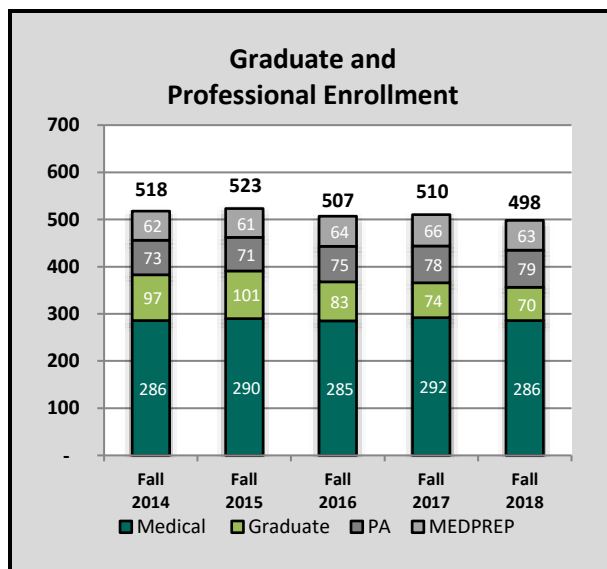
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

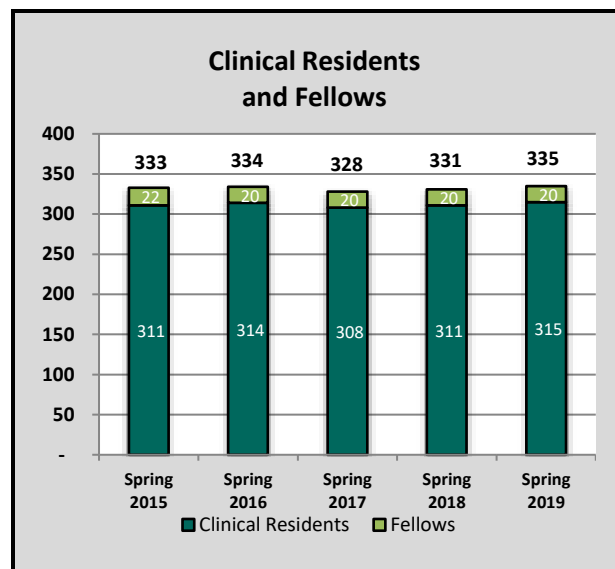
Excellence in professional and graduate education as well as leadership in research, scholarly, and creative activities is integral to the mission of SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

SIU School of Medicine educates future physicians, new and established practicing physicians, physician assistants, and graduate science students. SIU School of Medicine has fully integrated significant academic changes to its Year 3 medical curriculum leading to increased student involvement in direct patient care; expanded time spent with teaching physicians, coaches, and mentors; and provided additional time and resources to assist students in choosing a medical residency/career. These changes improve the patient care and clinical reasoning skills of SIU medical program graduates. Ongoing evaluations indicate that these changes have led to increased student and faculty satisfaction with the curriculum, increased student-patient contact experiences and procedures, and no decrease in student performance on standardized exams. Several other medical schools are implementing all, or elements of, this new curriculum.



SOURCE: SIUC FACTBOOK 2018-2019 AND MEDPREP



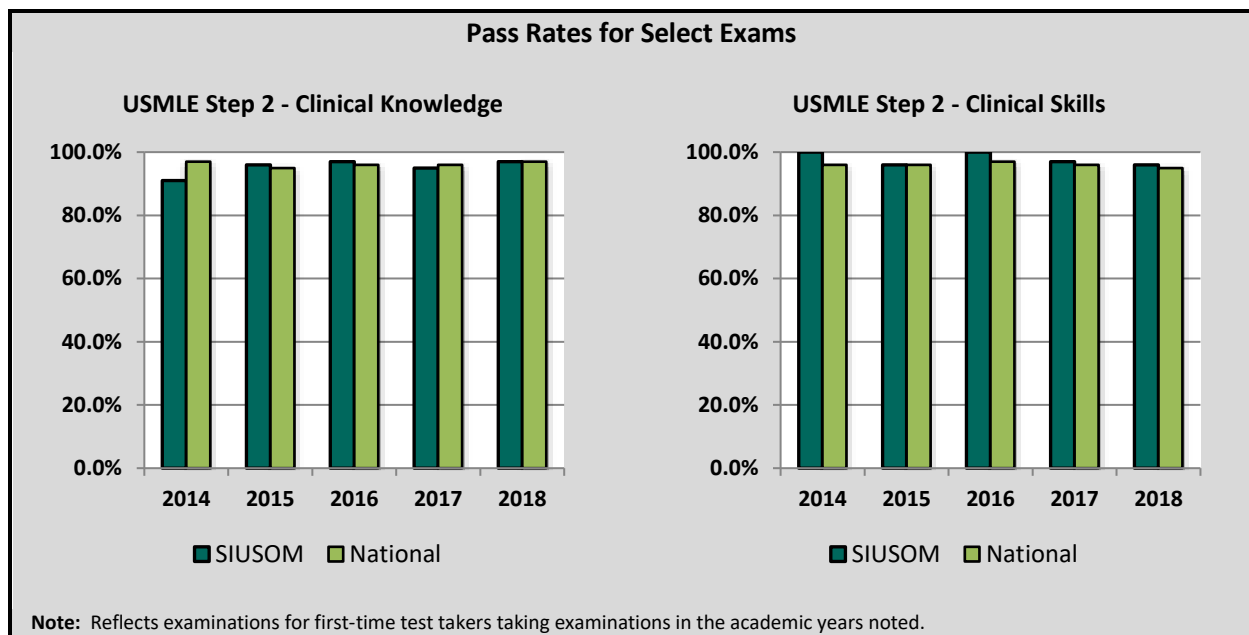
SOURCE: SIU SCHOOL OF MEDICINE LCME ANNUAL MEDICAL SCHOOL QUESTIONNAIRE PART II, YEARS NOTED

SUCCESS: SIU School of Medicine has been successful in preparing undergraduate medical (MD) students, clinical residents and fellows, and physician assistants for medical practice as well as preparing graduate science students for careers in academia or private industry. MD graduates of SIU’s medical school are accepted into highly competitive clinical residencies in their chosen specialties. Clinical residents and fellows trained in the school’s graduate medical residency programs and graduates of SIU’s physician assistants program are well prepared for medical careers, frequently opting to practice in central and southern Illinois. The medical school’s MS and PhD programs train scientists in pharmacology, physiology, and molecular biology, microbiology, and biochemistry, fields with direct application in the burgeoning biomedical industry. All medical education programs are accredited by their national accrediting agencies (Liaison Committee on Medical Education (LCME), Accreditation Council on

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Graduate Medical Education, Accreditation Council on Continuing Medical Education, and the Accreditation Commission on Education for the Physician Assistant); in 2015, SIU School of Medicine became the only medical school to receive a second consecutive full eight-year LCME accreditation with no citations. In 2017, the Physician Assistant Program was granted Continuing Accreditation Status for the maximum of ten years. Graduate science programs are in full compliance with program review requirements of the Illinois Board of Higher Education.

CHALLENGE: SIU School of Medicine’s educational programs are well-established, effective, and productive. Each program has strong enrollments and graduation rates. However, funding sources for these programs – most notably state appropriations and overhead on external grants and contracts – have declined in recent years and the prospects for their rebound are uncertain. If these trends continue, the medical school will be forced to curtail programs and increase tuition.



The United States Medical Licensing Examination (USMLE) is a three-part examination required for medical licensure in the United States. Developed and administered by the National Board of Medical Examiners (NBME), the USMLE exams assesses a physician's ability to apply medical and scientific knowledge (Step 2 – Clinical Knowledge) and to demonstrate fundamental patient-centered skills (Step 2 – Clinical Skills). Medical students take the Step 2 – Clinical Knowledge test at the end of their third year of medical school and Step 2 – Clinical Skills test in their fourth year.

SUCCESS: Pass rates on the USMLE Step 2 – Clinical Knowledge examination are at or near national rates throughout the five-year period displayed above and met or exceeded the national average in three of the last five cycles. For the Step 2 – Clinical Skills test, pass rates for SIU’s medical students typically exceed the national rates and SIU students attained 100% pass rates in two of the past five years. The medical students’ performance on the USMLE reflects their readiness to enter and succeed in their medical residencies.

CHALLENGE: The United States Medical Licensing Examination is revised for test content on an annual basis by the National Board of Medical Examiners. SIU School of Medicine faculty must monitor

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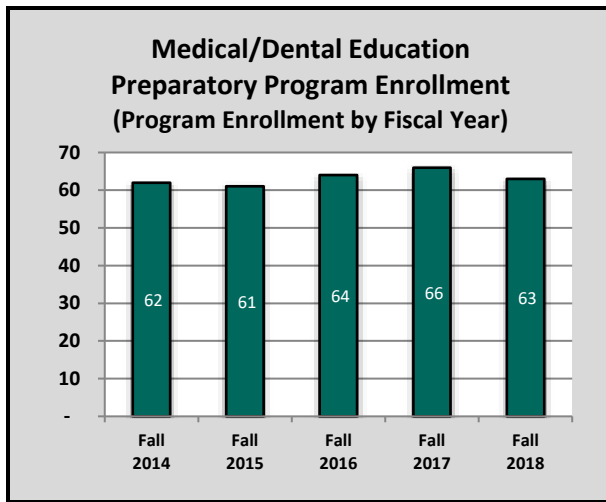
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evolution of the USMLE as well as SIU medical students' performance on these tests and use that information in continuous assessment and improvement of the school's educational program.

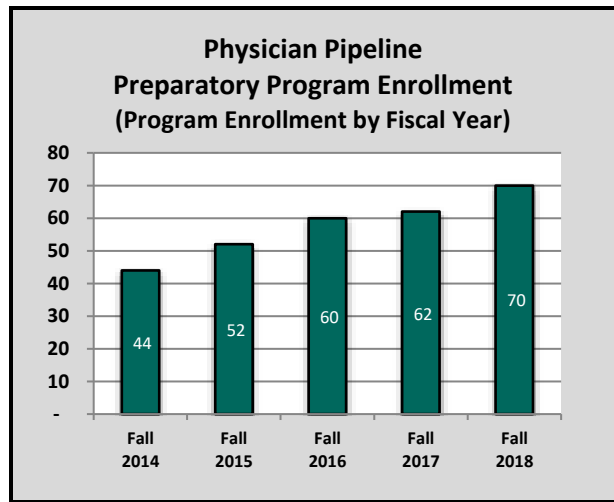
RECOMMENDATION 2: Improve transitions all along the education pipeline.

SIU School of Medicine offers two educational pipeline programs. Established in 1972, the Medical/Dental Education Preparatory Program (MEDPREP) is SIU's nationally recognized post-baccalaureate program of preparatory learning for minority and educationally/economically disadvantaged students tracking towards health professions. The program's mission is to increase the numbers of underrepresented minority and disadvantaged students who enter and graduate from health professions schools. MEDPREP graduates have attended the nation's leading health professional schools, including SIU School of Medicine.

In cooperation with the Springfield Public School District 186 and the Sangamon County Medical Society, the medical school established the Physician Pipeline Preparatory Program (P⁴) in 2009. P⁴ is a multi-year, after-school program designed to encourage high school students in the Springfield area who are interested in becoming physicians. P⁴ features special lectures, physical skill-training seminars, and supplemental instruction in science/technology/engineering/mathematics (STEM) courses, job shadowing, laboratory experiences, guest speakers, research projects, and mentoring.



SOURCE: MEDPREP, AUGUST 2019



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF EQUITY DIVERSITY AND INCLUSION, AUGUST 2019

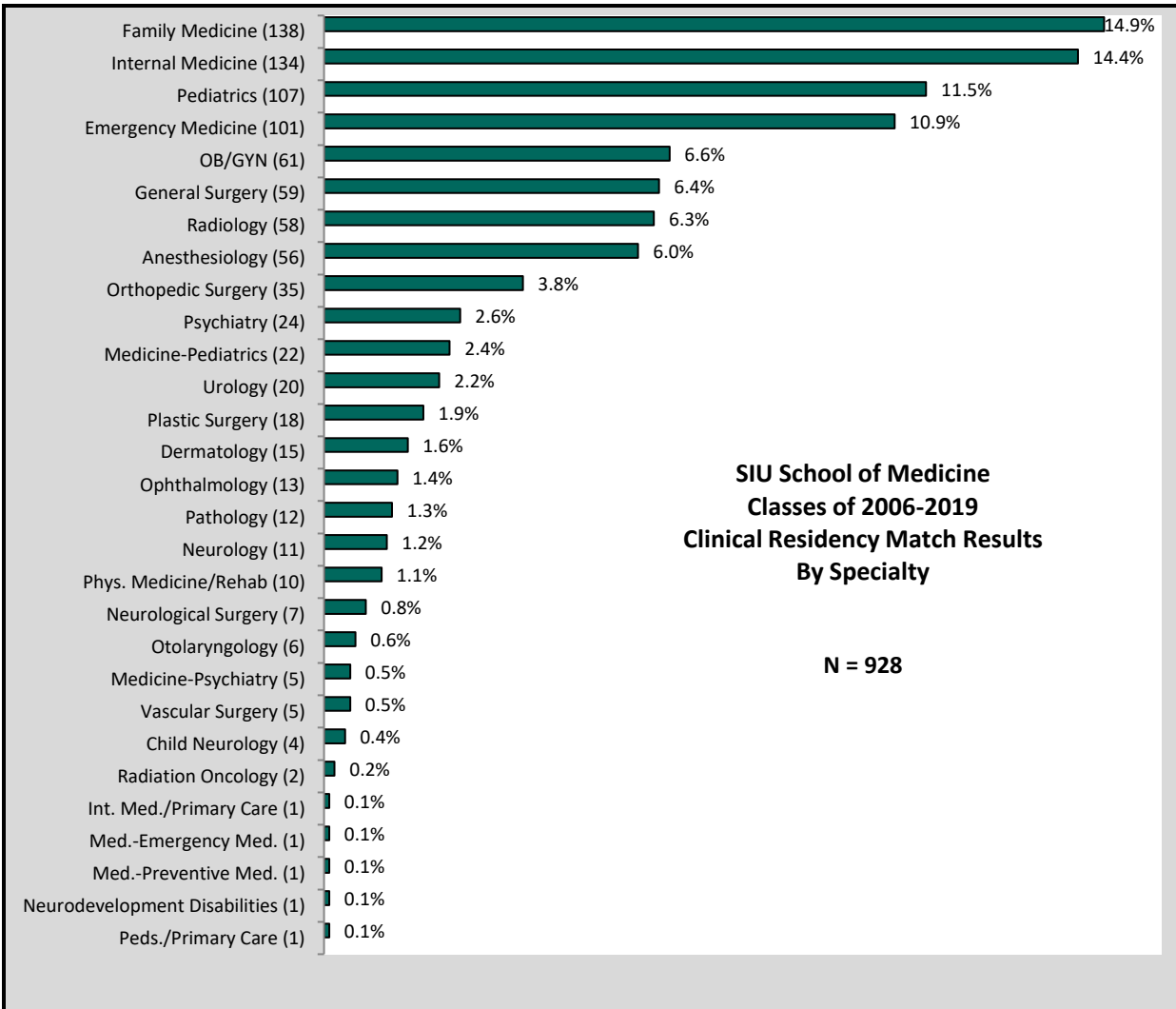
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SUCCESS: SIU School of Medicine’s educational pipeline programs are providing significant benefits to students interested in becoming physicians. Since the program’s founding in 1972, 1,618 students have participated in MEDPREP. In the most recent five-year period, the program had a 94% completion rate and 85% of these students entered medical or dental school, other health professions school, or health-related graduate programs upon completion of MEDPREP studies. The first P⁴ class (Class of 2013) began the program in fall 2009 and consisted of 22 students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year and in total 70 students have completed the program. Three students from the first P⁴ class of 2013 are currently pursuing their medical degree at SIU School of Medicine.

CHALLENGE: As with other medical school educational programs, the MEDPREP and P⁴ programs have strong student interest, participation, and outcomes. The challenge to each program is continuation of necessary funding.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, MARCH 2019. EXCLUDES PRELIMINARY, TRANSITIONAL, AND SPECIAL FELLOWSHIPS (E.G., RESEARCH FELLOWSHIPS)

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Clinical residency is hospital-based, graduate medical education that follows the individual's graduation from medical school with the MD degree. Residency provides in-depth training in a field of medicine allowing the physician to specialize her or his practice in that field. Most residencies are completed in three to seven years, depending on the specialty. Successful completion of a clinical residency is required for medical licensing in Illinois and in most states.

SUCCESS: Graduates from SIU's MD program have been successful in obtaining highly competitive clinical residencies to continue their medical training. In the fourteen-year period (2006-2019) displayed in the chart on the previous page, SIU's MD graduates entered residencies in 29 different specialties, including all of the primary care fields and numerous medical and surgical specialties. For the SIU SOM graduating class of 2019, 98% attained a first-time residency match, excluding those who accepted preliminary or transitional residencies or special fellowships.

CHALLENGE: Due to increased class sizes in some medical schools and the addition of several new medical schools, there has been a sizeable increase in the number of medical graduates seeking to enter residency. For the most recent residency match period conducted in March 2019, a record-high number of applicants (over 38,000) applied for residency positions, an increase of more than 3,400 applicants (9.9%) over the last five years. This trend of increasing graduates is expected to continue as thirteen new US medical schools have received preliminary or provisional accreditation since 2015 and are expected to begin graduating M.D.s in the next one to four years. This is resulting in a more competitive residency environment for graduating medical students, including those from SIU. SIU School of Medicine must continue to prepare its medical students to be highly competitive for their desired residency.

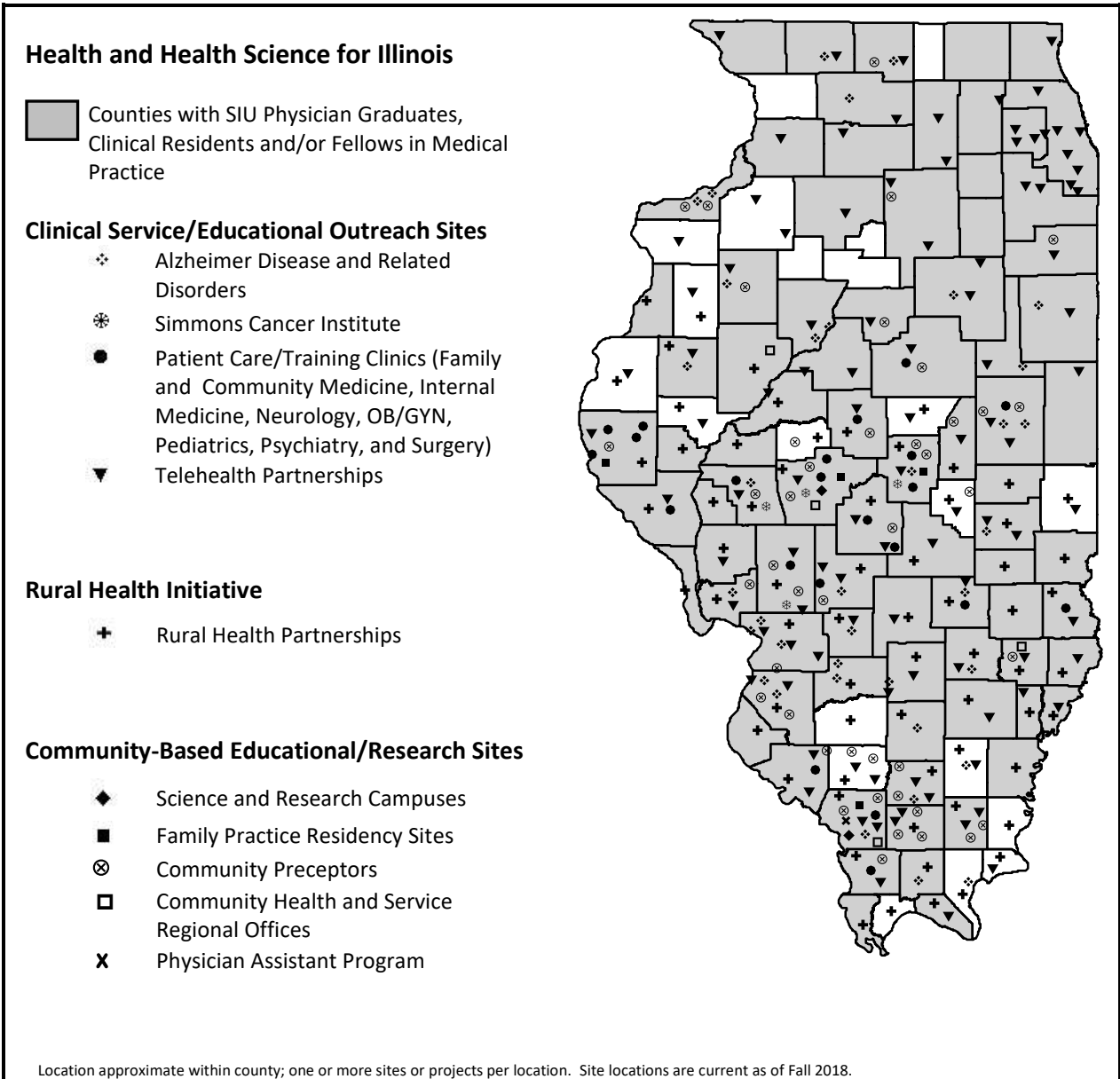
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GOAL 4: BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

SIU School of Medicine's academic and patient care programs enhance Illinois' economic environment through direct impact upon the health care market and related industries. These programs exemplify the school's contribution to regional economic development and health care service.



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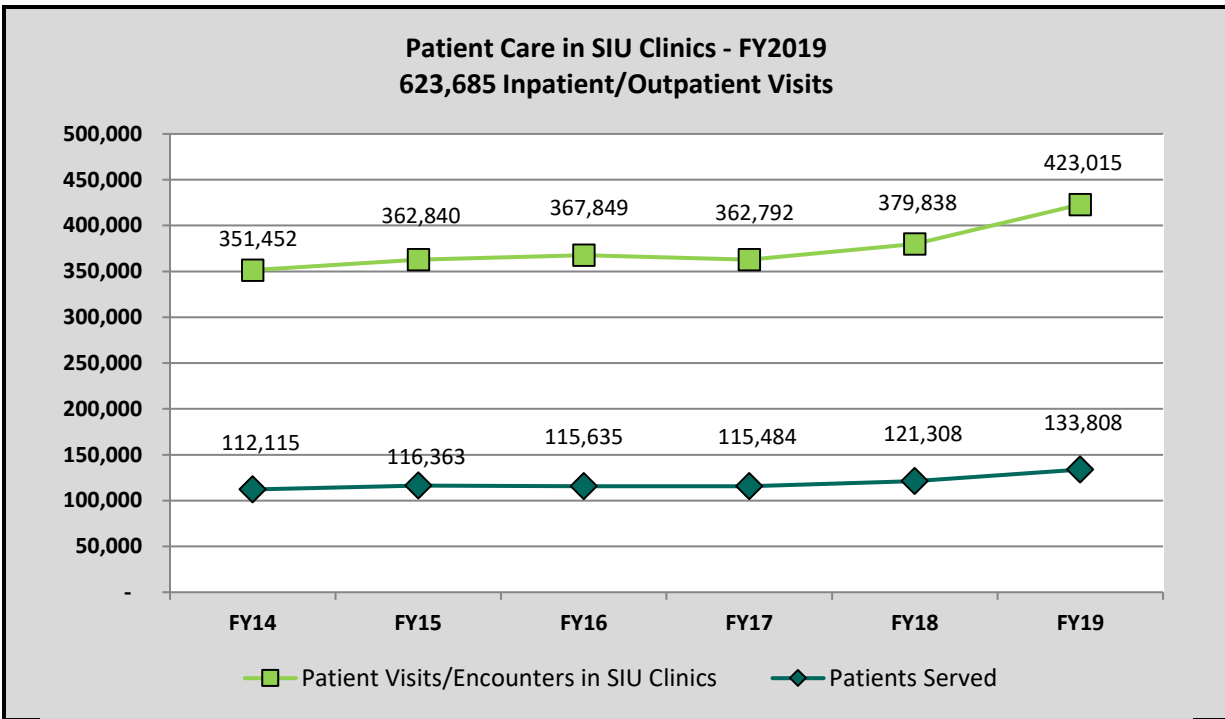
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SUCCESS: Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school's MD program, residencies and fellowships practice medicine in 81 of Illinois' 102 counties. SIU patient care clinics are located in Springfield with family medicine centers in Carbondale, Decatur, Quincy, Jacksonville, Lincoln, Taylorville, and Springfield. Clinical outreach, educational sites, and affiliations with community hospitals and health care providers extend the school's patient care services to numerous locations throughout central and southern Illinois. Regional community health and telehealth programs further extend the medical school's reach in support of community needs. These relationships have been nurtured and strengthened over the medical school's history.

In late summer 2018, the School of Medicine was the recipient of the American Hospital Association's NOVA Award in recognition of its successful "Access-to-Health Collaborative" being conducted in Springfield. In collaboration with two Springfield hospitals (HSHS St. John's Hospital and Memorial Medical Center), this program links medical and health care with the expertise of many other Springfield agencies that focus on social determinants of health and health equity. This recognition follows the School's receipt of the 2018 Josiah Macy Jr. Foundation Award for Institutional Excellence in Social Mission in Health Professions Education. This award, which recognizes "outstanding leadership in advancing social mission in professions education" was granted by the Milken Institute School of Public Health at George Washington University and the Beyond Flexnor Alliance

CHALLENGE: SIU School of Medicine's mission challenges it to actively promote health in central and southern Illinois. Its programs must address the needs of the population of downstate Illinois, and the rural, small-town, and mid-sized cities that make up this region. This region's population has disproportionately higher rates of disease and less access to medical care when compared to urban populations. Health care delivery systems in more rural areas are less extensive and developed than in portions of the state with larger population concentrations which can negatively impact health. SIU School of Medicine's programs are designed to address these health disparities. The school's continuing challenge is to address the region's needs with its currently available resources.

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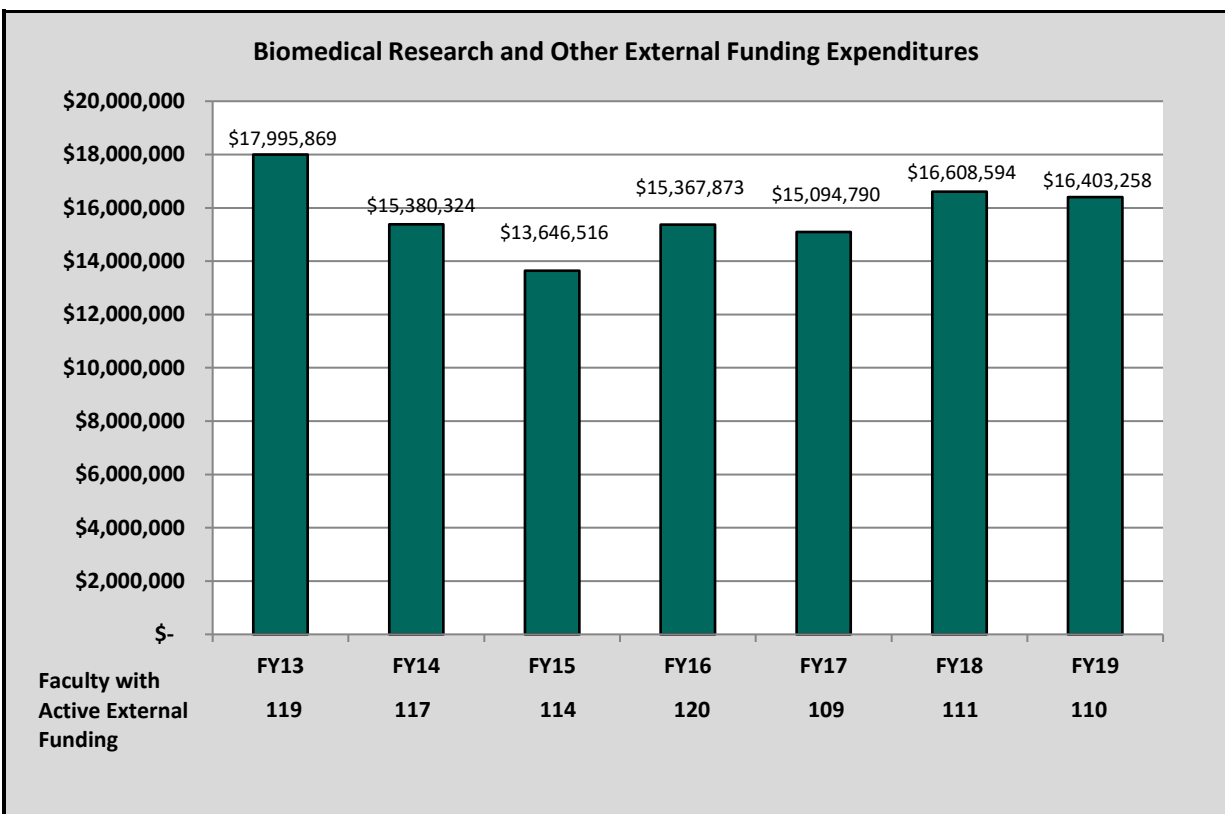


SUCCESS: Through its physician practice organization, SIU Medicine, SIU School of Medicine offers primary and specialty physician services to central and southern Illinois patients, addressing patient needs not otherwise met in the area. These services complement health care provided by affiliated hospitals and community physicians. In FY2019, nearly 240 full-time faculty physicians worked in ten clinical disciplines: anesthesiology, family/community medicine, internal medicine, neurology, obstetrics and gynecology, pathology, pediatrics, psychiatry, radiology, and surgery. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU’s physicians. During this year, SIU physicians provided services to 133,808 patients during 423,015 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 620,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

In FY2019, the School opened a new Women and Children’s Clinic that provides primary care and specialty outpatient services for the Department of Pediatrics and the Department of Obstetrics and Gynecology. Developed in collaboration with Hospital Sisters Health System (HSHS) St. John’s Children’s Hospital, this location also houses the South Central Illinois Perinatal Center as well as outpatient clinics for pediatric surgical services. Also this past year, the SIU Center for Family Medicine expanded into new clinical locations in Springfield and Taylorville which will provide an increase in accessible, convenient, effective and affordable patient care for patients living in central Illinois. In FY2019, the School also expanded services available through its Division of Cardiology and added two new clinical departments: the Department of Emergency Medicine and the Department of Otolaryngology and Head & Neck Surgery.

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CHALLENGE: Providers of medical care are confronted with numerous challenges in this era of health care reform, including rapid changes to the organization, financing, and delivery of patient care. Physician practices must adapt to higher demand for health care services driven by the aging of the population and other demographic trends as well as by expanded health insurance coverage under national health reform. These practices must successfully navigate changes in physician reimbursement, information technology, quality improvement and other requirements while they embrace new medical technologies and patient care models. Physician groups must also address changes in the structure of health systems such as the greater integration of physician practices and hospitals and the increased use of managed care and population health-based approaches. SIU School of Medicine must anticipate changes in the health care environment and effectively adapt to them.



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF THE COMPTROLLER, SEPTEMBER 2019

SUCCESS: SIU School of Medicine’s research programs focus on diseases and health conditions prominent in the region and contribute to improvement in both health care and medical training in central and southern Illinois. In FY2019, the School received over \$16 million in external grants and contracts for research, teaching, and public service. About 110 medical school faculty members have active grant funding. Some of the notable research initiatives at the School include studying the use of naturally occurring agents, such as flaxseed, in the treatment and early detection of ovarian cancer and the use of microbiomes for the treatment of endometriosis and the early detection of ovarian and endometrial cancer. Significant NIH funding has been awarded to School of Medicine faculty to study treatments to protect cancer patients who lose their hearing as a side-effect of chemotherapy as well as research into the identification and treatment of Alzheimer’s disease. Other research initiatives are being conducted in the areas of aging, cancer, heart disease,

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high-blood pressure, AIDs, asthma, muscular dystrophy, diabetes, and psoriasis. Additionally, the School's faculty engaged in 476 clinical research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.

CHALLENGE: Both the amount of new research funding and the number of active researchers at SIU School of Medicine decreased slightly in FY2019. As with other schools of medicine, challenges to ongoing research funding includes the possibility of reductions in NIH funding due to federal budget conditions, the conclusion of research studies/clinical trials, a reduction in the initiation of new research studies/clinical trials, and staff turnover. The School will continue its efforts to aggressively pursue additional research funding and to attract new faculty members with active research programs and/or the desire to pursue new research and clinical trials.

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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

STRATEGIC MISSION:

Southern Illinois University Edwardsville (SIUE) is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

VISION:

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

CORE VALUES:

Citizenship

- Social, civic and political responsibility – globally, nationally, locally and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practice in environmental, financial and social endeavors

Excellence

- High quality learning within and beyond the classroom
- Continuous improvement and innovation

Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

FOCUS STATEMENT:

Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University Edwardsville:

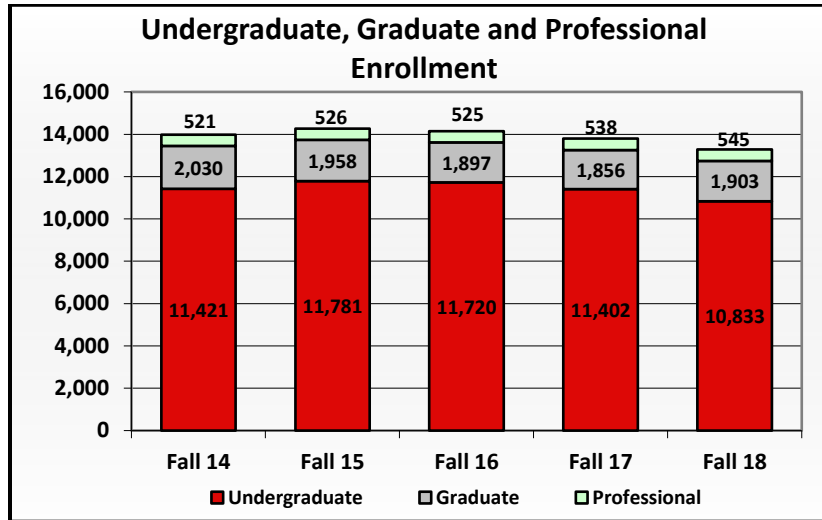
- Offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area.
- Emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region.
- Focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the central and southern Illinois areas; addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine; and addresses the need for pharmacists in the central and southern regions of the state through its School of Pharmacy.

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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING U.S. STATES AND WORLD COUNTRIES

RECOMMENDATION 1: Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.



SOURCE: SIUE FACT BOOK 2018 - 2019

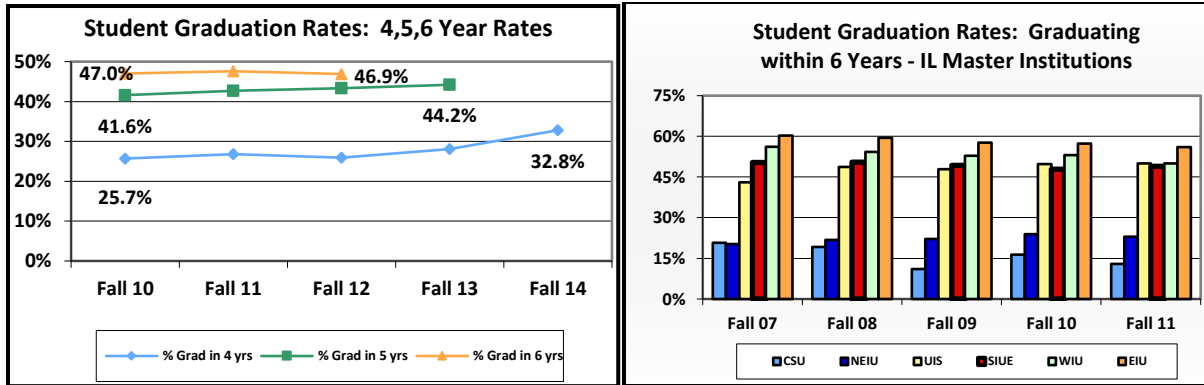
SUCCESS: SIUE’s enrollment patterns have remained relatively stable in the past five years. Student enrollment at SIUE has steadily increased since the nineties to an average of 14,000 for the last several years. These numbers are indicative of substantial success given the competitive environment. During the fall 2018 term, 26 percent of undergraduates were new to the University: 16 percent of undergraduates were new, first-time freshmen; 11 percent were new transfer students. Because of the robust transfer rate to SIUE, seniors outnumber the other classes, with juniors as the next largest class, and sophomores as the smallest class. Additionally, the ACT test scores for first-time, full-time freshman was the third highest in SIUE’s history. The average ACT score for new freshman was 23.3. The number of transfer students, 1,240, was the eighth highest of all time. These numbers reflect years of consistent growth and stability with the University maintaining strong enrollment numbers in undergraduate and professional programs. SIUE’s enrollment success continues to be buoyed by strong programming in the health sciences and engineering in particular, coupled with strong offerings in a wide variety of other disciplines, such as business and criminal justice.

SIUE’s healthy enrollments are bolstered by ongoing recognition of its quality programs and support for all students. The *Washington Monthly* ranked SIUE among the top Master’s granting universities for the tenth-consecutive year. SIUE ranks 4th among Illinois Public Institutions on *Forbes* magazine’s List of America’s Top Colleges. The magazine’s criteria are based on return on investment, including success after graduation, student debt, and student satisfaction. The School of Nursing is ranked among the top 100 in *US News & World Report* 2019 edition of Best Online Graduate Nursing Programs. SIUE’s multidisciplinary online master’s degree in Healthcare Informatics has been ranked 6th in the nation by *affordablecolleges.com* for the second consecutive time.

CHALLENGE: Like other public institutions of higher education, particularly those in the Midwest, SIUE continues to try to grow and find success in a highly competitive environment. While SIUE’s overall enrollment patterns, particularly at the undergraduate and professional levels, have been strong, SIUE

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recognizes an opportunity to increase enrollment at the graduate level. SIUE continues to work to identify new opportunities and programs that can better meet the changing needs of students, employers, and external stakeholders. For example, the graduate program in Criminal Justice was identified as a needed program in SIUE's area. This program was recently approved by the Illinois Board of Higher Education. SIUE continues to develop new programs, but is also working to revitalize and retool programs to better meet the needs of potential students and to attract new groups. This includes creating combined Baccalaureate and Graduate Degrees (Accelerated Master's Degree) in Engineering, Criminal Justice Policy, English, Environmental Science, Healthcare and Nursing Administration, Industrial Engineering, Mechanical Engineering, Media Studies, Nurse Educator, and Family Nurse Practitioner (DNP).



SOURCE: SIUE FACT BOOK 2018-2019

SOURCE: IPEDS

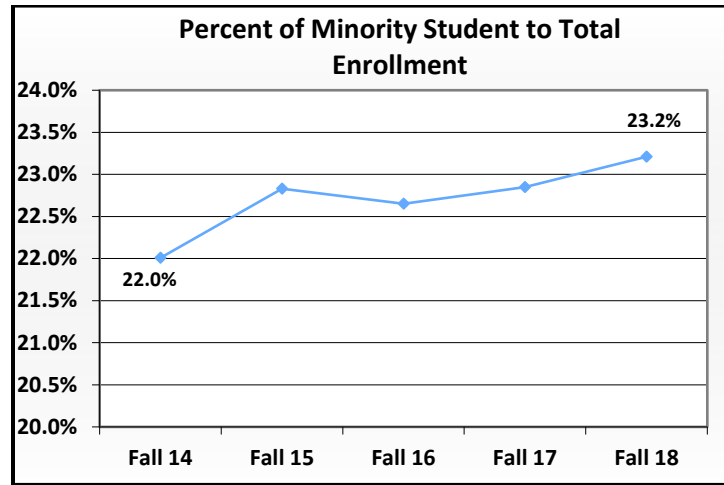
SUCCESS: Improving graduation rates and enhancing retention efforts remain priorities for SIUE. SIUE has identified increasing six-year graduation rates as a key performance indicator for the University. The plan established a 2018 target of 60% for the six-year graduation rate. SIUE's six-year graduation rate has been trending downward in the five-year period presented. Beginning with the fall 2006 cohort, SIUE has the third highest graduation rate among Illinois master's institutions. The six-year graduation rate for first-time, full-time freshmen was 47% as of fall 2018. Although not presented in the above charts, SIUE's four-year graduation rate for sophomore transfer students was 41%. Given the number of transfer students SIUE serves, this rate is also a key metric for SIUE to monitor. Similarly, the strategic plan identified a 60% six-year graduation rate target for transfer students by 2018.

CHALLENGE: The graduation rate has not yet met SIUE's goals. Although SIUE has attempted a variety of strategies, the desired outcome has not yet been achieved. There are specific strategies and attention directed to this area. SIUE hired a Director of Student Retention and Success in 2013 to lead SIUE's efforts in this area. The Director works with multiple offices and leads implementation of a list of 22 recommendations from the Campus Retention Committee. SIUE's "Graduation Starts Today" campaign continues to support new interventions to promote student success. The Director of Retention and Student Services' role was expanded to include oversight of Academic Advising and Learning Support Services. These two units provide critical support for SIUE students and will strengthen SIUE's coordinated efforts. This office has made a number of interventions and will continue to monitor the impact of these programs. The office has expanded the 5th Week Freshman Assessment, increased tutoring services, and increased campus-wide programming to support students. Additionally, this group adopted a caseload approach for academic advisors and implemented Starfish Retention software for student support services specialists, including academic advisors. The move to caseload advising has allowed advisors throughout campus to work with faculty as retention advocates in early warning and communication efforts. SIUE also launched the pilot of a new First Semester Transition course this fall. The 1-credit hour course is required for all first-time, full-time freshman. The course aims to help students transition to college, with a specific focus on preparation for college-level academic work and becoming an engaged member of the SIUE community. Additionally, SIUE is developing adaptive learning

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plans for students who need additional assistance in English, mathematics, and reading. With decreasing funding, launching these new programs is increasingly challenging. Because these efforts are working to improve the six-year graduation rate, the effects of these efforts may take a while to be realized.

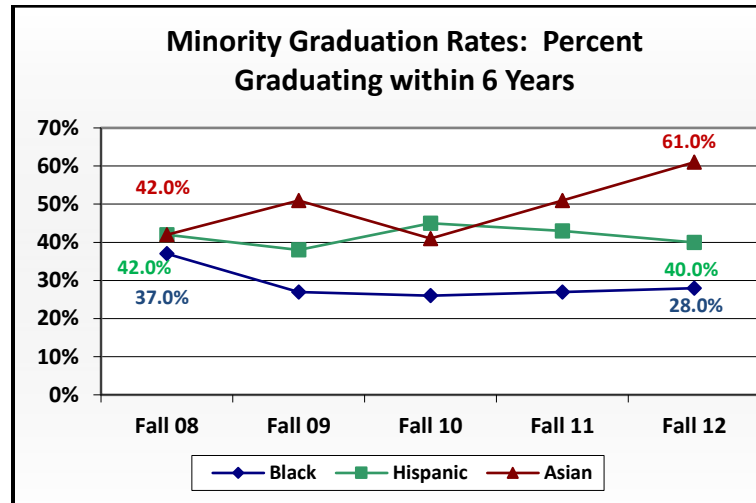


SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: In 2000, 18.6% of the SIUE student body was made up of minority students; in 2018 the percentage rose to 23.2%. Since 2008, SIUE has increased its percentage of underrepresented students at a greater rate compared to the median of its IBHE peers. SIUE’s commitment to diversity and inclusion continues to be reflected in SIUE’s growing enrollments of minority students and enhanced campus support systems. These include the development and approval of the University’s first comprehensive diversity plan. SIUE also received the 2018 Higher Education Excellence in Diversity (HEED) award for the fifth consecutive year from *Insight into Diversity* magazine.

CHALLENGE: Although SIUE has increased representation of racial and ethnic minorities within the University as a whole, the University remains committed to broadening representation in STEM disciplines – an area where SIUE has not seen the same gains for underrepresented minority students. As part of efforts to address this challenge, in 2018, SIUE launched the Teaching for Inclusive Excellence in STEM (TIES) Course Transformation initiative. The goals of the initiative are to close equity gaps in STEM and Health Sciences gateway courses by improving student learning outcomes, students’ self-efficacy, motivation and sense of belonging, enhancing peer-to-peer and faculty-to-student interaction, improving students’ metacognition and study skills and thus, enhancing student retention. SIUE’s diversity plan and its goals contain elements that will promote an atmosphere of inclusivity and excellence that will support all students, faculty, and staff in their success. SIUE was recently awarded a National Science Foundation (NSF) ADVANCE grant. The grant funding will support our efforts to not only recruit, retain, and support the advancement of women in STEM fields but more broadly enhance the systemic factors that support equity and inclusion and mitigate those factors that create inequities across all academic units.

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SOURCE: SIUE FACTBOOK 2018-2019

SUCCESS: Hispanic students’ graduation rates improved and are now comparable to SIUE’s overall rate for first-year, full-time freshmen. Through a variety of strong programs bridging Student Affairs and Academic Affairs, SIUE plans to work toward positive trajectories for all students.

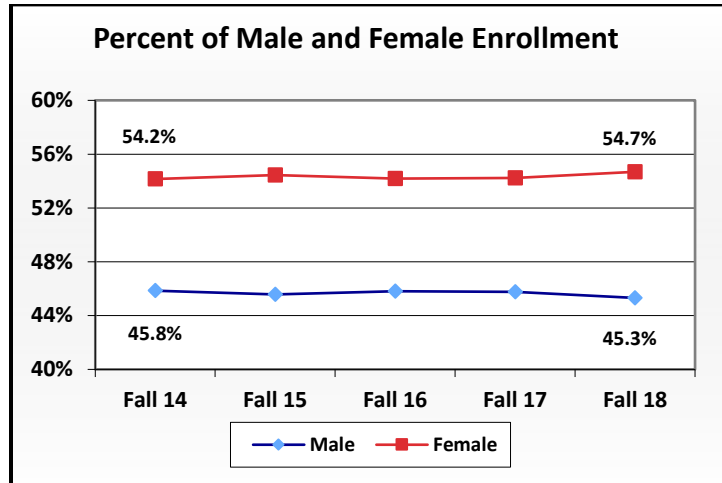
CHALLENGE: SIUE seeks parity for all student groups in terms of student success and graduation rates. SIUE remains committed to improving the retention and graduation rate for all students. SIUE continues to support programs for students from underrepresented groups, including racial minorities, through the Student Opportunities for Academic Results (SOAR) program. SOAR serves all underrepresented student populations and is free to all students.

Within SOAR, there are specific programs to support African-American students, including the near-peer mentoring program to bolster student success, FAME (Females of African descent Modeling Excellence) and GAME (Goal-oriented African-American Males Excel). The FAME and GAME programs serve 70 first-semester freshmen (35 new students each year in each program) at SIUE to help them succeed academically, professionally and personally. Although the experience in these programs is deep and impactful, participation in the program is capped. Graduation rates for Black students had remained at the same level from fall ‘05 through fall ‘08, but declined with the most recent three cohorts. These rates are lower than SIUE’s targets and the overall rate for the University. Academic Affairs will work to improve this rate and will partner with Student Affairs to develop plans to address student success for this group. For example, in the Fall of 2018, SIUE hosted the inaugural Black Student Welcome Reception, presented by the Office of the Chancellor, the Black Studies Program and the Black Faculty and Staff Association (BFSA), welcoming 260 black students, creating a sense of community and supportive network.

The enrollment and graduation rate for Hispanic students has fluctuated significantly over time. The rate for Hispanic students hit a low for the five-year period with the fall ‘07 cohort but has increased since then. The university also held its first Diversity Day in 2018, an educational day that includes art, discussions, guest speakers, presentations, posters and even cuisine representing the ethnic roots of our students. In addition to efforts taking place on all of our campuses, we engage surrounding communities through a community service project.

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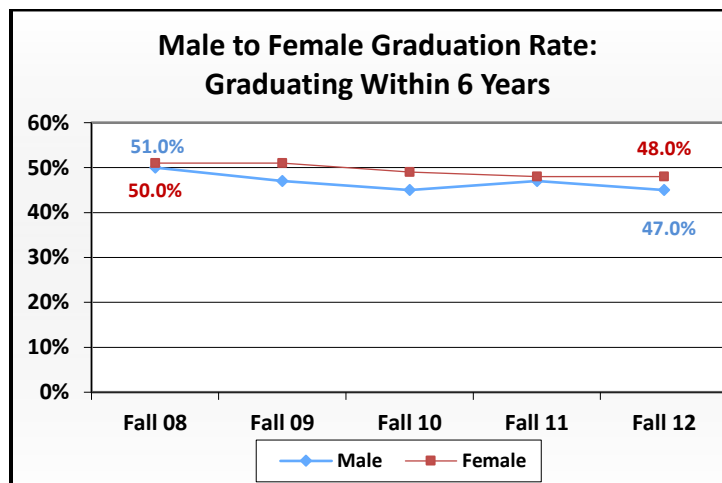
Ultimately, the goal for all student groups is to increase the graduation rate and to secure similar outcomes across all groups. Given the number of underrepresented minority students at SIUE, Academic Affairs and Student Affairs continue to partner to find ways to support all students. SIUE is also engaged in developing external proposals for TRIO Student Support Services grants.



SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: SIUE has maintained stable patterns in the representation of men and women student population over the reporting period. SIUE’s patterns mirror national trends for women to be overrepresented.

CHALLENGE: SIUE’s strategic plan provides targets that would keep SIUE undergraduate enrollment by gender at approximately the same level. The 2013 baseline was 45.7% men and 54.3% women. Gender differences in college attendance may be driven by a number of societal factors beyond a single institution’s control. Nevertheless, SIUE recognizes the importance of creating an environment in which all students are welcomed and supported in every academic program.



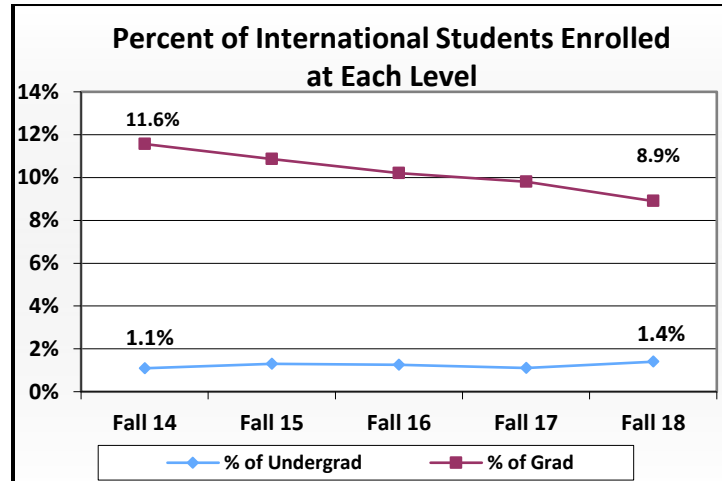
SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: SIUE has similar graduation rates for male and female undergraduate students. These rates have remained fairly constant for both women and men in the last five years with differences occurring occasionally.

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CHALLENGE: As mentioned previously, raising the graduation rate for all students remains a commitment. Although parity is a goal between groups, the overall rate still needs to increase.

SIUE examines undergraduate retention and graduation rates by program, and annual reporting requests programs to discuss barriers to timely completion. University leadership and Faculty Senate reduced the minimum number of credit hours required for baccalaureate degrees from 124 to 120 in FY 14. Each step may contribute, in some small way, to long-term improvements in the graduation rate and a reduction of time to degree.



SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: SIUE has revitalized internationalization efforts and has increased the number of international partnerships. Recently, the Office of Admissions added recruiters who specialize in international recruitment, particularly for graduate programs. International students comprised 8.9% of fall 2018 graduate enrollment. International enrollment has remained relatively steady, near the 1% level, for undergraduates.

CHALLENGE: SIUE recognizes an opportunity to increase international enrollment, and acknowledges that doing so should be part of a broader strategy and vision for the campus. Given SIUE’s mission to promote students’ understanding of their place in a global world, increasing internationalization efforts is important.

High-Impact Educational Practices

Activities FY 2018	Number of Courses/Experiences	Number of Students
Internships for academic credit	22	453
Undergraduate research	67	877
Learning Communities	42	1,027
Study Abroad	13	200
Service Learning	26	2,456

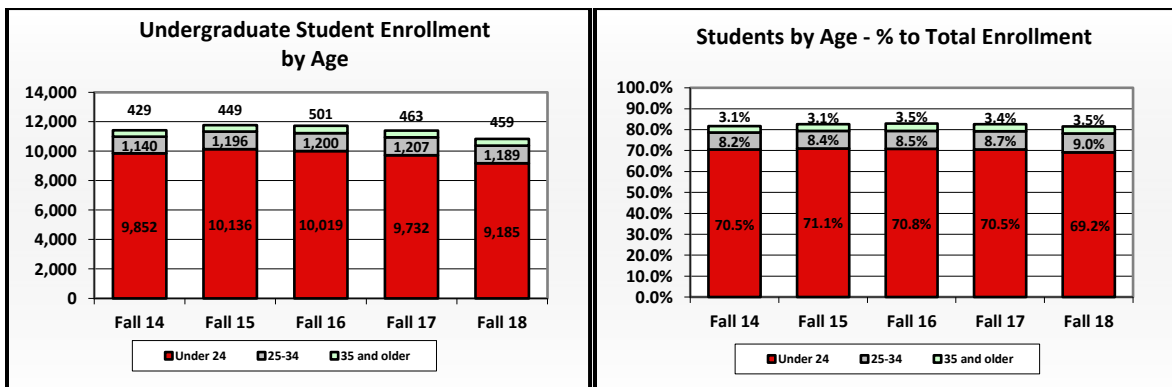
SUCCESS: Every senior student is required to complete a Senior Assignment in a discipline. Two of SIUE’s most successful high-impact educational practices (HIPs) are the Senior Research Assignment and the Undergraduate Research and Creative Activities (URCA) programs. These programs in particular have been identified by the Association of American Colleges and Universities to be a case study for the Liberal Education and America’s Promise (LEAP) Challenge. The LEAP Challenge recognizes institutions that

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promote Signature Work for all students. The URCA program pairs undergraduate students with faculty mentors as either Assistants (who work on faculty-identified scholarly and creative activities) or Associates (who design their own projects with a faculty mentor). In FY 18, The URCA program supported 10 Associates and 365 Assistants. During that time, the number of students engaged in service-learning courses and experiences grew from 338 in FY 17 to 2,456 in FY 18. A significant growth was also noted in the number of students in learning communities as well as student studying abroad.

CHALLENGE: SIUE recognizes an opportunity to expand the high-impact practices in addition to the Senior Assignment to engage every student at least twice during his or her time at SIUE. Avenues are being explored to include experiential learning in every program and for all high-impact practices to reach more students who are at greatest risk of not persisting. SIUE recently initiated a new initiative, Scholarly Connections and Rewarding Engagements (SCoRE) to provide all students, especially those from traditionally underserved populations, with broad access to experiential learning activities and high impact practices during their first two years. Accordingly, SIUE is also committed to increasing high-impact community engagement practices (HICEPs). These are community-focused experiential education activities where students and off-campus partners collaborate to benefit both student learning and community initiatives.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.



SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: SIUE continues to have strong enrollment overall. While SIUE will need to increase the numbers of students over the age of 25 to fully meet the recommendation, the University has embarked on multiple activities that will enhance the institution’s position in this respect. SIUE has increased the number of 2+2 agreements with regional community colleges. Additionally, SIUE continues to expand the number of online and hybrid courses. The University is also working to increase degree completion opportunities through the Bachelor in Integrative Studies degree, including fully online degree completion options.

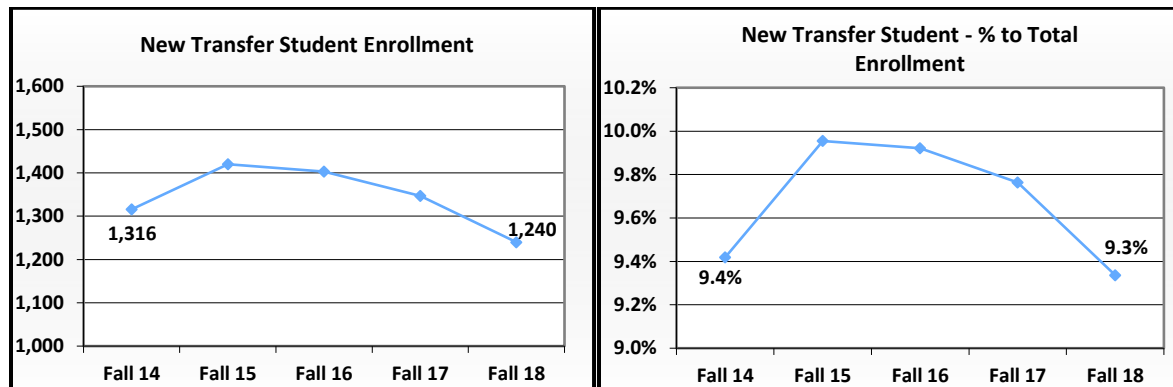
SIUE’s off-campus offerings support the goal of increasing access to post-secondary education. With four off-campus locations, SIUE continues to meet potential students at locations that meet their needs. Likewise, SIUE has expanded programs such as the accelerated and fully online RN to BS through funding from the Illinois Board of Higher Education. The School of Nursing has been in a prime position to meet this challenge and continues to offer innovative alternatives to students through online and distance educational options. The School of Business began offering its MBA fully online, leading to almost 50 % increase in enrolled students between Fall 2017 and Spring 2019.

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Through partnerships between the Office of Educational Outreach and the academic units, the University is able to more effectively meet the needs of adult learners in the following ways:

- Expanded Veterans’ Services
- Maintained corporate partnerships with BJC, SSM, Hospital Sisters Health System, Clay County Hospital, and Baptist Health (Madisonville and Paducah)
- Expanded corporate partnerships or added additional programs to existing partnerships at BJC and Anderson Hospitals
- Partnered with Madison and St. Clair County Regional Offices of Education to provide credit courses through a funded grant
- Administered Adult Learning Focused Survey (ALFI) and Institutional Self-Assessment Survey (ISAS) through a partnership with the Council for Adult and Experiential Learning
- Offered new non-credit and Continuing Education Units (CEU’s) professional development options in HVAC and Concrete Testing
- Created a new Integrative Studies track to facilitate degree completion for nontraditional students
- Issued approximately 2,012 Continuing Education Units (CEU’s) for 2017/2018 fiscal year
- Offered 10 digital badges for students, community members and professionals seeking competency-based credentials.

CHALLENGE: In order to fulfill this recommendation effectively, SIUE must enhance academic programming that will appeal to non-traditionally aged students and those who are interested in degree completion. The University is currently surveying all its adult students to learn more about their experiences and need to expand services and programs. New programs are being developed, for example, through the Bachelor’s in Integrative Studies and the Master’s in Criminal Justice, to reach more online students and to assist adult students with degree completion options. Additionally, the University is partnering with the Leadership Council Southwestern Illinois to identify credit and noncredit opportunities for development of educational programming for regional and national corporations.



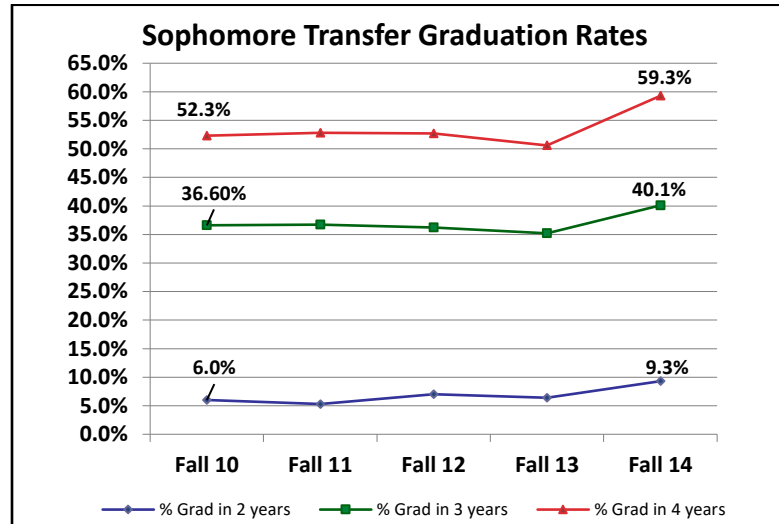
SOURCE: SIUE FACT BOOK 2018-2019

SUCCESS: SIUE has launched new 2+2 agreements with community colleges in the region to enhance the number of transfer students. Likewise, partnerships with SIU Carbondale as well as new corporate partnerships facilitate the institution’s improvement in this area. SIUE continues to build an infrastructure to create a more seamless transition for transfer students. Recognizing that a large proportion of the University’s undergraduate population is comprised of transfers, SIUE continues to strengthen and support transfer processes and offers an orientation program to improve the transition for these students.

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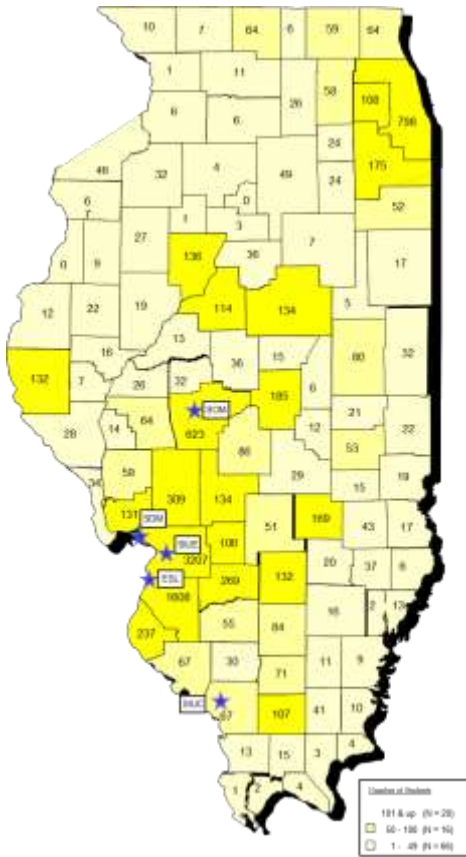
CHALLENGE: The sophomore transfer graduation rate (3 and 4 year) has held relatively steady with a slight increase over time. These numbers still lag behind SIUE’s strategic planning targets. SIUE continues to forge new 2+2 relationships with domestic and international institutions to better meet the needs of students who choose to transfer to SIUE and to make SIUE a clear destination of choice. SIUE has opportunities to strengthen off-campus programming and to enhance student access through other means, including corporate partnerships as well as growing online and distance options.



SOURCE: SIUE FACT BOOK 2018-2019

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RECOMMENDATION 3: Reduce geographic disparities in educational attainment.



Source: SIUE Fact Book 2018-2019

Adams	132	Ford	5	Livingston	7	Randolph	67
Alexander	1	Franklin	71	Logan	36	Richland	37
Bond	106	Fulton	19	Macon	185	Rock Island	46
Boone	6	Gallatin	10	Macoupin	309	Saline	41
Brown	7	Greene	59	Madison	3,207	Sangamon	623
Bureau	4	Grundy	24	Marion	132	Schuyler	16
Calhoun	34	Hamilton	11	Marshall	3	Scott	14
Carroll	1	Hancock	12	Mason	13	Shelby	29
Cass	26	Hardin	4	Massac	4	St Clair	1,608
Champaign	80	Henderson	0	McDonough	22	Stark	1
Christian	89	Henry	32	McHenry	59	Stephenson	7
Clark	31	Iroquois	17	McLean	134	Tazewell	114
Clay	20	Jackson	67	Menard	32	Union	13
Clinton	269	Jasper	43	Mercer	6	Vermilion	32
Coles	53	Jefferson	84	Monroe	237	Wabash	13
Cook	798	Jersey	131	Montgomery	134	Warren	9
Crawford	17	Jo Daviess	10	Morgan	64	Washington	55
Cumberland	15	Johnson	15	Moultrie	12	Wayne	16
DeKalb	26	Kane	58	Ogle	11	White	9
DeWitt	15	Kankakee	52	Peoria	136	Whiteside	6
Douglas	12	Kendall	24	Perry	30	Will	175
DuPage	108	Knox	27	Piatt	6	Williamson	107
Edgar	22	Lake	64	Pike	28	Winnebago	64
Edwards	2	LaSalle	49	Pope	3	Woodford	36
Effingham	169	Lawrence	6	Pulaski	2		
Fayette	51	Lee	6	Putnam	0	TOTAL	10,944

SUCCESS: SIUE has expanded its reach over the years, and the table above demonstrates the University’s appeal to a wide variety of students throughout the state. Although SIUE continues to serve the southwestern region, it draws students throughout the entire state and contributes to decreasing geographic disparities.

To extend SIUE’s reach, the University is examining ways to offer non-traditional credit courses and innovative programs. Whether through off-site, online, video, hybrid, or other non-traditional delivery modes, SIUE is increasing the capacity of the University to serve students throughout the state by maximizing the potential of these alternative modalities. With this in mind, SIUE is providing more non-traditional credit courses and programs. Current accomplishments include:

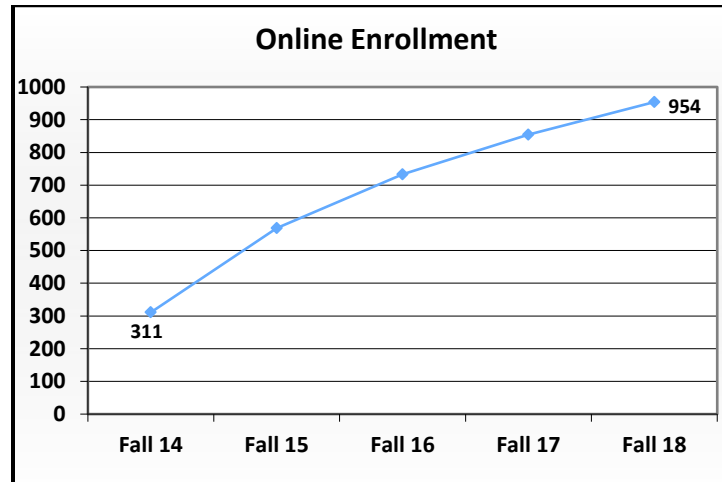
- A 3-week winter session consisting of all online courses;
- A regional nursing program on the SIUC campus to meet the need for baccalaureate-prepared nurses in southeastern Illinois;
- Online website to highlight programs that may be completed entirely online;
- Investigating possible bachelor’s degree completion options at local community colleges;
- An increase in enrollment in off-campus offerings with 485 courses representing 6,796 enrollments in 2014, 661 courses representing 10,712 enrollments in 2015, 872 courses

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representing 15,873 enrollments in 2016, 1,042 courses representing 18,912 enrollments in 2017, and 1,241 courses representing 20,997 enrollments in 2018.

- Partnering with the School of Engineering to offer on-site corporate classes with Boeing; and
- Supporting the College of Arts and Sciences in development of online courses suited to help online RN-to-BS students complete general education requirements.



SOURCE: SIUE INSTITUTIONAL RESEARCH

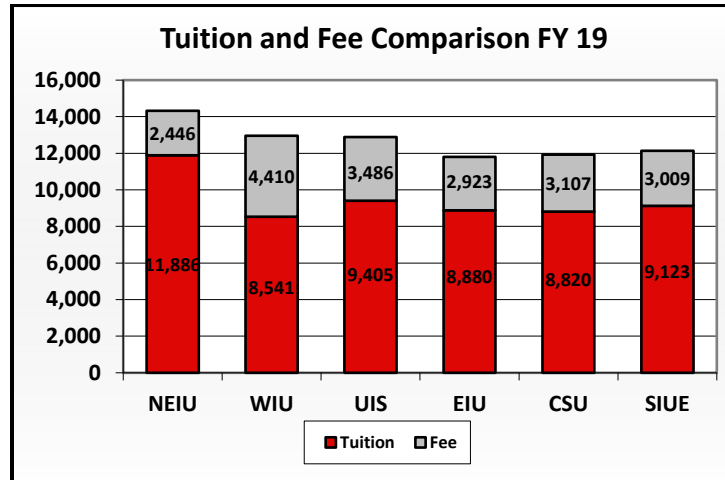
As the above table suggests, SIUE continues to expand the number of students who are enrolled solely online. This remains a priority for the University.

CHALLENGE: Although SIUE’s campus planning activity, New REALITY, raised awareness of the challenges of the changing landscape of higher education and emphasized the need for innovation, there is much work to be done. SIUE has not fully maximized the potential of prior-learning assessments, DANTES, CLEP, or competency-based education. SIUE has reviewed CLEP practices and worked with departments to leverage these options. Additionally, SIUE has examined possibilities for applying the logic of competency-based educational programming to select courses. This idea is still under review and will require further examination. Last year, SIUE surveyed adult learners at the institution with the assistance of the Council of Adult and Experiential Learning (CAEL) and is working with Faculty Senate to enhance prior learning assessments to better serve adult students. SIUE will need to review and consider multiple approaches to assist adult learners while maintaining the integrity of its core mission and historical strengths in the coming years. Success in these areas will help the University better serve non-traditional students, promote degree completion, and meet military/veteran students’ needs.

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GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS

RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.



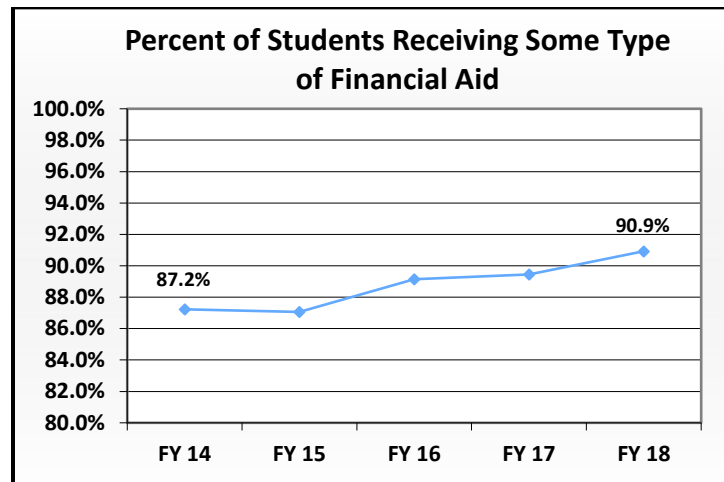
SOURCE: IBHE

SUCCESS: SIUE continues to offer students an affordable option for a public education in Illinois. The University’s mandatory tuition and fees remain among the lowest in the state. Although SIUE faces financial challenges given the declining state appropriation, it has remained student-centered. In fall 2016, more than 80% of student credit hours were taught by full-time faculty, and 46% of those faculty were tenured or on the tenure track. In FY 18, SIUE also offered institutional grants and scholarships to 6,258 students, a number that has increased steadily since FY 2009.

CHALLENGE: Although SIUE’s tuition and fees are lower than many other state institutions, it is also increasingly tuition dependent as state appropriations continue to decline. SIUE is increasingly reliant on student tuition and fees to support operations. Maintaining affordability, even in lean times, is an important part of the University’s public commitment. SIUE will continue to monitor tuition and fee rates. Although future increases may be necessary, SIUE prides itself on remaining an affordable option for Illinois’ families. Students who applied to SIUE, but did not enroll were found to have enrolled at private institutions in Illinois or enrolled at institutions out-of-state. The ability of private institutions in Illinois to offer tuition waivers and scholarships to students to bring their costs close to SIUE tuition and fees has resulted in students choosing these institutions over SIUE. On August 26, 2016, the *New York Times* published an article (“The Great Out-of-State Migration: Where Students Go” by Nick Strayer) describing a trend of students leaving states to pursue education elsewhere. Illinois was reported to be the 2nd greatest exporter of students of all the states. A total of 2,117 students came to Illinois from out of state while 16,461 Illinois students left to pursue higher education elsewhere. Missouri continues to be SIUE’s greatest competitor for students. While tuition and fees are competitive with public institutions within the state, the University also needs to be competitive among nearby states. Previously, the state appropriation has been essential to help the University maintain affordability.

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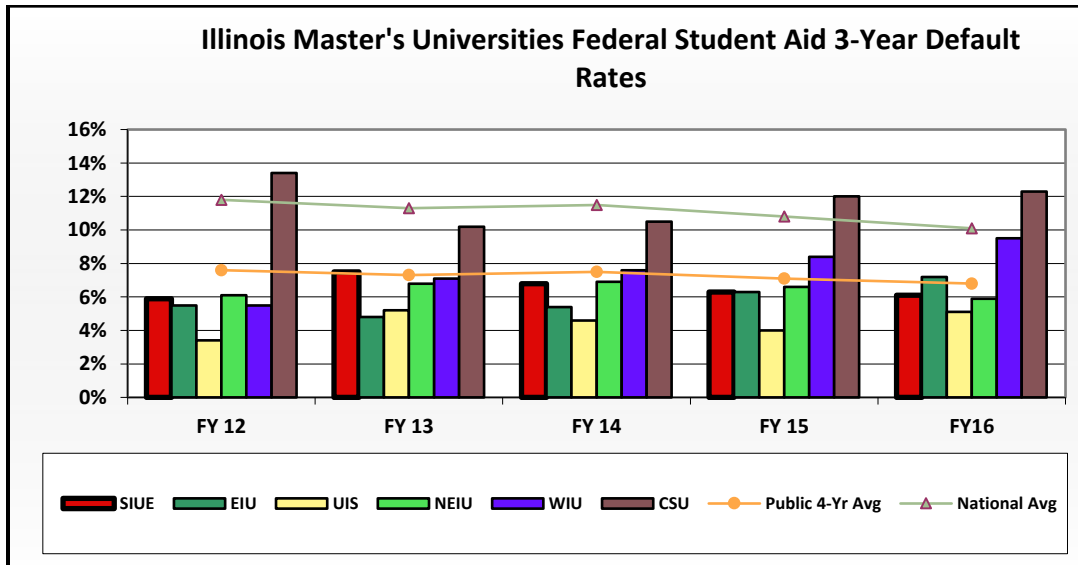


SOURCE: SIUE FACT BOOK 2018-19

SUCCESS: SIUE continues to provide an affordable education to residents of Illinois and serves a diverse population of students. The University serves both students who are eligible for Pell funding as well as students with an income level high enough that they do not qualify for federal need-based financial aid. In FY 2018, more than 90% of SIUE students received some type of financial aid. SIUE serves a diverse population of students and plays an important role in supporting recipients of federal Pell grants and subsidized student loans. Moreover, SIUE’s comprehensive campaign has strengthened the endowment to enhance scholarship offerings. Likewise, in FY 2013-2014, the University significantly expanded institutional scholarship commitments which have been maintained through this year.

CHALLENGE: SIUE’s six-year graduation rate for new freshman cohorts who received federal Pell Grants has declined from 40% for the fall 2008 cohort to 34% for the fall 2009 cohort, and then increased slightly to 35% for the fall 2010 and fall 2011 cohorts, then increased to 37% for the 2012 cohort. These data reinforce the position that access alone is insufficient. SIUE’s Office of Retention and Student Success is working to support these students in their first year (and subsequently) through enhanced academic advising, increased tutoring and supplemental instruction. Additionally, the Office of the Provost has partnered with academic departments to work to redesign high-enrollment, high-failure rate courses.

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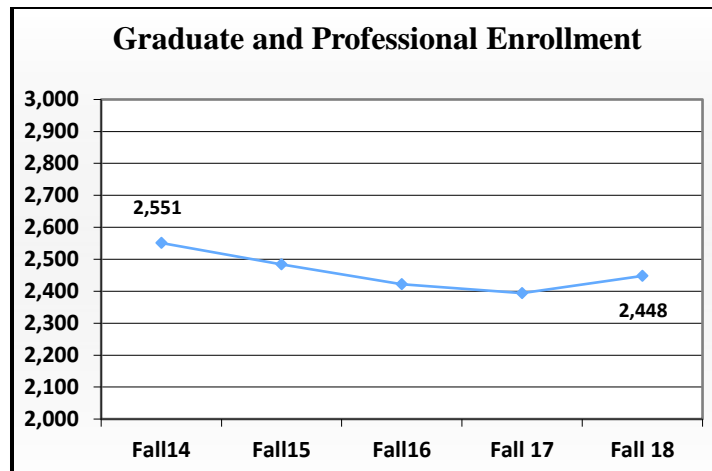


SUCCESS: SIUE’s default rate continues to fall below the national average.

CHALLENGE: Higher education is increasingly expensive. SIUE will continue to work to assure that the public understands the true cost of attending the University while devoting attention to increasing retention and graduation rates, and to facilitating employment through relevant academic programming and the work of the Career Development Center. The University will closely monitor the data for any changes in the trend.

GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the State has an educated workforce and engaged citizenry.



SOURCE: SIUE FACT BOOK 2018-2019

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Professional Examination First-Time Pass Rates

School of Dental Medicine (SDM)

	Part I		Part II		Regional Clinical Licensing Examinations
	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate
2018	*	*	94.3%	91%	98.5%
2017	88%	89%	100%	91%	100%
2016	91%	94%	91%	91%	75.5%
2015	96%	96%	94%	92%	84.0%
2014	94%	95.9%	91%	92%	85.4%

*National Board Part I was not taken in 2018 (students are transitioning to a single integrated national board).

School of Nursing National Council Licensure Examination (NCLEX)

Year	SIUE % Score	National Score
2018	91%	88%
2017	81%	87%
2016	75%	84%
2015	77%	85%
2014	75%	82%

School of Nursing Nurse Anesthesia (NA) and Family Nurse Practitioner (FNP) Examinations

	NA	FNP
Year	SIUE % Score	SIUE % Score
2018	85%	91%
2017	**	94%
2016	90%	100%
2015	100%	96%
2014	100%	100%

School of Pharmacy (SOP)

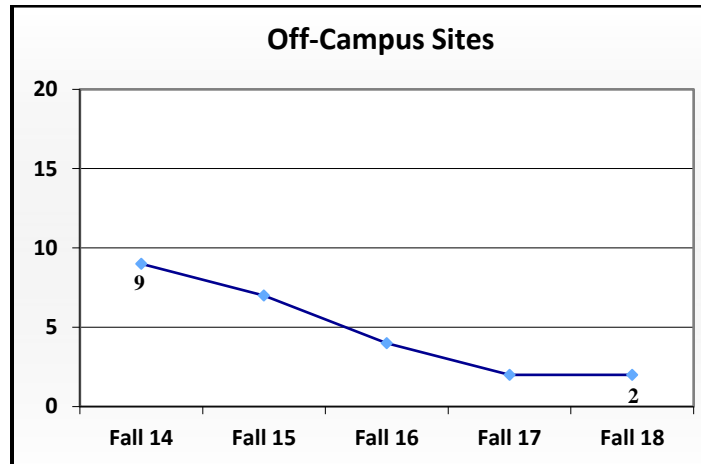
	North American Pharmacist Licensure Examination		Multistate Pharmacy Jurisprudence Exam	
	SOP Pass Rate	National Pass Rate	SOP Pass Rate	National Pass Rate
2018	97%	89%	77%	84%
2017	93%	88%	81%	85%
2016	92%	86%	79%	85%
2015	97%	93%	94%	94%
2014	92%	95%	95%	95%

SUCCESS: SIUE continues to offer a wide array of academic programs that support critical needs in the region. Moreover, SIUE is growing academic partnerships with corporate partners to serve people seeking additional academic credentials and certifications. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams.

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CHALLENGE: Graduate enrollments have been declining in recent years. SIUE has expanded graduate recruitment efforts and continues to build interdisciplinary and timely programming to support the needs of regional stakeholders.

RECOMMENDATION 2: Improve transitions all along the education pipeline.



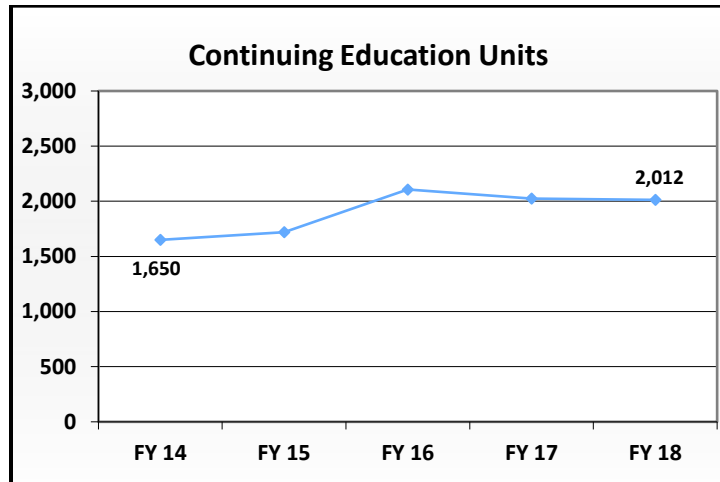
SOURCE: HIGHER LEARNING COMMISSION

SUCCESS: While SIUE continues to build relationships with corporate partners such as Barnes Jewish Hospitals, HSHS, and SSM, and with additional nearby partners such as Boeing, some of the previous need for off-campus locations for face-to-face interactions has declined. The University has decreased the number of active off-campus locations in recent years in favor of more traditional academic programming on campus or through the development of hybrid/blended and online offerings. As noted elsewhere in this report, SIUE continues to grow online course offerings.

CHALLENGE: Many of SIUE's off-campus locations have been temporary locations attached to cohorts of graduate students interested in teacher education and educational leadership programs. Given changes in the environment and state regulations, these graduate programs have lost enrollments. In fall 2018, the graduate enrollment for the School of Education, Health and Human Behavior was 552 students, down from 735 in 2011. Again, this change may be due, at least in part, to changing state requirements regarding placements and other redesign efforts.

In order to continue meeting the needs of new student populations, SIUE will seek to identify additional programs outside of teacher education that are well-suited for off-campus delivery and delivery through new modalities. This challenge was a consideration during the New REALITY planning process and remains at the foreground of Academic Affairs planning.

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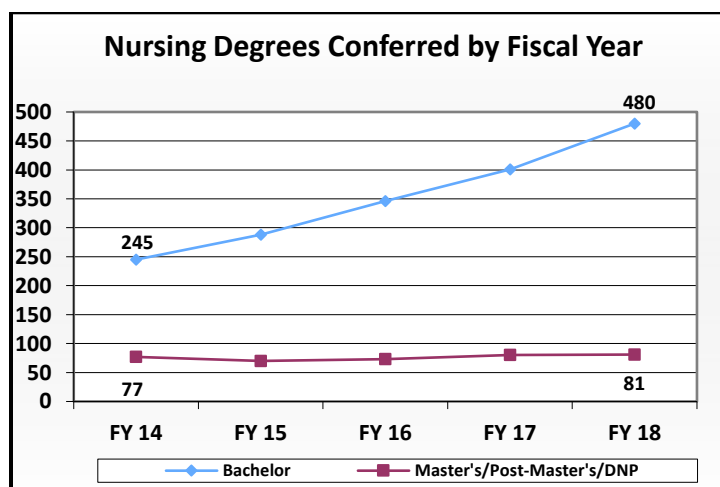


SOURCE: SIUE EDUCATIONAL OUTREACH DEPT.

SUCCESS: The Office of Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming. Currently, more than 2,000 units are offered.

CHALLENGE: SIUE will continue to work with professional schools and programs that have been involved historically in offering continuing education and professional education programming. The University is committed to community outreach and serving the educational needs of the region. In this era, it is also clear that credentials outside of a degree program are important to employers and potential students. The Office of Educational Outreach works with area businesses and organizations to offer online and on-site classes. Additionally, the unit offers professional development programs for teachers, nurses, social workers, construction managers, and many other groups. These programs are often taught by SIUE's excellent faculty and outstanding professionals from the field. Although these services can extend beyond the primary academic mission of the University, development opportunities are important to many professionals who want to advance their careers or as they pursue new careers.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.

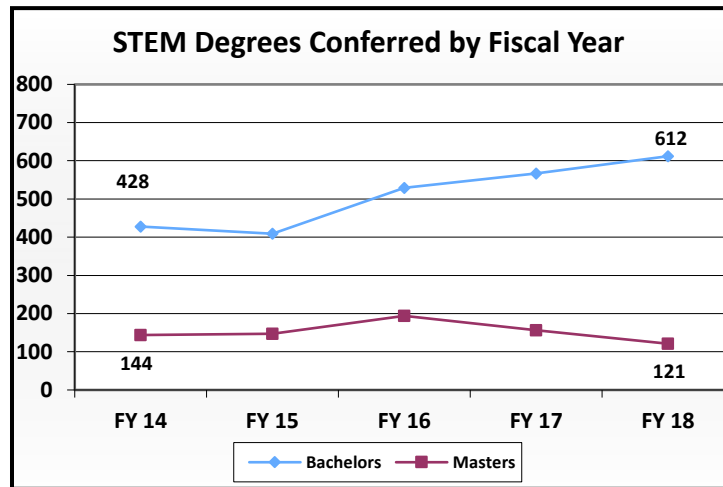


SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

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SUCCESS: SIUE offers a unique array of programs to meet the needs of the region. In FY 2018, it awarded degrees in 47 undergraduate and 55 graduate and professional practice programs. The School of Nursing graduated 546 (undergraduate and graduate) students in FY 2018. The School of Nursing undergraduate programs grew dramatically between 2012-2018; the graduate program continued to grow enrollment during this time, as well.

CHALLENGE: The critical shortage faced in nursing has also made it challenging to secure faculty members in the School of Nursing. Program growth must be accommodated by adequate numbers of faculty, placement sites, and staffing. Led by innovative administrators and a strong faculty, SIUE sees tremendous potential for the nursing programs to serve the public agenda by partnering with community colleges and other institutions. Recently, the School of Nursing undergraduate RN-to-BS program developed innovative agreements with Lewis and Clark Community College, Lake Land Community College, Illinois Eastern Community Colleges, and Shawnee Community Colleges and their Schools of Nursing to provide an additional track at the associate degree level, leading directly to completion of the Bachelor of Science in Nursing. With these new programs, however, the University will face some financial challenges in meeting this expansion.



SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

SUCCESS: SIUE continues to remain stable in the production of STEM degrees. The School of Engineering continues to grow as well as the science programs in the College of Arts and Sciences.

Students in Pharmacy and Dental Medicine comprised 2% each. The School of Dental Medicine graduated 52 students in FY 2018 and continues to demonstrate excellent student learning outcomes. Moreover, the School of Pharmacy graduated 74 students in FY 2018. A concurrent PharmD/MBA degree program has enrolled 4 cohorts of students. The first cohort graduated in fiscal year 2016.

The Master of Science in Healthcare Informatics moved fully online in fall 2016. The program enrolled 25 students in fall 2015, 38 students in fall 2016, 52 in fall 2017, and 60 in fall 2018. The Master of Science in Integrative Studies was approved by the Illinois Board of Higher Education in June 2015 and enrolled 10 students by fall 2016. In fall 2017, 24 students enrolled in the program. In fall of 2018, 32 students enrolled in the program, which is a 25 % increase over one year. These interdisciplinary programs build on SIUE's strengths.

The U.S. Department of Education designated special education as an area with potential teacher shortages. SIUE continues to meet the need for special educators. In 2018, the School of Education,

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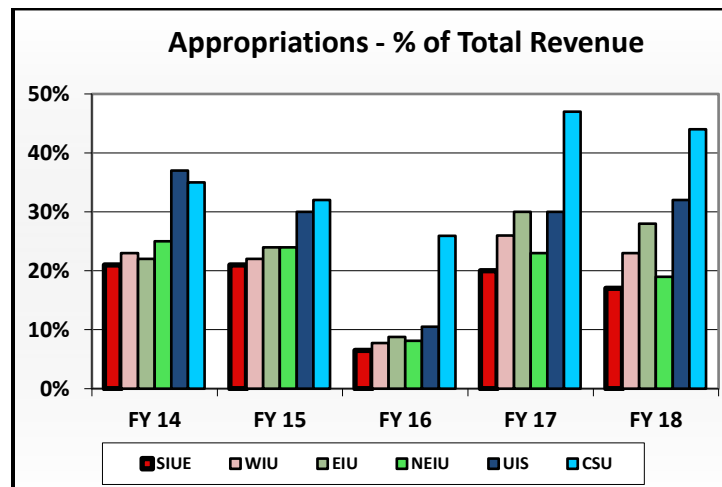
Health, and Human Behavior had 48 students in the undergraduate special education program. The graduate program in special education enrolled 12 students.

Additionally, SIUE was awarded a grant from the US Department of Labor through the Trade Adjustment Assistance Community College and Career Training Program. This award brings more than \$10 million of support to the Building Illinois' Bioeconomy (BIB) consortium comprised of SIUE and four community colleges. The program will strengthen employability and promote training of skilled workers in the bioprocessing and biofuels industry.

CHALLENGE: SIUE is committed to increasing the number of formal community college partnerships for 2+2 programming and curricular alignment. Currently, the University has expanded development of 2+2 agreements, especially within the School of Engineering, and has surpassed the 2018 key performance indicator in the strategic plan. SIUE also has a significant opportunity to broaden participation and strengthen instructional practices in STEM.

GOAL 4: BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

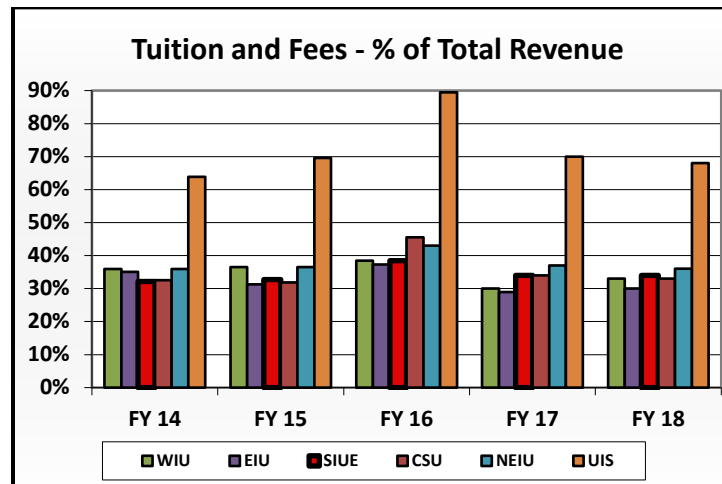


SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

SUCCESS: SIUE's state appropriation as a percentage of total revenue is among the lowest of its IBHE public peer institutions in the state. Given SIUE's cost to students and these appropriation levels, the data suggest that SIUE has been able to rely on efficiencies within the system in order to continue to fulfill its mission and goals.

CHALLENGE: SIUE has become heavily reliant on growing enrollment and increasing efficiencies. As such, the University has become as lean as possible. If the percentage of SIUE's state appropriation continues to decline, the University will need to find creative ways to further enhance service delivery while keeping at the forefront its central mission to educate students of Illinois.

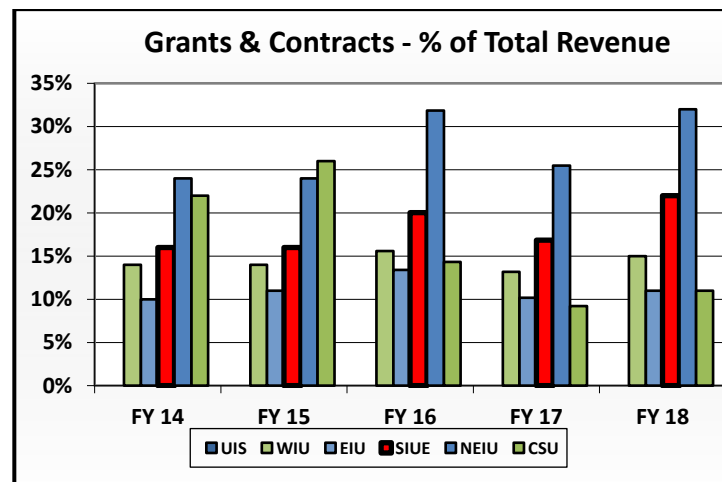
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SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

SUCCESS: SIUE has previously been able to rely upon efficiencies in order to maintain a relatively stable tuition over the past five years.

CHALLENGE: Relying on tuition as a primary stabilizer for the budget is increasingly challenging, given an atmosphere of competition for new students and a decreasing population of potential first-time, full-time freshmen of traditional age. At one of the least expensive public four-year institutions in the state, this source of revenue limits how it can be leveraged to allow the University to truly flourish and achieve its strategic goals and long-term vision.



SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

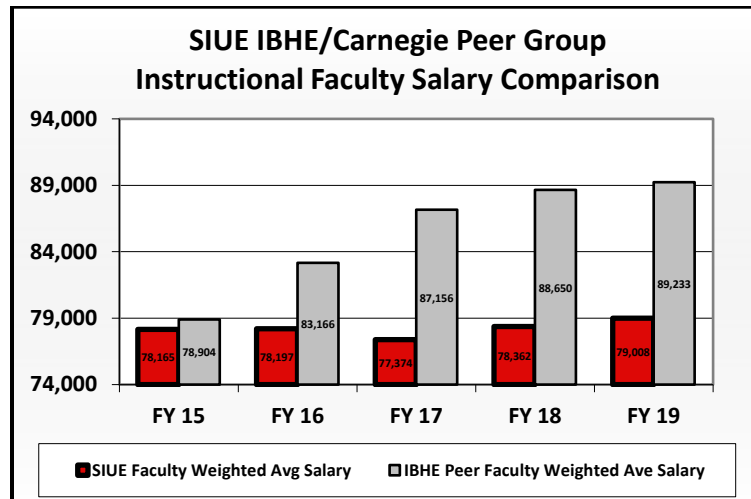
SUCCESS: In fiscal year 2018, SIUE received over \$61 million in grants and contracts for research, teaching, and public service, and student support initiatives from funding organizations such as National Institutes of Health, National Science Foundation, Department of Health and Human Services, and United States Environmental Protection Agency.* With these efforts, SIUE has been in the middle of the pack among state peers in terms of grants and contracts as a percentage of total revenue. The University ranks first among all Emerging Research Institutions in the Midwest for research expenditures, according to the

* As reported by RAMP.

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National Science Foundation. Despite increasing competition for grants and contracts, SIUE has remained in a largely stable position.

CHALLENGE: Maintaining grant and contract revenue helps fulfill SIUE’s academic vision, contributes to the intellectual vibrancy of the campus and serves the public good. The kinds of research and innovation that come through these awards would not be possible without external funding. SIUE’s strategic plan calls for grants and contracts to be maintained at over \$43 million in awards annually. Additionally, the strategic plan calls for increases in the percentage of tenure-track faculty participating in externally-sponsored projects and the total number of awards received.

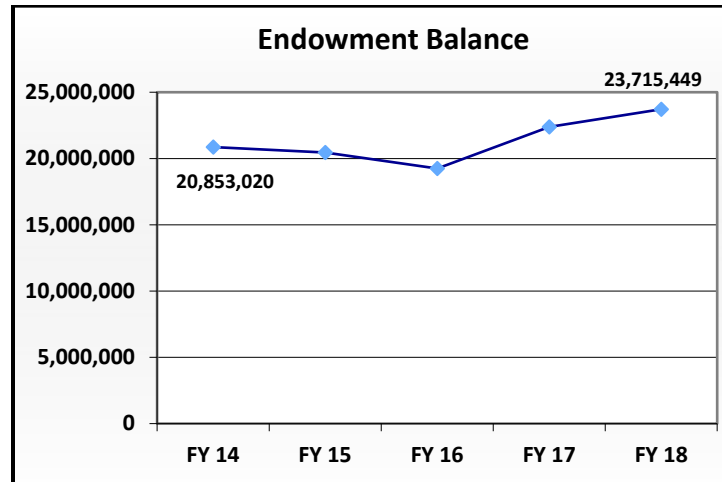


SOURCE: FY 2019 COMPARATIVE SALARY STUDY

SUCCESS: SIUE has worked to manage its fiscal resources responsibly and efficiently to sustain its operations.

CHALLENGE: Faculty salaries have fallen below the weighted average salaries of IBHE peers. Recruitment and retention of high-quality faculty are challenging in a lean environment. Yet, it remains critically important to maintain a strong and vibrant faculty to teach SIUE’s students and serve the needs of the state and region. Although these salary comparisons have previously looked relatively positive, the University has not been able to provide merit increases the past three years. SIUE continues to find ways to hire high quality faculty by offering competitive salaries and start-up packages for incoming faculty; however, this has also led to some salary compression without current faculty salary increases over the past few years. The formation of the SIUE Faculty Association has led towards initiating a discussion on salary compression in contract negotiations.

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SOURCE: SIUE FOUNDATION

SUCCESS: SIUE hired a new Vice Chancellor for Advancement in FY 2014. The re-energized office, along with a comprehensive campaign for the University, increased the endowment to its highest ever at more than \$23 million. These funds are critical to offering more scholarships to prospective SIUE students.

CHALLENGE: The University has significant goals related to fundraising. Building an organizational culture that promotes philanthropy and encourages giving will be central to the institution's long-term success in this area. According to SIUE's updated strategic plan, the 2018 target for the endowment is in excess of \$27 million. Similarly, the strategic plan calls for a growth in annual giving. As state appropriations decline, the endowment provides increasing flexibility that is critical to the University's future. Nevertheless, it is increasingly challenging and competitive, as more universities and organizations rely more on enhancing their endowments. The University overall is an important driver of the regional economy. Faculty and students live and work in the area and are an active part of the community. Senior leaders at the University are active members of area organizations including: Leadership Council Southwestern Illinois, St. Louis Regional Chamber, Civic Progress St. Louis, Edwardsville City Council, and Edwardsville-SIUE Community Destination Group.