Performance Report

Fiscal Year 2014

Southern Illinois University System
Carbondale
Edwardsville
School of Medicine

Submitted by the Office of Academic Affairs to the Southern Illinois University Board of Trustees March 2015
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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 our missions 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 inequities that hinder the prospect of the State being prosperous, its citizens well educated and its economy healthy.

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 ongoing decision making.
GOAL I: *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, including GED recipients, reentering education and completing a postsecondary credential.*

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

Between fall 09 and fall 13 SIU’s enrollment decreased by 2,476.

SIU’s transfer student enrollment decreased by 604 students between fall 09 and fall 13. SIU’s percentage of transfer student to total enrollment decreased by 1.4% for the same time period.
Between fall 04 and fall 07, the 6 years graduation rate decreased by 2% at SIUC and by 1% at SIUE.

Between fall 09 and fall 13, the percent of minority students increased by 5.3% for SIU.
SIU’s male and female enrollment ratio between fall 09 and fall 13 remained constant, with male enrollment slightly higher than female.

SIU’s international student enrollment increased by 1.2% between fall 09 and fall 13.
SIU’s off-campus sites have decreased by 4 sites between fall 09 to fall 13. These eliminated sites were military sites.

**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.

SIU’s percentage of students receiving some type of financial aid increased between fall 09 and fall 13 by 4.6%.
SIUC’s student aid 3-year default rates have increased between FY 09 and FY 11 by 1.2%.

SIUC is at the Illinois public school average and much lower than the national average.

SIUE’s student aid 3-year default rates have decreased between the same period, by 0.6%.

SIUE is well below both the Illinois public school and national averages.
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.

RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

RECOMMENDATION 3: INCREASE THE NUMBER OF POSTSECONDARY DEGREES IN FIELDS OF CRITICAL SKILLS SHORTAGES.

SIU’s graduate and professional enrollment decreased by 316 students between fall 09 and fall 13.

SIU’s on-line courses have increased between fall 09 and fall 13 by 627 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.

SIU’s appropriations - % of total revenue decreased by 5.8% between FY 09 and FY 13.

SIU’s tuition - % of total revenue increased by 2.8% between FY 09 and FY 13.
SIU's grants & contracts - % of total revenue increased by 0.1% between FY 09 and FY 13.

Between FY 13 and FY 15, SIUC has made progress with their performance-based indicators while SIUE has shown a modest decline in the areas of their indicators.
**FY14 Debt Issues Listed Below:**

Illinois State University issued Certificates of Participation for $25,000,000 which included a $9,200,000 private-placement on 5/14/2014.

Northern Illinois University issued Certificates of Participation for a $11,975,000 refunding on 4/22/2014.

Southern Illinois University issued Certificates of Participation for $30,085,000 and a privately-placed refunding for $12,910,000 on 2/13/2014.

University of Illinois issued Revenue Bonds for $227,830,000 on 2/19/2014.

University of Illinois issued Revenue Bonds for $70,785,000 on 9/5/2013.
## Illinois Public University Ratings

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<th>University</th>
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¹ Public university auxiliary system ratings and State of Illinois G.O. rating, as of May 28, 2014.
Source: 2014 SIU Debt Report
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.

Core Values:

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

Summary Statement:

Critical to SIU Carbondale’s performance and its relationship to the state of Illinois’ Public Agenda is the following passage from the descriptive “Mission Statement” featured in the undergraduate and graduate catalogs:

Seeking to meet the educational, vocational, social, and personal needs of its diverse population of students, and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service, which creates distinctive instructional, research, and public service programs, also gives SIU Carbondale its special character among the nation’s research universities and underlies other academic developments, such as its doctoral programs and the Schools of Medicine and Law.

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 summarized in the above passage and underscored by 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 also 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 as represented by the University community and its activities of value to many different stakeholders: students, first and foremost, but also donors, taxpayers, neighbors, and the larger society.
**Goal I: 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 First Scholars, the Center for Inclusive Excellence, and variable tuition rates, have been implemented collaboratively between University College, the Dean of Students, and Enrollment Management. The results have made possible some selective narrowing of achievement gaps.

**Success:** Fall 2013 is a standout moment. Despite a continued enrollment slide overall, the University recruited the largest class of first-time, full-time students in more than twenty years: 2,591. The importance of this achievement lies in the sizeable new cohort of students who in the next four years will swell the ranks of first sophomores, then juniors and seniors, and finally graduates of the University. As we build enrollments in each new first-year class, the University’s overall enrollment will grow incrementally, making possible a thoughtful accommodation in programs to serve them.

**Challenge:** The University is now focusing its efforts on recruiting comparable freshman classes and on retaining 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 in University College, with its close oversight of academic advisement and the new required success course, UCOL 101, has meant significantly better retention rates into the second year.
**Success:** The University is catching up relative to its state peers in moving undergraduate students to degree completion within six years, which has become the norm for state universities nationwide. Of special note are the recent support mechanisms that the Department of Mathematics has developed in partnership with Pearson publishing. Better placement of students in the right courses, structured homework sessions in the digital laboratories, and early intervention for at-risk students have meant improvements in student success in critical gatekeeping courses required in popular pre-professional majors.

**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 first-generation students from low- and modest-income households. Large numbers of provisionally admitted students, many of whom are underprepared for college-level work, have meant extra attention to their needs in University College and then in their chosen majors elsewhere on campus. As more academic advisement is assumed by full-time, professional advisors, faculty are free to spend more time to mentor their majors towards completing their degrees and anticipating either further study or employment.

**Success:** In keeping with its mission of greater access, SIU Carbondale has made steady progress in recruiting and retaining students from under-represented groups in all class cohorts (with the notable exception at the sophomore level). Overall, this effort promises better graduation rates for
all minority students who are provided more focused support in academic advisement, classroom instruction, faculty mentoring, community building, internships, job placement, and plans for graduate and professional school. These steps have resulted in a growing diversity of benefit to everyone on campus.

**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 long-atrophied developmental skills. Peer-mentoring has also provided positive role models for first-generation college students. In all these efforts, the Center for Inclusive Excellence is playing an important coordinating role for many sophomores who have yet to make the University a second home.

**Success:** For the past four years, the University's progress to move minority students to graduation has been mixed, with one notable exception: the improvement in graduation rates among Hispanic students. As this latter group grows and becomes a larger portion of the University community, overall graduation rates among minorities will improve. Support for these students in particular has been located in the new Hispanic Resource Center in close coordination with the Center for Undergraduate Research and Creative Activity. Their directors have made a concerted effort to welcome students new to the University.

**Challenge:** Consistent with the University’s support of first-generation college students, the development of better curricular guides, more intrusive academic advisement, and more effective early warning initiatives should improve the chance of all minority students to finish their degrees. The structural changes in University College – redefining Exploratory Students, strengthening their advisement, and revising the success seminar UCOL 101 – are addressing on-going concerns with minority student success at SIU Carbondale.

**Minority Graduation Rates: Percent Graduating within 6 Years**

- **Black:**
  - Fall 03: 26.4%
  - Fall 04: 32.8%
  - Fall 05: 53.7%
  - Fall 06: 42.4%
  - Fall 07: 42.9%

- **Hispanic:**
  - Fall 03: 30.1%
  - Fall 04: 26.4%
  - Fall 05: 32.8%
  - Fall 06: 42.4%
  - Fall 07: 42.9%

- **Asian:**
  - Fall 03: 0%
  - Fall 04: 10%
  - Fall 05: 20%
  - Fall 06: 30%
  - Fall 07: 40%

**Source:** SIUC 2013-14 CSRDE Retention Survey – The University of Oklahoma
**Success:** For decades, the University has deviated from national trends towards more female than male students. At long last SIU Carbondale is closing its gender gap by adding academic programs in nursing and allied health that have traditionally been of interest to women. Increasing the number and proportion of female faculty and staff members has also suggested a wider range of career possibilities for women students who might otherwise see less point to their college education. While modest, the slope is trending in the right direction.

**Challenge:** As the University’s culture of support for women students matures, the gendered enrollment gap will close still more. We look forward to the positive impact of the new US Department of Education’s requirements for institutional training in the handling and reporting of sexual assaults; we believe that these requirements will support our efforts to provide a safer learning environment for women students, reassuring them and their families that the campus is a safe place to live and to learn.

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

**Challenge:** The stagnation of male student graduation rates remains a concern, especially in a difficult economy during the recent recession, which has affected the mix of undergraduates at the University. As the labor market for men improves, women will fill their places at the University and thus increase women’s enrollments relative to the male student population. Unfortunately, this trend is likely to continue so long as the gender gap in employment and pay continues as a factor in the US workforce, despite women’s higher grade point averages in their university studies.

**Success:** More active international recruitment of students from the Middle and Far East and India has begun to pay off in STEM fields like computer science and electrical and computer engineering. In the past six years, the overall number of internationals has increased 25 percent, from 1,161 students in 2007 to 1,462 in 2013. The largest contributing countries have been Saudi Arabia, India, China, and Malaysia. 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 rich, new markets we have only begun to explore. With the prospect of new memoranda of understandings (MoUs) between SIU Carbondale and various partner universities, the countries of Poland, Brazil, Iraq, and Taiwan, in particular, promise a larger share of international students at both the undergraduate and graduate levels. Overseas recruitment trips are planned in the coming calendar year.
**SUCCESS:** The uneven improvement in international graduation rates remains positive—from 48 to nearly 53 percent—at levels certainly higher than those for our native students—less than 48 percent. Over the long-term, the curve for internationals is rising, despite the wide variations over the past five years (owing mostly to statistical aberrations in the relatively small number of students finishing each year). 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 international students to sharpen their oral and written language skills at nominal costs. CESL is a highly regarded, accredited program affiliated with the Department of Linguistics whose advanced students offer CESL classrooms competent, well-supervised instruction.

**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), higher first-year retention rates (99 percent), second-year rates (81 percent), and third-year rates (73 percent) than the average for the University.
**Source**: SIUC Institutional Research

**Success**: The University is forthrightly addressing the educational needs of non-traditional students, with a focus on their transitioning to higher education from work and family. Each application is reviewed holistically to ensure that job- and life-skills are factored 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-eight different Capstone degree programs allow students with an associates of applied sciences degree to make up hours lost in transfer from local community colleges. In these ways, the University reaches out to 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 for 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 made by the faculty themselves 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.

**Success**: SIU Carbondale’s increased 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. But 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 for-profit institutions for this smaller pool of potential students. Hence SIU Carbondale’s recruitment challenge in the area.

**Challenge:** Developing more 2 + 2 degree articulations with community colleges will help 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. But the problem remains: how can SIU Carbondale compete more effectively in a changing higher education landscape?

**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 online courses and programs. The College of Business, for example, continues to grow its fully online undergraduate degree completion program in Business Administration; the number of students enrolled has grown by 200 percent since its launch in fall 2011. By fall 2013, Extended Campus oversaw the delivery of more than 375 online courses enrolling 7,060 students in Illinois and beyond.
Success: Chicago and its collar counties provide a larger share – about 40% – of SIU Carbondale’s in-state undergraduates than do the southern counties. This fact is primarily because of long-term downstate demographic shifts towards major urban centers. SIU Carbondale can no longer take for granted its traditional demographic base south of Interstate 70, with the possible exception of the students from Jackson County. As a consequence, the University has actively recruited students where the largest share of them live in the state, that is, in Chicagoland and the Metro East areas.

Challenge: Besides its growing online offerings and off-campus outreach sites all over the country, 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. 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.
**SUCCESS:** Thanks to better coordination in the University’s Extended Campus and monetary inducements for faculty to teach online, the number of distance education courses has grown robustly in the past three years. Four times a year, Extended Campus requests proposals from faculty to teach online. Two percent of revenues from online coursework is used to pay these instructors to develop and offer new distance courses. Indeed, the colleges scheduling regular online coursework receive 69.5 percent of the tuition income generated by faculty working on overload. The result has been a dramatic increase in online offerings.

**CHALLENGE:** Building manageable, coordinated quality in distance education programs is a top University priority. Toward that end, the restructuring of responsibilities in Extended Campus is well underway. This re-organization includes better training of instructors and the assessment of student learning. In cooperation with Extended Campus, the Center for Teaching Excellence is helping faculty with important components of improved instruction and learning outcomes. A recently named Assessment Fellow in the Provost Office, Dr. Ruth Anne Rehfeldt, is working closely with the Distance Education Assessment Committee this spring to reinforce these efforts.

**SUCCESS:** Capstone programs have increased despite the rapid development of online programs, which serve the same place-bound, 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, especially in the former College of Technical Careers, SIU Carbondale has offered Capstone programs aimed at enrolling non-traditional students with associates of applied sciences degrees. The present array of programs is featured in four fields: Industrial Technology, Information Systems and Applied Technologies, Allied Health, and Workforce Education and Development.

CHALLENGE: The University will continue to ensure that all students, not just those online, are well served in their work 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 41 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 the outcomes are measured in annual assessment reports, as required by the University’s accreditor, the Higher Learning Commission.

SUCCESS: A fifty percent increase in SIU Carbondale programs at University Center at Lake County over the past five years reflects a serious commitment to this growing, off-campus opportunity. No fewer than five colleges – Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, and Engineering – are actively involved. Two masters and ten bachelors degrees are offered on site, and their administration is overseen by Extended Campus. Another degree program in Hospitality and Tourism Administration is in development for UCLC this coming year.

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. During the past year, several additional program areas have proposed degrees that they would like to see delivered there. So this site is expected to see still more growth in degree programs in the coming year.
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. Border State Alternative Tuition Rates, the Geographic Enhancement Plan, the Legacy Tuition Rate, the High Achievers Alternative Tuition Rate, and the Veterans/Military Alternative Tuition Rate all have made a research university more fully within the grasp of a wider range of capable students.

**Success:** SIU Carbondale has been and continues to be the most affordable four-year public institution in Illinois. As one of only two public Carnegie Research Universities (High Research Activity) – second only to the University of Illinois, Urbana-Champaign and Chicago – we have maintained a much lower student cost than nearly all other public institutions in the state. This combination of commitments to student access and faculty research is very unusual and rarely encountered, even among the post-secondary institutions accredited by the Higher Learning Commission, which noted this fact in its last accreditation report (2010).

**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 decreasing state allocations. It is in fact the national norm 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 though the University has struggled to balance its two competing commitments – to support faculty research and to provide student access.
Success: The University has found ways to leverage financial aid to more students, thereby raising the percentage of students who are supported in their studies at SIU Carbondale. This trend reflects a national development – in the short term during hard economic times and in the long term as states dedicate fewer resources to public higher education. At SIU Carbondale, however, the pause in rising tuition in FY 2014 has meant a notable leveling off of the financial aid from federal and state sources that undergraduate students bring to the University’s operations. The result has been an unparalleled efficiency in the University’s use of scarce resources.

Challenge: With this commitment to supporting competing demands, the University finds that it cannot sustain its recruitment and retention initiatives and still maintain optimal enrollments. Balancing these interests is critical to the University’s future enrollments and thus to the financial aid from federal and state sources to run its 225 academic programs in keeping with accreditation requirements. In some degree programs, such as in Clinical and Counseling Psychology, faculty staffing has reached critical levels.

Success: While the University’s former students have struggled to repay their financial aid obligations, they remain roughly on par with their counterparts at all public four-year institutions.
in the state and well below the national average in their defaults on student loans. The latest year of data (FY 2011), former SIU Carbondale students have actually improved in paying down their loans; former Northern Illinois University students now are struggling more than ours.

**Challenge:** Given a growing student population on financial aid, relative to previous years and relative to the University's public four-year institutional peers, SIU Carbondale will address its students' financial literacy and help inform their choices in an uneven labor market. The student success course, UCOL 101, is introducing a unit on financial aid to help students understand their many obligations to family, lenders, and the state. The Office of Career Services is surveying graduating students' plans for employment, the results of which will be a better picture of how the University can guide their financial choices.

**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.

Implementation of revised SIU Carbondale academic policies in the last year was an effort to better support student outcomes. For example, as mentioned above, 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 were designed to promote completion of degrees and to effect a positive impact on 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.

**Success:** In keeping with national trends in graduate education, SIU Carbondale has seen a marked reduction of enrollments in part-time graduate study, while enrollments in full-time study have generally held steady. Despite the problems experienced by schools of law elsewhere, the SIU School of Law recruited its full quota of students. Similarly, masters and doctoral programs suffered
no full-time student losses, even as doctoral programs throughout the country contracted during the Great Recession. Active international outreach efforts paid off handsomely.

**Challenge:** Part-time graduate and professional enrollments are expected to improve as the economy improves. Doctoral and masters programs continue to recruit actively international students and capable SIU Carbondale undergraduates for further advanced graduate work. A major effort is now focused on interdisciplinary professional science master’s degree programs whose students nearly all pay for their advanced training; the problem is the coordination and administrative oversight of these profitable programs given the University’s current incentive structures for Extended Campus programs, which are subject to low registrations in required courses each summer.

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

In spring 2013, the University worked on articulating more community college transfer credits. One effort in particular to help students in border states is leading to acceptance of the Associate in Arts and the Associate in Science degrees from the Kentucky Community and Technical College System towards SIU Carbondale’s University Core Curriculum. The University is doing the same with community colleges in the state of Missouri. In this way, the University is easing transitions for transfer students.

**Success:** The steady state in the number of off-campus sites has not been impacted by the sharp rise of online programs that have shifted face-to-face classes to hybrid and entirely online coursework. A deliberate policy of keeping off-campus sites, whatever the enrollments, 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 to counter the loss of enrollments in many popular military programs such as Health Care Management.

**Challenge:** The University’s Extended Campus is reviewing its off-campus sites, especially at UCLC, 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 online offerings show greater demand, students will be given the opportunity to pursue their studies in a hybrid environment, thereby serving students’ interests to complete their degrees in a timely fashion.

**Success:** The University’s recently re-organized Office of Continuing Education (OCE) is taking a more aggressive approach to area professionals for continuing education opportunities. A new director is working 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, the OCE and its faculty partners are appealing to the employees of local industries to sharpen workplace skills throughout the region.

**Challenge:** The recent decline in Continuing Education owes much to the inability of local school districts to fund their teachers’ professional development. The Great Recession has finally filtered down to public education, one of the chief markets for continuing education. With the new strategy of the OCE, however, the expectation is that this decline in demand will be offset by new sources of interest: health informatics, workplace technologies, and the Illinois Common Core. These areas are ripe for focused and sustained outreach.
**RECOMMENDATION 3: INCREASE THE NUMBER OF POSTSECONDARY DEGREES IN FIELDS OF CRITICAL SKILLS SHORTAGES.**

In the past year, the University has added a number of new degree programs. Notable among these are the BS in Behavior Analysis and Therapy, the MS in Supply-Chain Management and Engineering, and the MS in Radiologic Sciences—all in fields of critical skills shortages.

![Graph showing Aviation Technologies, Flight and Management Degrees Conferred]

**Success:** Enrollments in SIU Carbondale’s award-winning aviation programs have held steady despite recent changes in the aviation industry and unusually high FAA-mandated course fees. Our programs will continue to recruit and retain outstanding students, particularly those who have not yet completed their associates degrees at local community colleges. Prospective students are clearly attracted to internship (and work) opportunities with smaller, regional air carriers.

**Challenge:** Structural, long-term problems with traditional air carriers have meant soft demand for graduates of aviation flight, technologies, and management degrees whose operating costs for fuel and equipment continue to rise (whatever the short-term price fluctuations for petroleum products in commodities markets). 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.
**Success**: Baccalaureate enrollments in Allied Health fields – Dental Hygiene, Radiological Sciences, and Health Care Management – are stable in the face of rapid changes in the labor market, thanks in part to the implementation of the Affordable Care Act. The market for students enrolled in certain fields at the associates level (Physical Therapy Assistance) and masters level (Radiological Sciences in Dosimetry) is somewhat healthier, reflecting increased demand for these specialties in the past two years. At least half of the increased student interest is owed to online hybrid and off-campus offerings of their required coursework.

**Challenge**: Success in masters programs, we expect, will be considerably enhanced by the development of proposals for new programs like the Masters in Healthcare Administration (MHA) and the Masters in Healthcare Informatics (MHI). Both of these new degrees are planned for hybrid-online delivery far beyond SIU Edwardsville’s targeted program in Healthcare Informatics on-site at Barnes Jewish Hospital in St. Louis. The prospective student interest in SIU Carbondale’s proposed MHA and the MHI is national in scope, just like the MRS in Dosimetry, which takes advantage of the latest online teaching technologies.

**Success**: In response to growing labor demand for the graduates of STEM programs, their degree completion rates are gradually increasing at the undergraduate level. Mechanical Engineering in
Particular, a program well-suited to jobs in the energy industry, has seen the largest jump in completion over the past five years (from 39 to 64), followed closely by Biological Sciences (from 58 to 65) and Geology (from 9 to 17) at the baccalaureate level. All three programs have benefited from intense recruitment and retention efforts in the College of Science and the College of Engineering.

**Challenge:** The University has a comparable commitment to the graduation rates in STEM graduate programs. It is expected that the new MS in Supply-Chain Management and Engineering and a new MS in Energy will ensure that these rates are improved. Moreover, SIU Carbondale is taking a closer look at attractive interdisciplinary STEM programs in high growth areas such as fermentation science and advanced energy and fuels at the masters level. If well-coordinated, these degrees promise 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 new STEM Education Research Center and the new Fermentation Science Institute. The 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 Institute assists the rapidly growing tourism trade in micro-brewing, viticulture, and specialty distilling.

**Success:** Like all 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, but also because of the 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 this erosion of state support for the University to continue as the state of Illinois grapples with its budget woes. Unfunded mandates, like tuition waivers for veterans, are likely to include the University's contribution to the nearly bankrupt State Universities Retirement System. The income tax supplement is also likely to be scaled back to 3.75 percent of taxable income, putting still greater pressure on state allocations to higher public education. Finally, as performance metrics are 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.

**SUCCESS:** Of the largest public-supported four-year institutions in the state, SIU Carbondale relies the least on its student tuition to support operations. This relatively modest contribution, which our students make 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, the $1000 Bursar balance, in-state tuition for students from neighboring states, and tuition waivers for merit scholarships, active-duty military, veterans, and Legacy students.

**CHALLENGE:** With its tuition freeze in FY 2015, the University will rank lowest in its tuition as a percentage of total revenue, impacting the operating budget for at least five more years. The conditions set by the state of Illinois's Truth in Tuition law ensure that this year’s freshmen make the same individual contribution to the general revenue fund for as long as it takes for them to complete their degrees. The result may well shift the burden of paying more for tuition onto the shoulders of the next year’s freshman class in FY 2016. The rest of operating expenses must be borne by grants, contracts, auxiliary services, and support from the SIU Foundation.
**Performance Report**  
**Southern Illinois University Carbondale**

**Grants & Contracts - % of Total Revenue**

<table>
<thead>
<tr>
<th>Year</th>
<th>ISU</th>
<th>NIU</th>
<th>SIUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 09</td>
<td>5%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>FY 10</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
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</tr>
<tr>
<td>FY 12</td>
<td>8%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>FY 13</td>
<td>9%</td>
<td>12%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: SIUC Historical RAMP

**Success:** SIU Carbondale has consistently outpaced its statewide peers in grants and contracts as a percentage of total revenue. Only recently has Northern Illinois University approached SIU’s level as state and federal sources of support for research and training became increasingly competitive, beginning in FY 2013. Grants and contracts as a percentage of the University’s operating budget are rapidly approaching the state’s allocation, helping to offset the impact that rising tuition and fees have had on students over the past five years during the state’s slow economic recovery.

**Challenge:** The University is committed to its research mission, much of whose support is provided by extra-mural sources at the state and federal levels, despite major cuts to the funds that agencies like the National Institutes of Health and the National Science Foundation make available to active researchers. New restrictions on the number and size of federal grants awarded to individual faculty members have limited the total funding for research at SIU Carbondale. The most promising opportunities for significant extra-mural funding are now found in collaborative projects with colleagues at other research universities as well as from various state agencies.

**SIUC IBHE/Carnegie Peer Group Faculty Salary Comparison**

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Faculty Weighted Avg Salary</th>
<th>IBHE Peer Faculty Weighted Ave Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 12</td>
<td>$78,542</td>
<td>$83,477</td>
</tr>
<tr>
<td>FY 13</td>
<td>$79,631</td>
<td>$84,652</td>
</tr>
<tr>
<td>FY 14</td>
<td>$81,454</td>
<td>$87,727</td>
</tr>
</tbody>
</table>

Source: FY 2014 Comparative Salary Study

**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 Carbondale has been able to afford a lower per-capita salary profile for its academic programs. Similarly, some departments like Mechanical Engineering and Chemistry are sharing appointments...
to offset the costs of hiring new faculty. Moreover, graduate programs such as those in 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 energy and the environment, to interest outstanding faculty elsewhere to accept job offers and to stay here for satisfying and rewarding careers.

**Success:** Thanks to the University’s first capital campaign and a strong equities market for the past five years, SIU Carbondale’s endowment has seen a respectable increase, averaging 7.5 percent annual growth in assets. The Foundation Investment Committee has adopted a shrewd strategy of diversifying its holdings across various investment classes, including bonds, equities, real assets, and private equity, both overseas and at home, in growth and value funds. The goal is to maintain the Foundation’s holdings, net of fees, payouts, and associated costs. The Foundation now totals more than $123 million.

**Challenge:** Sustaining recent growth as the Federal Reserve raises interest rates and as international equities markets react to slower economic growth in Europe and China is the principal investment challenge for the Foundation in the coming fiscal year. Meanwhile, the Foundation is preparing for another capital campaign by developing relationships with high net worth donors who are willing to participate in the campaign’s “quiet” phase. Academic units have set ambitious targets for fundraising in order to underwrite priorities of interest to a larger network of donors.
Strategic Mission:

Southern Illinois University Edwardsville 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
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.
GOAL I: 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.

SUCCESS: SIUE’s enrollment patterns have remained relatively stable in the past five years. In fall 2011, SIUE experienced the largest overall enrollment in the institution’s history with 14,235 students. Although overall enrollments declined to 13,850 in fall 2013 from the enrollment peak in fall 2011, these numbers are indicative of substantial success given the competitive environment. Record numbers of total applications and robust transfer applications for the fall term boosted potential and actual student enrollments for fall 2013. The fall 2013 first-time, full-time freshman class size of 1,930 students decreased nearly 5% from fall 2010 record freshman class size, but was still higher than any freshman class prior to fall 2010. The new group of first-time, full-time transfer students of 991 for fall 2013 was a 3% increase relative to the previous fall. 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 and coupled with strong offerings in a wide variety of other disciplines.

SIUE’s healthy enrollments are bolstered by ongoing recognition of its quality programs and support for all students. SIUE has been consistently ranked among the top 20 Midwestern Master’s universities by the U.S. News and World Report. U.S. News & World Report Best Colleges of 2015 lists SIUE among the best Regional Universities Midwest for the 11th consecutive year and among the top 15 public universities in that category. The overall scores are based on the reputation of SIUE in higher education, graduate and retention rates, faculty resources, student selectivity, financial resources, and alumni giving. U.S. News & World Report lists SIUE among the 2015 “Up and Coming” among Midwest regional universities. College administrators were surveyed last spring to nominate institutions they believe have recently made the most promising and innovative changes in the areas of academics, faculty, student life, and campus or facilities. A total of 20 regional universities
made the list; SIUE is one of only five public institutions to be recognized. The *Washington Monthly* ranked SIUE among the top 50 Master’s granting universities for a fifth year. These rankings are based on institutions’ commitment to the public good in three broad areas: social mobility, research, and service.

**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 has been strong, SIUE recognizes an opportunity to grow enrollment at the graduate level. As such, SIUE hired three new admissions professionals to support graduate and international recruitment. This team has been able to work with programs to identify factors affecting enrollment, enhance recruitment and increase yield. In the first year alone, this group was able to participate in twice as many graduate fairs for student recruitment compared to what had occurred in the previous year. Additionally, SIUE continues to identify new opportunities to identify programs that can better meet the changing needs of students, employers, and external stakeholders. For example, the newly launched graduate program in College Student Personnel fits this description. 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.

**Success:** Improving graduation rates and enhancing retention efforts remain priorities for SIUE. SIUE has identified increasing six-year graduation rates as key performance indicators for the University. The plan established a 2018 target of 60% for the six-year graduation rate. SIUE’s six-year graduation rate has remained relatively stable for the five-year period presented. Although SIUE had been consistently the 4th highest graduation rate among Illinois Masters Institutions, SIUE moved to the third position with the fall 2006 cohort. As the trend line suggests SIUE has hovered around 50% to 51.4% during the reporting period represented in the graph above. The six-year graduation rate for first-time full-time freshmen was 51.8% as of fall 2013. Although not presented in the above charts, SIUE’s four-year graduation rate for transfer students was 54.8%. 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% target for 2018.

**Challenge:** The graduation rate has not yet met SIUE’s goals. Although SIUE has attempted a variety of strategies, there has not been a substantial increase. 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 based on a report from the Student Success Advisory Council. SIUE’s “Graduation Starts Today” campaign continues to promote new interventions to promote student success. The Director of Retention and Student Services’ role was expanded to include oversight of Instructional Services and Academic Advising. 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, extended MAP-Works utilization, increased tutoring services, and increased campus-wide programming to support students. Additionally, this group implemented a caseload approach for academic advisors and initiated planning for the implementation of Starfish Retention software for student support services specialists, including academic advisors. In spring 2014, SIUE also piloted a new summer bridge program for students who were conditionally admitted. Unfortunately, there were low participation rates, and only 38 students registered for this program. Identifying effective ways to support this sub-group of students is an ongoing priority. Additionally, SIUE is developing adaptive learning plans for students who need additional assistance in English and Math. With decreasing funding, launching these new programs is increasingly challenging.

**Success:** In 2009, 14.8% of the SIUE student body was made up of minority students; in 2013 the percentage rose to 21.3%. Since 2008, SIUE has increased its percentage of underrepresented students at a greater rate than the median of its IBHE peers. SIUE’s commitment to diversity and inclusion continues to be reflected in our growing enrollments of minority students, and enhanced campus support systems. These include the development and approval of the University’s first comprehensive diversity plan.

**Challenge:** Although SIUE has increased representation of racial and ethnic minorities for 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. 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.
**Success:** Asian students continue to graduate at rates comparable to SIUE’s overall rate for first-year full-time freshmen. Rates for Black students have remained level for the last three cohorts (fall ’05 – fall ’07). While these rates are lower than our targets and the overall rate for the University, SIUE has experienced a 4 percentage point increase since the fall 2003 cohort. Through a variety of strong programs bridging Student Affairs and Academic Affairs, SIUE plans to continue this positive trajectory.

**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. Particularly, the FAME (Females of African descent Modeling Excellence) and GAME (Goal-Oriented African American Males Excel). These programs serve 40 first-semester freshmen at SIUE to help them succeed academically, professionally and personally. This program also offers a near peer mentoring program to bolster student success. Although the experience in these programs is deep and impactful, the program is capped at 20 new students each year. The enrollment rate for Hispanic students has fluctuated significantly over time. The rate for Hispanic students hit a low for the five-year period for the most recent cohort. Ultimately, the goal for all student groups is to be able 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.
**Success:** SIUE has maintained stable patterns in terms of the representation of men and women in the student population over the reporting period. SIUE’s patterns mirror national trends for women to be overrepresented in the student population.

**Challenge:** SIUE’s strategic plan provides targets that would keep SIUE undergraduate enrollment by gender at approximately the same level. The 2013 baseline was 47.1% men and 52.85% 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.

**Success:** SIUE has achieved parity in the graduation rates for men and women undergraduate students. These rates have increase for both women and men in the last five years with convergence of the rates for the most recent data point, the fall 2007 cohort.

**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 that programs discuss barriers to timely completion. University leadership and Faculty Senate changed the minimum number of credit hours required 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.

**Success:** SIUE has revitalized internationalization efforts and has increased the number of international partnerships. This change comes after a relatively steady decline at the graduate level. Along with increasing graduate recruitment, the Office of Admissions added recruiters who also specialize in international recruitment. International students comprised 8.2% of fall 2013 graduate enrollment. This was an increase of 1 percentage point from the previous year. International enrollment has remained relatively steady, near the 1% level, for undergraduate enrollment.

**Challenge:** SIUE recognizes an opportunity to grow international enrollment, but 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 to the achievement of the mission.
RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

SUCCESS: SIUE continues to have strong enrollment, overall. The proportion of students who are under 24 has increasingly grown. This pattern suggests that SIUE has strengthened its appeal to traditional students. While SIUE will need to increase numbers of students above 25 to fully meet this challenge, the University has embarked on a number of activities that will enhance the institution’s position in this respect. SIUE has increased the number of 2+2 arrangements with community colleges. Additionally, SIUE continues to grow the number of online and hybrid courses.

SIUE’s off-campus offerings also support the goal of increasing access to post-secondary education. With 13 off-campus locations, SIUE continues to meet potential students at locations that meet their needs. Likewise, SIUE has grown 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.

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:

- Worked with BJC Healthcare System to coordinate and support the continuing interdisciplinary MS in Healthcare Informatics on-site at the BJC Learning Institute
- Worked with Roxanna School District to offer tailored credit courses to classroom teachers on site
- Worked with the SIUE School of Education to host education workshops on current issues in education
- Served as the point of contact for the Madison County Department of Employment and Training for contract and tuition updates, as well as enrollment verification, and addition of programs for the Illinois Workforce Development system
- Expanded corporate contract with SSM Healthcare to serve nurses in Missouri, Illinois, Oklahoma and Wisconsin-RN baccalaureate completion program
- Worked with U.S. Steel Granite City Works and the School of Business to coordinate and support the Master of Business Administration program on-site under a corporate partnership agreement
- Created a corporate partnership website to encourage corporate partnership growth
• Partnered with Regional Office of Education for GED testing multiple times throughout the year
• Issued approximately 1,800 Continuing Education Units (CEU's) or Continuing Professional Development Units (CPDU's) for 2013/2014 fiscal year

During the 2013-2014 fiscal year, SIUE offered off-campus credit courses catering to adult programs or professional development in the following locations:

- Southwestern Illinois College – Granite City, IL
- Alton High School, Alton, IL
- Southwestern Illinois College, Belleville, IL
- Roxanna Community School District, Roxanna, IL
- Whiteside Middle School, Belleville, IL
- Wakeland Center, Troy, IL
- SIUE School of Nursing – Carbondale, IL
- SIUE School of Nursing – Springfield, IL
- BJC Center for Lifelong Learning, St. Louis, MO
- Lewis and Clark Jr. High School, Wood River, IL
- Triad High School, Troy, IL
- Collinsville High School, Collinsville, IL
- US Steel Granite City Works

**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. Among other imperatives, SIUE’s New REALITY (Re-imagining Excellence in Academics and Learning through Innovation, Technology, and You) project took up this challenge as an issue. Nine work teams, engaging 135 faculty and staff, focused on innovating pedagogies in online environments, recruiting and retaining new student populations, and e-learning sub-committees. These work teams reviewed best practices and posed innovative solutions. A steering committee analyzed and prioritized the short and long-term recommendations from all reports. Many of the teams’ recommendations have already been met and others remain focal parts of SIUE’s Strategic Plan. SIUE continues to be engaged in significant planning to strategically position the University to meet these challenges.
**Success:** SIUE has launched a number of new 2+2 arrangements with community colleges in the region. Likewise, partnerships with SIU Carbondale and new corporate partnerships facilitate the institution’s improvement in this area. Although the numbers are relatively stable, SIUE continues to build an infrastructure to create a more seamless transition for students with 2+2 and other arrangements. Recognizing the high proportion of the University’s undergraduate populations is comprised of transfer students, SIUE continues to strengthen support transfer processes and offers an orientation program to improve the transition.

**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 our 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 for students. SIUE has opportunities to strengthen off-campus programming and to enhance student access through other means, including corporate partnerships and growing online and distance options.
RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

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

To bolster SIUE’s reach, the University is examining ways to offer non-traditional credit courses and innovative programs. Whether through off-site, on-line, video, hybrid, or other non-traditional delivery modes, SIUE can extend access to more students and increase the capacity of the University to serve students in the state by maximizing the potential of these alternative modalities. As such, SIUE is providing more non-traditional credit courses and programs. Current accomplishments include:

- EChOS (Early Childhood On-Site Programs), a part-time cohort program that prepares working adults to be early childhood educators in public and non-public birth-to-third grade school settings. EChOS is offered at the undergraduate and graduate levels with both certification and non-certification options and currently enrolls 40 students at off-campus locations;
- A regional nursing program on the SIUC campus to meet the need for baccalaureate-prepared nurses in southeastern Illinois is continuing;
Serving nursing students via videoconferencing to Springfield and Carbondale, IL;
Online website (under development) 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 of 21.4% in 2013-2014. SIUE saw an increase from 429 to 521 courses. Enrollments increased from 5,810 to 7,681, which constitutes at 32% increase.1
Edwardsville Chapter of the NAACP sponsored 29 local high school students to attend ACT Review classes both on campus and at the East St. Louis Charter School;
Partnering with the School of Engineering with on-site corporate classes with Boeing; and
Supporting the College of Arts & Sciences in development of online courses suited to help online RN to BS students complete general education requirements at SIUE.

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

**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, DANTESS, CLEP, or competency-based education. SIUE will need to leverage these tools while maintaining the integrity of its core mission and historical strengths in the coming years. Success in these areas will also help SIUE better serve non-traditional students, promote degree completion, and meet military/veteran students’ needs.

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1 These numbers reflect correction of a clerical error on the 2012-2013 report.
**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.

![Tuition and Fee Comparison FY 15](chart)

**Success:** SIUE continues to offer students an affordable option for a public education in Illinois. SIUE’s mandatory tuition and fees remain among the lowest in the state, with only Governor’s State University offering a lower price. Although SIUE faces financial challenges given the declining state appropriation, SIUE has remained student-centered. In fall 2013, over three-fourths of student credit hours were taught by full-time faculty, and 46% of the faculty were tenured or on the tenure track.

In FY 14, SIUE also offered institutional grants and scholarships to 4,063 students, an increase from the previous year’s 3,872 – a number that has increased steadily since FY 2009.

**Challenge:** Although SIUE’s tuition and fees are lower than other state institutions, SIUE is also increasingly tuition dependent as state appropriations continue to decline. Although SIUE is increasingly reliant on student and fees to support operations, SIUE held tuition and fees constant for FY 15. Maintaining affordability, even in lean times, is an important part of SIUE’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.
**Success:** SIUE continues to provide an affordable education to residents of Illinois. In FY 2013, more than 88% of SIUE students received some type of financial aid. SIUE plays an important role in supporting recipients of federal Pell grants and subsidized student loans. Additionally, SIUE’s comprehensive campaign has strengthened the endowment to enhance scholarship offerings. Likewise, in AY 2012-2013, SIUE significantly expanded institutional scholarship commitments.

**Challenge:** SIUE’s Office of Retention and Student Success is working to support these students in their first year and subsequently. SIUE’s six-year graduation rate for new freshman cohorts who received federal Pell Grants has declined from 45% for the fall 2005 cohort to 40% for the fall 2007 cohort. These data reinforce the position that access alone is insufficient. As such, SIUE has enhanced Academic Advising, increased tutoring and supplemental instruction, and piloted a summer bridge program for students who were conditionally admitted in summer 2014.

**Success:** SIUE’s default rate continues to fall below the national average and the average for four-year public institutions. In fact, SIUE showed additional improvements on this metric in FY 11.
**CHALLENGE:** Higher education is increasingly expensive. SIUE will continue to work to assure that the public understands the true cost of attending SIUE while devoting attention to increasing retention and graduation rates, and to facilitating employment through relevant academic programming and the work of the SIUE Career Development Center.

**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.

**SUCCESS:** SIUE continues to offer a wide array of academic programs that support critical needs in the region. Additionally, SIUE is growing academic partnerships with corporate partners to serve the needs of those people seeking additional academic credentials and certifications.

**CHALLENGE:** SIUE’s 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.**

![Graph showing Off Campus Sites from Fall 09 to Fall 13.](source: SIUE Educational Outreach Dept.)

**SUCCESS:** While SIUE continues to build relationships with corporate partners such as Barnes Jewish Hospitals, SSM, and U.S. Steel, some of the previous need for off-campus locations has declined. SIUE 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 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 SIUE’s teacher education and educational leadership programs. Given changes in the environment and state regulations, these graduate programs have been losing enrollments. In fall 2013, the graduate enrollment for the School of Education, Health and Human Behavior was 520 students. This was down from 663 in 2009. For example, in Educational Administration’s programs that serve to prepare principals and superintendents, enrollments dropped from 142 to 95. 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 need 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.
**SUCCESS:** SIUE’s Office of Educational Outreach continues to expand programming for adults in the region through continuing education and professional development programming. These programs have grown dramatically since fall 2012 and now surpass 2300 units.

**CHALLENGE:** SIUE will continue to work with professional schools and programs that have been involved historically in offering continuing education and professional education programming. SIUE 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 also 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, these development opportunities are important to many of our professional programs that seek to facilitate 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.

**SUCCESS:** SIUE offers a unique array of programs to meet the needs of community stakeholders. In FY 2013, SIUE awarded degrees in 43 undergraduate programs and 70 graduate and professional practice programs. Nine percent of SIUE’s students were enrolled in Nursing in fall 2013. The School of Nursing graduated approximately 278 (undergraduate and graduate) students in during FY 2013. The School of Nursing continued to grow enrollment at the graduate level in the five-year period between 2009-2013. Similarly, the undergraduate programs in Nursing grew dramatically during this same period.

**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. Nevertheless, the University will face some financial challenges in meeting this expansion.
**SUCCESS:** SIUE continues to increase production of STEM degrees. Since FY 2009, STEM degree production has increased by 20% at the undergraduate level and has remained constant at the graduate level. SIUE’s offerings in the Health Sciences, the new Science Building and Engineering Annex, and talented faculty have contributed to this steady and significant growth. SIUE’s School of Engineering continues to grow. The School now represents 10% of SIUE’s student body. The School of Engineering has expanded by building partnerships with community colleges, securing international relationships, maintaining a strong faculty, and offering a high-quality accredited program at an affordable price.

Students in Pharmacy and Dental Medicine comprised 2% and 1%, respectively. The School of Dental Medicine graduated 46 students in 2013 and continued to demonstrate excellent student learning outcomes.

The School of Pharmacy graduated 80 students in 2013. A concurrent PharmD/MBA degree program has enrolled its first students.

The first Master of Science in Healthcare Informatics at Barnes Jewish Christian Medical Center (BJC) enrolled 36 students in fall 2013. This interdisciplinary program builds on SIUE’s strengths and aligns with the institution’s concentration in the Health Sciences.

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 2013, the School of Education had 56 students in the undergraduate Special Education program. The graduate program in Special Education enrolled 41 students.

Additionally, SIUE applied for a grant from the U.S. Department of Labor through the Trade Adjustment Assistance Community College and Career Training program. This proposal would bring more almost 10 million dollars of support to the Building Illinois’ Bioeconomy (BIB) consortium comprised of SIUE and four community colleges. The program would 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. 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.

**Success:** In spite of declining state appropriations, SIUE’s state appropriation as a percentage of total revenue is among the lowest among other IBHE public peer institutions in the state. Nevertheless, SIUE continues to find ways to grow and thrive. Furthermore, given SIUE’s cost to students and these appropriation levels, these 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’s state appropriation continues to decline as a percentage of total revenue. As such, SIUE has become heavily reliant on growing enrollment and increasing efficiencies within the system. If these percentages continue to decline, the University will need to find creative ways to further enhance service delivery under these constraints while keeping its central mission to educate students of Illinois at the forefront.
**SUCCESS:** SIUE’s reliance on tuition as a percentage of total revenue has become relatively stable 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. As the second most inexpensive public four-year institution in the state, this source of revenue has limitations in terms of how it can be leveraged to allow the University to truly flourish and achieve its strategic goals and long-term vision.

**SUCCESS:** In fiscal year 2014, SIUE faculty and staff received approximately $40 million in grants and contracts for research, teaching and service 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. In spite of increasing competition for grants and contracts, SIUE has remained in a largely stable position.
**Challenge:** As state appropriations decline, it becomes increasingly important that SIUE increase its grants and contracts revenue. While doing so 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 external awards might not be possible without outside funding. SIUE’s strategic plan calls for an increase to over 43 million in awards by 2018. Additionally, the strategic plan calls for increases in the percentage of tenure-track faculty submitting awards and the total number of awards received.

**Success:** In aggregate, SIUE faculty salaries continue to exceed the weighted average salaries of IBHE peers. SIUE has been able to offer small annual merit increases in recent years. These actions along with two faculty equity projects have led to positive outcomes for SIUE relative to IBHE peers.

**Challenge:** 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 our students and serve the needs of the state and region. Although these salary comparisons look relatively positive, the University continues to find ways to hire high quality faculty by offering competitive salaries and start-up packages.
SUCCESS: SIUE hired a new Vice Chancellor for Advancement in FY 14. The re-energized office, along with a comprehensive campaign for the University, increased the endowment to over 18 million dollars. There has been steady and significant growth in SIUE’s endowment over the five-year period considered here. These funds are critical to offering more scholarships to prospective SIUE students.

CHALLENGE: SIUE 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 dollars. Additionally, 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 university’s and organizations rely more heavily on enhancing their endowments.
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.

From Southern Illinois University School of Medicine, Strategic Plan.
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, INCLUDING GED RECIPIENTS, REENTERING EDUCATION AND COMPLETING A POSTSECONDARY CREDENTIAL.

RECOMMENDATION 3: REDUCE GEOGRAPHIC DISPARITIES IN EDUCATIONAL ATTAINMENT.

SIU School of Medicine’s academic and service programs increase educational opportunities for the school’s medical students, physician assistant students, and clinical residents and fellows, as well as expand community access to the school’s educational resources.

STUDENT SUCCESS
RECOMMENDATION 1

- Medical Education: The school’s medical education programs are designed to prepare physicians for practice in the region. The physician assistant (PA) program trains its graduates to provide patient care in all areas of medicine delivered under the supervision of physicians. In FY2014, the school educated 288 medical students, trained 325 clinical residents/fellows, and provided continuing medical education to over 9,000 physicians and other health care professionals in over 1,600 sessions of regularly scheduled series and symposia. The school trained 73 physician assistants in its masters-level PA program.

- Medical Program – Examination Pass Rates: Pass rates on the U.S. Medical Licensing Examination (USMLE) Step 2 for SIU’s medical students from the last five examination periods are listed below.

<table>
<thead>
<tr>
<th>PASS RATES FOR SELECTED EXAMINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USMLE Step 2 – Clinical Knowledge</strong></td>
</tr>
<tr>
<td>Pass Rates (%)</td>
</tr>
<tr>
<td>SIU</td>
</tr>
<tr>
<td>National</td>
</tr>
</tbody>
</table>

| **USMLE Step 2 – Clinical Skills** |
| Pass Rates (%) | 2010 | 2011 | 2012 | 2013 | 2014 |
| SIU | 100% | 100% | 97% | 97% | 100% |
| National | 97% | 98% | 97% | 98% | 96% |

Note: Reflects examinations for first-time test takers taking examinations in the academic years noted. Source: National Board of Medical Examiners, USMLE reports, for the years noted.
SIU School of Medicine Effectiveness

SIU School of Medicine’s Ranking Compared to Other Schools of Medicine

- Graduates in practice as compared to U.S. medical schools (Association of American Medical Colleges, 2014)
  - 90th percentile practicing in rural areas
  - 80th percentile practicing in primary care
  - 60th percentile practicing in underserved areas

- 13th among medical schools/teaching hospitals in training of primary care residents (Academic Medicine, 2013)

- 14th among all medical schools for producing family physicians (American Academy of Family Medicine, 2010)

- 15th on “social mission”, recognizing the school’s success in graduating physicians practicing primary care or serving in medically underserved areas, as well as success in the training of physicians from minority backgrounds (Annals of Internal Medicine, 2010)

Awards

- Only three-award winner in the world of the Association for Medical Education in Europe (AMEE) Aspire Awards in 2013: student assessment, student engagement, and social accountability.

Based on data provided by the Association of American Medical Colleges, 90.4 percent of 2014 SIU medical graduates said that they were satisfied with their medical education.
Southern Illinois University
School of Medicine

- **Academic Accreditations:** The SIU School of Medicine is fully accredited as a medical education institution. The school was reaccredited for undergraduate medical education (M.D. program) by the Liaison Committee on Medical Education (LCME) in FY2007, for graduate medical education (clinical residencies/fellowships) by the Accreditation Council for Graduate Medical Education (ACGME) in FY2013, and for continuing medical education (CME) by the Accreditation Council for Continuing Medical Education (ACCME) in FY2012. The Accreditation Review Commission on Education for the Physician Assistant granted continued accreditation to the PA program in FY2010. All graduate and service programs are in compliance with review requirements of the Illinois Board of Higher Education. In FY2014, the school continued its preparations for the next LCME accreditation review scheduled for January 2015.

- **Residency Choice:** M.D. graduates of SIU’s medical school have been successful in obtaining highly competitive clinical residencies to continue their medical training. Graduates of the Class of 2014 began clinical residencies in summer 2014. Residency choices of the nine most recent graduating classes are shown here.

![Residency Choice Chart]

**Classes of 2006–2014 Match Results By Specialty**

<table>
<thead>
<tr>
<th>Specialty</th>
<th>N = 607</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine (91)</td>
<td>15.0%</td>
</tr>
<tr>
<td>Internal Medicine (86)</td>
<td>14.2%</td>
</tr>
<tr>
<td>Pediatrics (67)</td>
<td>11.0%</td>
</tr>
<tr>
<td>Emergency Medicine (62)</td>
<td>10.2%</td>
</tr>
<tr>
<td>General Surgery (43)</td>
<td>7.1%</td>
</tr>
<tr>
<td>OB/GYN (41)</td>
<td>6.8%</td>
</tr>
<tr>
<td>Radiology (39)</td>
<td>6.4%</td>
</tr>
<tr>
<td>Anesthesiology (34)</td>
<td>6.4%</td>
</tr>
<tr>
<td>Orthopedic Surgery (27)</td>
<td>5.5%</td>
</tr>
<tr>
<td>Medicine–Pediatrics (17)</td>
<td>2.8%</td>
</tr>
<tr>
<td>Urology (14)</td>
<td>2.3%</td>
</tr>
<tr>
<td>Ophthalmology (12)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Psychiatry (12)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Plastic Surgery (11)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pathology (9)</td>
<td>1.5%</td>
</tr>
<tr>
<td>Dermatology (9)</td>
<td>1.5%</td>
</tr>
<tr>
<td>Neurology (6)</td>
<td>1.0%</td>
</tr>
<tr>
<td>Physic. Medicine/Rehab (5)</td>
<td>0.8%</td>
</tr>
<tr>
<td>Neurological Surgery (5)</td>
<td>0.8%</td>
</tr>
<tr>
<td>Child Neurology (3)</td>
<td>0.5%</td>
</tr>
<tr>
<td>Medicine–Psychiatry (3)</td>
<td>0.5%</td>
</tr>
<tr>
<td>Vascular Surgery (3)</td>
<td>0.5%</td>
</tr>
<tr>
<td>Otolaryngology (3)</td>
<td>0.5%</td>
</tr>
<tr>
<td>Med.–Emergency Med. (1)</td>
<td>0.2%</td>
</tr>
<tr>
<td>Med.–Preventive Med. (1)</td>
<td>0.2%</td>
</tr>
<tr>
<td>Radiation Oncology (1)</td>
<td>0.2%</td>
</tr>
<tr>
<td>Int. Med./Primary Care (1)</td>
<td>0.2%</td>
</tr>
<tr>
<td>Peds./Primary Care (1)</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Source: Student Affairs. Excludes preliminary, transitional, and special fellowships (e.g., research fellowships).
• **Medical Program – Graduates:** The school has been successful in graduating medical students, including those from underrepresented groups. Data from the most recent five-year period are summarized here.

### MEDICAL STUDENT COMPLETION BY GRADUATING CLASS

<table>
<thead>
<tr>
<th>Student Category</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>5-Year Total 2010 - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Minority Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>10</td>
<td>13.3%</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>5.3%</td>
<td>2</td>
</tr>
<tr>
<td>All Other</td>
<td>4</td>
<td>5.3%</td>
<td>12</td>
</tr>
<tr>
<td>Disabled Students</td>
<td>1</td>
<td>1.3%</td>
<td>0</td>
</tr>
<tr>
<td>Female Students</td>
<td>35</td>
<td>46.7%</td>
<td>31</td>
</tr>
<tr>
<td>All Graduating Students</td>
<td>75</td>
<td>100.0%</td>
<td>69</td>
</tr>
</tbody>
</table>

**Note:** Student categories listed here (Minority Students, Disabled Students, Female Students) are not mutually exclusive. All Graduating Students is the total count of medical students graduating in the periods noted: this includes the student categories listed above and all other students. All Graduating Students counts, as such, are not the sum of the categories shown in the table. Source: Student Affairs. August, 2014.

### MINORITY AND FEMALE STUDENT COMPLETION BY GRADUATING CLASS

<table>
<thead>
<tr>
<th>Year</th>
<th>Minority Students</th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>13 Students (18.8%)</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>15 Students (24.2%)</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>25 Students (34.7%)</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>18 Students (24.0%)</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>20 Students (29.0%)</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Student Affairs. October, 2014.

**Note:** Numbers of female students and minority students are not mutually exclusive. Percentage shows percent of total graduates in the year noted.
ADULTS REENTERING EDUCATION
RECOMMENDATION 2

Students attending SIU’s medical school 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 or brief periods of professional employment. As such, they are better described as continuing their education rather than reentering it. SIU School of Medicine provides services to assist its students in completing their studies.

- **Student Services:** The school continued its successful student services and benefits programs, including student orientation, student mentoring, student performance/improvement assessment, scholarships and student advisement, financial consulting services, career counseling, wellness activities, diversity training, and student research support.

- **Career Counseling:** The medical school provided career counseling to all medical students across the four years of medical school. This program includes seminars, mentoring, and application assistance to residencies. Practicing physicians, medical educators, and departmental interest groups conduct the program and provide individualized counseling.
**GEOGRAPHIC DISPARITIES**

**RECOMMENDATION 3**

- **Student Hometowns:** SIU’s medical students come from rural areas, small towns, and cities in Illinois. In FY2014, 86 percent of the medical students were from downstate Illinois and 33 percent came from rural counties. Students came from 63 of Illinois’ 102 counties. More than half (54 percent) of the class matriculating in academic year 2014 came from communities of 25,000 or fewer citizens.

- **Regional Educational and Training Activities:** The school continued programs providing patient care and medical student/clinical resident training in regional locations such as SIU’s Family and Community Medicine medical education/patient care clinics in Carbondale, Decatur, Springfield, and Quincy; and the community-based student training (preceptorship) program rotating medical students through local physicians’ offices, clinics, and hospitals.

- **Rural Surgical Residency Rotation:** In conjunction with the Southern Illinois Healthcare system, the school’s General Surgery Residency program initiated a program to place general surgery resident physicians at southern Illinois hospitals. The residents serve with selected surgeons in Carbondale, Herrin, and Murphysboro, Illinois. SIU’s resident surgeons are adding critical expertise to the area while providing the resident physicians with the opportunity to work in a rural setting.
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.

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.

- **Tuition and Fees:** 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. SIU’s medical school tuition and fees are comparable to those of other community-based medical schools.

The university and medical school have minimized tuition increases – including no increase in tuition rates for fall 2014 matriculants.
- **Educational Debt**: 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 FY2014, the average educational debt (including premedical school debt) was in excess of $175,000. Six (6) percent of the 2014 graduating class incurred total educational debt in excess of $250,000. To help counter these trends, the medical school has made student scholarships a priority and is minimizing tuition increases, as noted above.

### AVERAGE EDUCATIONAL DEBT OF INDEBTED GRADUATES BY GRADUATION YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUSOM</th>
<th>National Average (Public Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>$40,045</td>
<td>$40,645</td>
</tr>
<tr>
<td>1993</td>
<td>$46,224</td>
<td>$46,224</td>
</tr>
<tr>
<td>1996</td>
<td>$80,000</td>
<td>$80,000</td>
</tr>
<tr>
<td>1999</td>
<td>$120,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>2002</td>
<td>$160,000</td>
<td>$160,000</td>
</tr>
<tr>
<td>2005</td>
<td>$200,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>2008</td>
<td>$200,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>2011</td>
<td>$167,763</td>
<td>$167,763</td>
</tr>
<tr>
<td>2014</td>
<td>$178,814</td>
<td>$178,814</td>
</tr>
</tbody>
</table>

**Note**: Comparison value based on average for all public medical schools. The 1991 National Average value is not available and was extrapolated for this graph. Average value of educational debt (includes premedical and medical school debt) is total loans divided by total number of graduates with any level of debt.

**Source**: Student Affairs. October, 2014.

### PERCENTAGE OF STUDENTS WITH DEBT EXCEEDING $250,000

<table>
<thead>
<tr>
<th>Graduating Year</th>
<th>Percentage of Students with Debt Exceeding $250,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0%</td>
</tr>
<tr>
<td>2011</td>
<td>2%</td>
</tr>
<tr>
<td>2012</td>
<td>3%</td>
</tr>
<tr>
<td>2013</td>
<td>3%</td>
</tr>
<tr>
<td>2014</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Note**: Percentage of Students equals number of students with debt over $250,000 divided by total number of students with debt.

**Source**: Student Affairs. October, 2014.
**Financial Assistance:** 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. In recent reporting, 86 percent of SIU’s medical students received financial assistance.

**MEDPREP Alliance Scholarships:** MEDPREP Alliance Scholarships provide funding for MEDPREP* graduates and other students from disadvantaged backgrounds to attend SIU’s medical school. Funding for these scholarships comes from the medical school’s operating budget. The school allocated $492,000 to these scholarships in FY2014 and indexes the scholarship each year to accommodate tuition increases. (*Medical/Dental Education Preparatory Program)

**Student Financial Aid:** The SIU 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 prior to admission and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive counseling regarding minimizing and managing their debt after graduation. The medical school’s student financial aid programs are designed to be responsive to the needs of medical students.

**New Scholarships:** In FY2014, two new endowed scholarships were established in honor of long-time southern Illinois physicians. The Penelope K. Tippy Endowed Fund, established in conjunction with Southern Illinois Healthcare, will provide financial support to fourth-year medical students at SIU who intend to practice medicine in downstate Illinois. The Wilson Endowed Fund was established by Dr. Margaret A. Wilson, a retired downstate pediatrician, to support female medical students at SIU.
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.

RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

RECOMMENDATION 3: INCREASE THE NUMBER OF POSTSECONDARY DEGREES IN FIELDS OF CRITICAL SKILLS SHORTAGES.

Excellence in professional and graduate education and leadership in research, scholarly, and creative activities are 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.

HIGH-QUALITY POSTSECONDARY CREDENTIALS

RECOMMENDATION 1

- Professional and Graduate Study: SIU School of Medicine educates future physicians, new and established practicing physicians, physician assistants, and graduate science students. Enrollments and graduation numbers are shown to the right.

- Graduate Science Programs: The medical school offers graduate science programs approved by the Illinois Board of Higher Education, including master’s and doctor’s degree programs in pharmacology, physiology, and molecular biology, microbiology, and biochemistry (MBMB); as well as a master’s degree in Physician Assistant Studies. The MBMB and Physiology programs are provided jointly with the SIUC College of Science.

<table>
<thead>
<tr>
<th>TOTAL LEARNERS</th>
<th>ACADEMIC YEAR 2013/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment (AY2013/14)</td>
</tr>
<tr>
<td>Student Groups</td>
<td></td>
</tr>
<tr>
<td>Medical Students</td>
<td>288</td>
</tr>
<tr>
<td>Residents/Fellows</td>
<td>325</td>
</tr>
<tr>
<td>Physician Assistant Students</td>
<td>73</td>
</tr>
<tr>
<td>Graduate Science (MS/PhD)</td>
<td></td>
</tr>
<tr>
<td>MBMB</td>
<td>87</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>16</td>
</tr>
<tr>
<td>Physiology</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: “MBMB” is Molecular Biology, Microbiology, and Biochemistry. Completed Training/Graduated counts from programs’ implementation through June, 2014. Residents/Fellows counts as of June, 2014: Physician Assistant student counts as of September, 2014: others as of December, 2013. Source: Student Affairs, Residency Affairs, and Program Offices.

- Continuing Education: The school conducted continuing medical education programs for physicians, nurses, other health care providers, and community leaders during FY2014. Many of these programs were offered via distance-learning telehealth technologies. Topics included emerging treatments in Alzheimer’s disease and other neurological diseases, cancer care,
women’s health, infertility, tinnitus, wound care, infectious diseases, child abuse, and pediatric critical care, as well as health care reform/access and a variety of primary and specialty care topics. In March 2014, the school held the Thirteenth International Symposium on Advances in Alzheimer Therapy in Geneva, Switzerland. Jointly conducted with the University of Geneva, this event provided nearly 600 physicians and scientists from around the globe the opportunity to collaborate on key topics such as current therapies, new methods of diagnosis, pharmacological interventions, and other topics concerning Alzheimer disease.

- **Graduate Medical Program:** With its accredited teaching hospitals, the medical school provided graduate medical education to 325 clinical residents and fellows in FY2014; as of this year, 2,247 residents/fellows have completed training. In 2014, the new seven-year neurosurgery residency program began.

<table>
<thead>
<tr>
<th>Clinical Residencies</th>
<th>Fellowships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dermatology</td>
<td>Adult Reconstructive Surgery</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>Andrology</td>
</tr>
<tr>
<td>Family Medicine (four sites)</td>
<td>Child Psychiatry</td>
</tr>
<tr>
<td>General Surgery</td>
<td>Colorectal Surgery</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>Endocrinology</td>
</tr>
<tr>
<td>Medicine/Psychiatry</td>
<td>Gynecologic Surgery</td>
</tr>
<tr>
<td>Neurology</td>
<td>Hand Surgery</td>
</tr>
<tr>
<td>Neurosurgery</td>
<td>Head and Neck Oncology</td>
</tr>
<tr>
<td>Obstetrics/Gynecology</td>
<td>Infectious Diseases</td>
</tr>
<tr>
<td>Orthopedic Surgery</td>
<td>Laryngology</td>
</tr>
<tr>
<td>Otolaryngology</td>
<td>Neurorehabilitation</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Pulmonary Medicine</td>
</tr>
<tr>
<td>Plastic Surgery</td>
<td>Spine Surgery</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td>Radiology</td>
<td>Vascular Surgery</td>
</tr>
<tr>
<td>Urology</td>
<td></td>
</tr>
<tr>
<td>Vascular Surgery</td>
<td></td>
</tr>
</tbody>
</table>
• **Medical/Dental Education Preparatory Program (MEDPREP):** The school continued MEDPREP, SIU’s nationally recognized program of preparatory learning for disadvantaged and minority students tracking toward health professions. Program graduates have attended the nation’s leading health professional schools, including SIU School of Medicine.

<table>
<thead>
<tr>
<th>MEDPREP</th>
<th>ACADEMIC YEAR 2013/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 MEDPREP students:</td>
<td>64 (98%) minority</td>
</tr>
<tr>
<td>42 (65%) women</td>
<td></td>
</tr>
<tr>
<td>Total MEDPREP alumni:</td>
<td>1,362</td>
</tr>
</tbody>
</table>


• **Physician Pipeline Preparatory Program (P4):** In cooperation with the Springfield Public School District 186, the medical school continued its “Physician Pipeline Preparatory Program (P4)”, an educational pipeline program designed to encourage local high school students interested in becoming physicians. P4 includes after-school programs, case studies, job shadowing, skill training, and mentoring of participating high school students by physicians, medical students, and scientists of the medical school. Of the program’s seventeen graduated students to date, fifteen are currently pursuing basic science undergraduate degrees in college. In FY2014, forty-one students participated in the fifth year of this program and an additional ten new freshman students joined P4 in fall 2014.

• **Diversity Programs:** In FY2014, the School of Medicine established the Diversity Council, a senior-level group comprised of the Dean’s staff which meets regularly to oversee the activities and execution of the school’s Diversity Plan. For medical students, the school offered special electives that provide opportunities to interact and spend time with minority physicians practicing in downstate Illinois. The school’s Office of Diversity, Multicultural, and Minority Affairs offered numerous educational and outreach programs that celebrate the ethnic and cultural diversity of the community, to include the Diversity Enrichment Week, annual Black History Month event, and monthly ethnic celebration programs.

**FIELDS OF CRITICAL SHORTAGES**

**RECOMMENDATION 3**

• **Student Recruitment:** The school encouraged pre-medical students from around Illinois to apply to SIU’s medical school and medical/dental education preparatory program through recruitment visits to colleges and universities, attendance at recruitment fairs and conferences, and by welcoming prospective applicants to campus visits. Recruitment also occurred in small group and individual counseling sessions conducted at the state’s public/private universities and colleges. Staff also provided information to advisors, professors, and other individuals on other campuses to assist them in encouraging their students’ interests in medical careers.
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.

**Patient Care:** Patient care services and clinical outreach site programs provided by the medical school offer primary and specialty physician services to address patient needs not otherwise met in the area. These complement health care provided by affiliated hospitals and community physicians. In FY2014, SIU physicians provided services to 112,115 patients during 351,500 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided 516,400 patient visits this year.

**Clinical Services:** SIU HealthCare, the medical school’s multi-specialty physician practice organization, expanded and enhanced services and treatment options to its patients. In FY2014, the school’s Department of Obstetrics and Gynecology became the first academic patient clinic in Illinois, and one of only two programs in the state, to be accredited to perform fetal echocardiography, a procedure which identifies cardiac abnormalities in unborn babies, resulting in more effective treatment of these conditions at birth. The Psychiatry department expanded its geriatric psychiatry services in order to provide improved care to the practice’s elderly population. Family and Community Medicine/Springfield continues as a federally qualified health center (FQHC); in this past year, Family and Community Medicine/ Decatur was named a Patient-Centered Medical Home (PCMH), recognizing its efforts to enhance patient access and to improve continuity, coordination, and follow-up care.

**Hand Transplant Program:** In FY2014, the school’s Department of Surgery implemented the first clinical hand transplant program in Illinois. One of only eleven hand transplant programs in the country, this initiative builds on the school’s long-standing success in reconstructive surgery. A multi-disciplinary team takes part in this program and includes surgeons, nephrologists,
infection disease specialists, pharmacologists, psychiatrists, and physical therapists. The program's goal is to allow amputees to return to their pre-amputation productive lives without the need for a prosthetic limb.

- **Clinical Outreach:** During FY2014, SIU physician faculty provided patient care and regional outreach programs (including on-site and telehealth programs) in 109 separate clinics/outreach sites in 50 Illinois communities. Examples include primary care clinics, surgical clinics, psychiatric clinics, and an Alzheimer’s disease primary provider network in downstate communities.

- **Simmons Cancer Institute at SIU:** In FY2014, the Simmons Cancer Institute at SIU continued programs to improve cancer care in the region, expanded research into cancer treatment and prevention while attracting external funding to the community, enhanced the training of physicians and other health care workers regarding cancer care, and helped patients, their families, and the general community confront cancer and its impacts.
  
  o Provided state-of-the-art, multi-specialty cancer care to approximately 1,900 patients per month from more than seventy counties in Illinois and around the region. In this past year, SCI implemented several new cancer protocols utilizing magnetic resonance imaging technology and genetic counseling to detect and treat different forms of cancer. SCI added new oncology clinics in central and southern Illinois to increase access and improve cancer care in the region.

  o Engaged in research and clinical trials to better understand the molecular mechanisms of cancer, as well as to improve its detection, treatment, and prevention. Multi-year grant awards were received from agencies such as the National Cancer Institute, the National Institutes of Health, the Department of Defense, and the Illinois Department of Public Health to study a wide variety of cancers and cancer treatments. SCI currently has 125 clinical trials open for enrollment to cancer patients and a total of 205 patients have been enrolled in research studies since July 1, 2013.

  o Provided numerous community education, health promotion, and disease prevention programs, including community screening programs for cancers of the skin, head, and neck; and continuing medical education programs for health care providers, their patients, and caregivers. SCI offered colorectal cancer screenings to the uninsured and underinsured in southern Illinois, and also provided free mammogram check-ups and cervical cancer screenings to uninsured women in Springfield.

  o In FY2014, SCI continued its affiliation with the Southern Illinois Healthcare (SIH) Cancer Institute to enhance specialized cancer treatment for patients in southern Illinois. SIH and SCI also collaborated on a variety of research projects including an ongoing study of disparities in the treatment of lung cancer in southern Illinois.
**Biomedical Research:** SIU School of Medicine’s research programs focus on diseases and health conditions prominent in the region, improving both the quality of health care and medical training in central and southern Illinois.

New research awards declined dramatically in FY2013, largely due to federal budget conditions in recent years. Research awards in the years preceding this decline benefitted from increased one-time federal spending associated with federal initiatives to stimulate the national economy (American Recovery and Reinvestment Act of 2009, ARRA). Once these funds were exhausted, and as more recent federal budgets under sequestration have been severely limited, the federal government’s spending on new awards declined. The result has been both increased competition for new research awards and lower amounts on award. In addition to the effects of federal research budgets, the school also lost some senior faculty members in recent years to retirement. To address these conditions, SIU School of Medicine has joined with other medical schools and health science universities in encouraging congress to increase federal funding for research. The school is also recruiting new faculty members with active research programs. Early indications are that research grant awards in FY2014 will rebound.

In FY2014, the school engaged in more than 530 active clinical research studies, in fields such as Alzheimer’s disease, lung cancer, brain cancer, and noise-induced hearing loss. The medical school continues to build and strengthen its research collaborations with numerous clinical organizations in the region, including the Southern Illinois Healthcare Foundation and Washington University.

**Intellectual Property and Technology Transfer:** The school’s Office of Technology Transfer (OTT) works with medical school faculty and staff, community groups, partner organizations, and funding agencies in developing new intellectual property suitable for commercialization. In FY2014, OTT processed 58 intellectual property items.
Community Education and Outreach: The medical school provided numerous health/public education programs, disease screenings, and health assessments to the community. This included the medical student-run free health care clinic program for the homeless and uninsured/underinsured in Springfield; screenings for skin cancer, cervical cancer, colorectal cancer, and cancers of the head and neck; a community outreach and education program for individuals suffering from Alzheimer’s disease and related disorders; and a family health fair in Springfield that provided car seat inspections and educational information on topics such as safe homes, healthy eating, and bike safety. In conjunction with the Illinois Children’s Healthcare Foundation and other community organizations, the school continued a multi-year, multi-million dollar grant-funded program to improve mental health care screenings, diagnosis, and treatment for children living in Quincy, Illinois, and the surrounding area. In conjunction with other local health care providers, the Simmons Cancer Institute conducted a series of breast cancer awareness events and offered outreach programs to assist cancer patients and their caregivers. Other community education programs included the “Think-First” brain and spinal cord injury prevention program, and programs focusing on diabetes, memory loss, and smoking cessation.
**Community Health Education:** SIU School of Medicine seeks to foster within its medical students an understanding and interest in community health issues. In FY2014, SIU’s medical program ranked at the 98th percentile of all medical schools for time devoted to instruction in community health as part of the medical school experience and at the 86th percentile for medical student participation in community health electives.

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**SIU SCHOOL OF MEDICINE INSTRUCTION IN COMMUNITY HEALTH**

![Graph showing instruction in community health from 2007 to 2013.](image)

**Notes:**
1) Represents percentage of graduates responding “Appropriate” to the question, “Was time devoted to your instruction in role of community health and social service agencies (appropriate)” on the annual AAMC Graduation Questionnaire.
2) Percentile Rankings (in parentheses) reflect SIU School of Medicine’s ranking compared to other accredited medical schools.

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**SIU SCHOOL OF MEDICINE FIELD EXPERIENCE IN COMMUNITY HEALTH**

![Graph showing field experience in community health from 2007 to 2013.](image)

**Notes:**
1) Represents percentage of graduates who indicated on the annual AAMC Graduation Questionnaire that they had participated in an elective field experience in community health while in medical school.
2) Percentile Rankings (in parentheses) reflect SIU School of Medicine’s ranking compared to other accredited medical schools.
• **Community Health and Service:** First established in 2013, the Office of Community Health and Service provided a locus for the school's community and population health programs. Through the Rural Health Initiative (RHI), the school provided health care resources in 2014 to rural and underserved communities in central and southern Illinois. These efforts supported community hospitals and clinics in acquiring needed equipment, supplies, and health care staffing to meet shortfalls; expanded video-conferencing and electronic health records (EHR) in the region; and increased community health education efforts. The Population Health Science Initiative studied cancer outcome disparities in southern Illinois and is working with Washington University to secure funding for continued research in this area. Community service efforts included the Keep Kids in School Coalition, conducted in collaboration with the Springfield School District and other community organizations, which provided local school children free access to physical examinations and immunizations required before the beginning of school. The school continued its ongoing relationship with Enos Elementary School to include mentoring/tutoring programs, health care education programs, and the “Shoes That Fit” initiative that provided shoes to needy children in the community. Other community service initiatives included medical student-led service programs such as community clean-up efforts, serving meals to the homeless, and providing health care education programs. Other numerous community health and service programs are also underway.

• **Collaboration with Mid-Illinois Medical District:** SIU School of Medicine continues its collaboration with the Mid-Illinois Medical District in a combined effort with others in the community to provide for the “orderly creation, maintenance, development, and expansion of health care facilities and medical research/high technology parks” in Springfield's medical corridor.

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.