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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.

Trends evident in SIU System data are measured and explained in the campus-specific charts and analyses that follow in this report. In many cases, the data and narratives this year do not differ appreciably from last year, in large measure because the trend lines are based on slow-changing developments in higher education. Please note that this year’s report provides data on high-impact educational practices (pp. 19 and 47) and professional examination pass rates (pp. 29 and 55) for undergraduate students at SIUC and SIUE. In future reports, there will be enough data to develop trend lines just like all the other activities reported in this report.
**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 10 and fall 14 SIU’s enrollment decreased by 2,209.

SIU’s transfer student enrollment decreased by 1,030 students between fall 10 and fall 14. SIU’s percentage of transfer student to total undergraduate enrollment decreased by 3.3% for the same time period.
Between fall 05 and fall 08, the six-year graduation rate decreased by 0.7% at SIUC and by 1.4% at SIUE.

Between fall 10 and fall 14, the percent of minority students to total enrollment increased by 2.3% for SIU.
SIU’s male and female enrollment ratio between fall 10 and fall 14 remained constant, with male enrollment slightly higher than female.

SIU’s international student enrollment increased by 2.4% between fall 10 and fall 14.
SIU’s off-campus sites have increased by 2 sites between fall 10 to fall 14.

**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 fiscal year 2010 and fiscal year 2014 by 3.7%.
SIUC’s student aid three-year default rate has increased between fiscal year 2009 and fiscal year 2012 by 0.2%.

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

SIUE’s student aid three-year default rate has decreased between the same period, by 0.7%.

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 649 students between fall 10 and fall 14.

SIU’s on-line courses have increased between fiscal year 2011 and fiscal year 2015 by 889 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 - percentage of total revenue decreased by 5.7% between fiscal year 2010 and fiscal year 2014.

SIU’s tuition - percentage of total revenue increased by 1.8% between fiscal year 2010 and fiscal year 2014.
SIU’s grants & contracts - percentage of total revenue decreased by 0.6% between fiscal year 2010 and fiscal year 2014.

Between fiscal year 2013 and fiscal year 2015, SIUC has made progress with its performance-based indicators while SIUE has shown a modest decline in the areas of its indicators.
**FY15 Debt Issues Listed Below:**


Southern Illinois University issued Housing and Auxiliary Facilities System Revenue Bonds for a $8,205,000 on 3/31/2015.

Southern Illinois University issued Medical Facilities System Revenue Bonds for a $13,440,000 refunding on 2/12/2015.


University of Illinois issued Certificates of Participation for a $65,255,000 refunding on 12/23/2014.
<table>
<thead>
<tr>
<th>Illinois Public University Ratings¹</th>
<th>Moody's</th>
<th>S&amp;P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago State University</td>
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<tr>
<td>Eastern Illinois University</td>
<td>Baa1/Negative</td>
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<td>A-/Negative</td>
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<td>Illinois State University</td>
<td>A3/Negative</td>
<td>A+/Negative</td>
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<tr>
<td>Northeastern Illinois University</td>
<td>Baa1/Negative</td>
<td>A-/Negative</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>A3/Negative</td>
<td>NR</td>
</tr>
<tr>
<td><strong>Southern Illinois University</strong></td>
<td><strong>A3/Negative</strong></td>
<td><strong>A/ Stable</strong></td>
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<tr>
<td>University of Illinois</td>
<td>Aa3/Negative</td>
<td>AA-/Stable</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Baa1/Negative</td>
<td>A-/Negative</td>
</tr>
<tr>
<td>State of Illinois</td>
<td>A3/Negative</td>
<td>A-/Developing</td>
</tr>
</tbody>
</table>

¹ Public university auxiliary system ratings and State of Illinois G.O. rating, as of June 30, 2015.
Source: 2015 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 Exploratory Students, 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 2014 is a standout moment. For the first time in a decade, the University's enrollment exceeded the previous years, which recruited the largest class of first-time, full-time students in more than twenty years: 2,734. 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 continue to build enrollments in each new first-year class, the University's overall enrollment will grow incrementally, making possible a planningful 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. Meanwhile, the University has targeted additional recruitment opportunities, for out-of-state and international students especially.
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. The freshmen success seminar, UCOL 101, was completely re-structured as a one-hour course taught entirely by experienced and coordinated NTT faculty.

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. This effort is supported by a somewhat smaller cadre of provisionally admitted students, all of whom needed to have applied before May 1 to be included in this fall’s cohort of freshmen.
**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 who learns better from the rich mix of student experiences and identities.

**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. In the coming year, the University is focused on the eventual graduation of all its minority students.

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

- Black: 36.3%, 35.1%, 36.3%, 41.1%, 29.7%
- Hispanic: 39.6%, 39.1%, 39.1%, 41.1%, 36.3%
- Asian: 35.1%, 35.1%, 35.1%, 35.1%, 35.1%

Source: SIUC 2014-15 CSERGE Retention Survey – The University of Oklahoma

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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 continues to trend 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, as evident in the 2008 cohort, required attention to the support for men who struggle to complete their degrees.

CHALLENGE: The stagnation of male student graduation rates remains a concern, especially in a difficult 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 1,821 in 2014. 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. The Center for International Education plays an increasingly important role in the recruitment and retention of our students from overseas.
SUCCESS: The uneven improvement in international graduation rates remains positive—from 35 to nearly 72 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.

### High-Impact Educational Practices

<table>
<thead>
<tr>
<th>Activities FY 2015</th>
<th>Number of Courses/Experiences</th>
<th>Number of Students</th>
<th>Number of Hours</th>
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<tr>
<td>Internships for academic credit</td>
<td>309</td>
<td>1291</td>
<td>300,253</td>
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<tr>
<td>Undergraduate research</td>
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<td>800</td>
<td>55,540</td>
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<tr>
<td>Learning Communities</td>
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<td>2136</td>
<td>22,050</td>
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<tr>
<td>Study Abroad</td>
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<td>6,855</td>
</tr>
<tr>
<td>Service Learning</td>
<td>87</td>
<td>1305</td>
<td>19,575</td>
</tr>
</tbody>
</table>

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

**CHALLENGE:** The principal goal is to expand upon these opportunities in an era of severe budgetary constraint. Fortunately, these practices are already an established part of most academic programs, which require their majors to participate actively in these curricular and co-curricular activities. Science faculty, for example, invite students to volunteer in their labs or include them in the grant applications funding their research. The Center for Undergraduate Research and Creative Activities has focused its oversight of original student work on the annual forum in April so everyone has a chance to present his or her projects. A veritable culture of inquiry and artistic expression is taking hold among both undergraduate and graduate students. Future years’ data will provide trend lines for closer analysis of these practices and their outcomes.

**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. The Office of Veterans Services provides invaluable support.

**SUCCESS:** The University is forthrightly addressing the educational needs of non-traditional students, with a focus on their transition to higher education from work and family. Each application is 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 is helping in the competition with other four-year institutions for the dwindling market of community college students. The University has been competing aggressively in this market, reconfiguring the required senior institution hours from 60 at any level to 42 at the upper-division level only. Service representatives at local community colleges have helped with the recruitment and advisement of transfer students. 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 nearly tripled since its launch in fall 2011. By fall 2014, Extended Campus oversaw the delivery of more than 230 online course sections with 4,596 registrations in Illinois and beyond.

Source: SIUC Factbook 2014-2015
**PERFORMANCE REPORT**

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

**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 and Williamson Counties. 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.

![Graph showing the number of online courses from Fall 2010 to Fall 2014](image)

**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 65 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, Extended Campus has restructured its responsibilities. 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. The Distance Education Assessment Committee has reinforced these efforts in its recent recommendations to the Provost.
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 75 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. A new degree program in Hospitality and Tourism Administration is now offered at UCLC just this 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 at UCLC. So this site is expected to see still more growth in degree programs in the coming years.

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 Southern Stars 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 continues working 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, putting increasing pressure on the programs to maintain their accreditation. This fact has meant the very careful re-allocation of scarce staffing resources.
**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 last two years of data (FY 2011- FY 2012), former SIU Carbondale students have actually improved in paying down their loans; former Northern Illinois University students now are struggling only somewhat better 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, has introduced 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 recently 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. In many cases, faculty taught for less pay in order to keep the courses from being cancelled for low enrollment.

### Professional Examination Pass Rates

#### College of Applied Sciences and Arts - Architecture

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>70/45</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>2013</td>
<td>36/24</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>2012</td>
<td>600/448</td>
<td>75%</td>
<td>69%</td>
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</tbody>
</table>

#### College of Applied Sciences and Arts - Aviation

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>33/32</td>
<td>97%</td>
<td>75.2%</td>
</tr>
<tr>
<td>2013</td>
<td>32/32</td>
<td>100%</td>
<td>77.8%</td>
</tr>
<tr>
<td>2012</td>
<td>29/29</td>
<td>100%</td>
<td>79.1%</td>
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</table>

#### College of Applied Sciences and Arts – Mortuary Science

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>14/9</td>
<td>64%</td>
<td>78%</td>
</tr>
<tr>
<td>2013</td>
<td>15/8</td>
<td>64%</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>15/10</td>
<td>67%</td>
<td>78%</td>
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</table>

#### College of Applied Sciences and Arts – Radiologic Science

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>95/80</td>
<td>86%</td>
<td>78.3%</td>
</tr>
<tr>
<td>2013</td>
<td>91/80</td>
<td>88%</td>
<td>NA</td>
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<tr>
<td>2012</td>
<td>91/70</td>
<td>80%</td>
<td>NA</td>
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</table>
Performance Report
Southern Illinois University Carbondale

College of Applied Sciences and Arts – Physical Therapy Assistant

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>32/27</td>
<td>84.6%</td>
<td>NA</td>
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<tr>
<td>2013</td>
<td>29/23</td>
<td>81.3%</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>25/22</td>
<td>90.9%</td>
<td>95%</td>
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College of Applied Sciences and Arts – Dental Hygiene

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUC Takers/Passed</th>
<th>Percentage Passed</th>
<th>National Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>32/29</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>22/17</td>
<td>78%</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>32/29</td>
<td>91%</td>
<td>93.67%</td>
</tr>
</tbody>
</table>

Success: In the College of Applied Sciences and Arts, most programs lead to licensed employment, whose credentials are certified by state and professional boards. Architecture, aviation flight, mortuary science, radiology, physical therapy and dental hygiene, for example, are among the most visible of these fields in the labor force. It is clear from the last three years for which we have data that SIU Carbondale students, by and large, do better than the national average on these licensing examinations. This success is a testament to the quality of these programs.

Challenge: The fluctuation in the pass rates of SIU Carbondale students is owing mostly to the relatively small member of test-takers, only a few of whom miss attaining the cut scores but who are a disproportionate number of a small cohort. Programs are working harder to ensure that all their students are properly prepared for the tests by being properly prepared for work, a formula for enduring professional success in all these fields of work.

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. Starting this year, Associate in Science degrees will be considered “core complete” even though they have two courses remaining in the humanities and social sciences. 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. The result has been a steady recovery in these programs off-campus.

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 with the help of Extended Campus that has assumed administrative oversight of OCE.

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

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

**Success:** Enrollments in SIU Carbondale’s award-winning aviation programs have declined thanks in part to 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.
**Performance Report**  
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**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.

![Graph of Allied Health Enrollment](image)

**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 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 generally stable at the undergraduate level. Civil and Environmental Engineering in particular, a program well-suited to jobs in the construction industry, has seen a big jump in completion over the past five years (from 40 to 57), like Biological Sciences (from 56 to 77) and Geology (from 6 to 13) 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 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 STEM Education Research Center and the 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 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 was scaled back to 3.75 percent of taxable income, putting still greater pressure on state allocations to higher public education still without appropriations in FY 2016. 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 measureable 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 $200 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 four 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.

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 even 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.
**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 8.5 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 13,972 in fall 2014 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 2014. The fall 2014 first-time, full-time freshman class size of 2,093 students increased by 68 students from the record freshman class size in fall 2010. The new group of first-time, full-time transfer students of 1024 for fall 2014 was approximately a 3.5% increase relative to the previous fall. Additionally, the ACT test scores for the for first-time, full-time Freshman has continually increased. The average ACT score for new Freshman in Fall 2014 was 23.5. 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 2016 lists SIUE among the best Regional Universities Midwest for the 12th consecutive year and among the top 10 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 sixth year. The School of Nursing is ranked among the top 25% of nursing graduate schools in U.S. News & World Report 2016 edition of Best Graduate Schools. These rankings are based on institutions’ commitment to the public good in three broad areas: social mobility, research, and service. Additionally, SIUE is one of the 50 Safest College Towns in America according to the 2015 SafeWise Report.

**Challenge:** Like other public institutions of higher education, particularly those in the Midwest, SIUE continues to try to grow and find success in a highly competitive environment. While SIUE’s overall enrollment patterns, particularly at the undergraduate and professional levels have been strong, SIUE 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 a key performance indicator for the University. The plan established a 2018 target of 60% for the six-year graduation rate. SIUE’s six-year graduation rate has 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 51.9% during the reporting period represented in the graph above. The six-year graduation rate for first-time full-time freshmen was 50.5% as of fall 2014. Although not presented in the above charts, SIUE’s four-year graduation rate for transfer students was 52.2%. Given the number of transfer students SIUE serves, this rate is also a key metric for SIUE to monitor. Similarly, the strategic plan identified a 60% six-year graduation rate target for transfer students by 2018.
**Challenge:** The graduation rate has not yet met SIUE’s goals. Although SIUE has attempted a variety of strategies, 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 from the Campus Retention Committee.

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 implemented 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 2000, 18.6% of the SIUE student body was made up of minority students; in 2014 the percentage rose to 22%. Since 2008, SIUE has increased its percentage of underrepresented students at a greater rate compared to the median of its IBHE peers. SIUE’s commitment to diversity and inclusion continues to be reflected in 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. Through a variety of strong programs bridging Student Affairs and Academic Affairs, SIUE plans to work toward positive trajectories for all students.

**Challenge:** SIUE seeks parity for all student groups in terms of student success and graduation rates. SIUE remains committed to improving the retention and graduation rate for all students. SIUE continues to support programs for students from underrepresented groups, including racial minorities, through the Student Opportunities for Academic Results (SOAR) program. SOAR serves all underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students including near peer mentoring program to bolster student success, FAME (Females of African descent Modeling Excellence) and GAME (Goal-Oriented African American Males Excel). The FAME and GAME programs serve 40 first-semester freshmen (20 new students each year in each program) at SIUE to help them succeed academically, professionally and personally. Although the experience in these programs is deep and impactful, the program is capped at 20 new students each year. Graduation rates for Black students had remained level for the last four cohorts (fall ’05 – fall ’08); but declined with the most recent cohort. These rates are lower than our targets and the overall rate for the University. Academic Affairs will work to improve this rate and will partner with Student Affairs to develop plans to address student success for this group. The enrollment and graduation rate for Hispanic students has fluctuated significantly over time. The rate for Hispanic students hit a low for the five-year period with the fall ’07 cohort and has increased since then. 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. Although the most recent submission was not funded, SIUE will continue to pursue these opportunities to help support improvement in these critical areas.

**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 2014 baseline was 45.8% men and 54.2% 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 approximate parity in the graduation rates for men and women undergraduate students. These rates have remained fairly constant for both women and men in the last five years.

**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 for baccalaureate degrees from 124 to 120 in FY 14. Each step may contribute, in some small way, to long-term improvements in the graduation rate and a reduction of time to degree.

**Success:** SIUE has revitalized internationalization efforts and has increased the number of international partnerships. Along with increasing graduate recruitment, the Office of Admissions added recruiters who also specialize in international recruitment. International students comprised 11.6% of fall 2014 graduate enrollment. This was an increase of more than 4 percentage points from fall ‘12. 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.
High-Impact Educational Practices

<table>
<thead>
<tr>
<th>Activities FY 2015</th>
<th>Number of Courses/Experiences</th>
<th>Number of Students</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships for academic credit</td>
<td>183</td>
<td>686</td>
<td>159,546</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>27</td>
<td>515</td>
<td>35,754</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>4</td>
<td>260</td>
<td>4,200</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>13</td>
<td>189</td>
<td>5,537</td>
</tr>
<tr>
<td>Service Learning</td>
<td>20</td>
<td>1035</td>
<td>12,818</td>
</tr>
</tbody>
</table>

**Success:** SIUE has been identified by the Association of American Colleges and Universities to be a case study for the LEAP Challenge. The LEAP Challenge recognizes institutions that promote Signature Work for all students. The senior assignment and undergraduate research programs will be highlighted in the case study. In 2015 the Undergraduate Research and Creative Activities program at SIUE was a finalist for the inaugural Council of Undergraduate Research Campus Wide Award for Undergraduate Research Accomplishments. Reviewer comments suggested that more detail should be included and the program should apply again.

**Challenge:** SIUE recognizes an opportunity to grow the high impact practices to touch every student. Avenues are being explored to expand experiential learning to every program and for all high impact practices to reach more students who are at greatest risk of not persisting. Although, only 27 courses are listed as incorporating undergraduate research, this number likely does not fully represent all of the activities that are occurring on campus. Beginning in fall 2016, requests for this information will be incorporated into annual program performance reports to allow for more detailed and accurate reporting.

**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. While SIUE will need to increase numbers of students above 25 to fully meet the recommendation, 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 8 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
- The MS in Healthcare Informatics is being moved to an online format and enrollment expanded to students beyond the BJC Healthcare System
- Worked with the SIUE School of Education, Health, and Human Behavior to host education workshops on current issues in education
- Expanded corporate contract with SSM Healthcare to serve nurses in Missouri, Illinois, Oklahoma and Wisconsin-RN baccalaureate completion program
- Developed corporate partnerships with HSHS, Baptist Health in Kentucky and with Clay County Hospital in Illinois to provide RN baccalaureate completion programs for nurses
- 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 1,700 Continuing Education Units (CEU’s) or Continuing Professional Development Units (CPDU’s) for 2014/2015 fiscal year

During the 2014-2015 fiscal year, SIUE offered off-campus credit courses catering to adult programs or professional development in the following locations:

- Millstadt School, Millstadt, IL
- Marie Schaefer School, O’Fallon, IL
- Whiteside Middle School, Belleville, IL
- University Center of Lake County, Grayslake, IL
- SIUE School of Nursing – Springfield, IL
- BJC Center for Lifelong Learning, St. Louis, MO
- Triad High School, Troy, 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 that the high proportion of the University’s undergraduate populations is comprised of transfer students, SIUE continues to strengthen and support transfer processes and offers an orientation program to improve the transition for these students.

### 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.
**Performance Report**

**Southern Illinois University Edwardsville**

**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:

- A 3-week winter session was added consisting of all on-line courses;
- 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 with 485 off-campus courses with 6,796 enrollments in 2014 and 661 courses with 10,712 enrollments in 2015.
- 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.

![On-line Enrollment](image)

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 has reviewed CLEP practices and worked with departments to review and leverage these options. Additionally, SIUE has examined possibilities for applying the logic of competency-based educational programming to select courses. This idea is still under review and will require further examination. Regardless, SIUE will need to review and consider 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.

**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.

**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 (by $1). Although SIUE faces financial challenges given the declining state appropriation, SIUE has remained student-centered. In fall 2014, over eighty percent of student credit hours were taught by full-time faculty, and 48% of those 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 2014, 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 which have been maintained through this year.

**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 40% for the fall 2008 cohort to 34% for the fall 2009 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.

SIUE has covered MAP funding for students in FY 14 understanding that these costs may not be reimbursed by the state. While the university was able to do this for FY 14, this is not sustainable for future years.
SUCCESS: SIUE’s default rate continues to fall below the national average and the average for four-year public institutions. In fact, SIUE improved on this metric in FY 11 and FY 12 compared to FY 10.

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.

Professional Examination Pass Rates

School of Dental Medicine (SDM)

<table>
<thead>
<tr>
<th>Year</th>
<th>Part I SDM Pass Rate</th>
<th>Part I National Pass Rate</th>
<th>Part II SDM Pass Rate</th>
<th>Part II National Pass Rate</th>
<th>Regional Clinical Licensing Examinations SDM Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>94.1%</td>
<td>95.9%</td>
<td>91.3%</td>
<td>92%</td>
<td>95.8%</td>
</tr>
<tr>
<td>2013</td>
<td>90%</td>
<td>93%</td>
<td>100%</td>
<td>93%</td>
<td>80.0%</td>
</tr>
<tr>
<td>2012</td>
<td>94.0%</td>
<td>93%</td>
<td>98.0%</td>
<td>94%</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

School of Nursing National Council Licensure Examination (NCLEX)

<table>
<thead>
<tr>
<th>Year</th>
<th>SIUE % Score</th>
<th>National Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>75%</td>
<td>82%</td>
</tr>
<tr>
<td>2013</td>
<td>89%</td>
<td>83%</td>
</tr>
<tr>
<td>2012</td>
<td>90%</td>
<td>92%</td>
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</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>NA SIUE % Score</th>
<th>FNP SIUE % Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>88%</td>
<td>96%</td>
</tr>
<tr>
<td>2012</td>
<td>96%</td>
<td>86%</td>
</tr>
</tbody>
</table>
PERFORMANCE REPORT
Southern Illinois University Edwardsville

School of Pharmacy (SOP)

<table>
<thead>
<tr>
<th></th>
<th>North American Pharmacist Licensure Examination</th>
<th>Multistate Pharmacy Jurisprudence Exam</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SOP Pass Rate</td>
<td>National Pass Rate</td>
</tr>
<tr>
<td>2014</td>
<td>97.10%</td>
<td>93.86%</td>
</tr>
<tr>
<td>2013</td>
<td>92.21%</td>
<td>94.88%</td>
</tr>
<tr>
<td>2012</td>
<td>94.87%</td>
<td>95.87%</td>
</tr>
</tbody>
</table>

**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. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams. All of the professional and graduate pass rates for the exams were near or above the national pass rates in 2014.

**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. While students taking the Nurse Anesthesia and Family Nurse Practitioner Examinations had 100% pass rates this year, the pass rate for the NCLEX fell below the national pass rate. The School of Nursing is working to investigate why pass rates dropped this year and is working with students to improve pass rates this year.

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

**Success:** While SIUE continues to build relationships with corporate partners such as Barnes Jewish Hospitals, HSHS, 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 2014, the graduate enrollment for the School of Education, Health and Human Behavior was 455 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 31. 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.

![Continuing Education Units](image)

SUCCESS: SIUE’s Office of Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming. Currently, more than 1700 units are offered.

CHALLENGE: SIUE will continue to work with professional schools and programs that have been involved historically in offering continuing education and professional education programming. 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 2014, SIUE awarded degrees in 45 undergraduate programs and 71 graduate and professional practice programs. Ten percent of SIUE’s students were enrolled in Nursing in fall 2014. The School of Nursing graduated approximately 358 (undergraduate and graduate) students in during FY 2015. The School of Nursing undergraduate programs grew dramatically between 2011-2015. The Graduate program continued to grow enrollment during this time as well.

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

**Southern Illinois University Edwardsville**

**Success:** SIUE continues to remain approximately stable in the production of STEM degrees. 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 50 students in 2014 and continued to demonstrate excellent student learning outcomes.

The School of Pharmacy graduated 79 students in 2014. A concurrent PharmD/MBA degree program has enrolled 3 cohorts of students. The first cohort will be eligible for graduation this fiscal year.

The Master of Science in Healthcare Informatics is moving fully online in fall 2016. The program enrolled 36 students in fall 2013 and 25 students in fall 2014. The Master of Science in Integrative Studies was approved by the Illinois Board of Higher Education in June 2015 and enrolled students in fall 2015. These are both interdisciplinary programs that build on SIUE’s strengths.

The U.S. Department of Education designated special education as an area with potential teacher shortages. SIUE continues to meet the need for Special Educators. In 2014, the School of Education, Health, and Human Behavior had 68 students in the undergraduate Special Education program. The graduate program in Special Education enrolled 36 students. The programs in exercise science, health education, public health, speech pathology and audiology, and nutrition have also grown.

Additionally, SIUE was awarded a grant from the U.S. Department of Labor through the Trade Adjustment Assistance Community College and Career Training program. This proposal brings more than 10 million dollars of support to the Building Illinois’ Bioeconomy (BIB) consortium comprised of SIUE and four community colleges. The program will strengthen employability and promote training of skilled workers in the bioprocessing and biofuels industry.
**Performance Report**
**Southern Illinois University Edwardsville**

**Challenge:** SIUE is committed to increasing the number of formal community college partnerships for 2+2 programming and curricular alignment. Currently, SIUE has expanded development of 2+2s and is well-on pace to greatly surpass the 2018 key performance indicator in the strategic plan. SIUE also has a significant opportunity to broaden participation and strengthen instructional practices in STEM.

**Goal 4: Better Integrate Illinois’ Educational, Research, and Innovation Assets to Meet Economic Needs of the State and Its Regions**

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

**Success:** SIUE’s state appropriation as a percentage of total revenue is among the lowest among other IBHE public peer institutions in the state. 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 has previously been able to rely upon efficiencies in order to maintain a relatively stable tuition over the past five years.

**Challenge:** Relying on tuition as a primary stabilizer for the budget is increasingly challenging, given an atmosphere of competition for new students and a decreasing population of potential first-time full-time freshmen of traditional age. As the second least expensive 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 over $40 million in grants and contracts for research, teaching and public 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:** Increasing grants and contracts revenue helps fulfill SIUE’s academic vision, contributes to the intellectual vibrancy of the campus, and serves the public good. The kinds of research and innovation that come through these external awards would 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 participating in externally-sponsored projects and the total number of awards received.

**Success:** In aggregate, SIUE faculty salaries have just this year fallen slightly below the weighted average salaries of IBHE peers. SIUE previously offered small annual merit increases. 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 have previously looked relatively positive, the University has not been able to provide merit increases the past two years. 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 20 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.

**Unifying Statements:**

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

- **Innovation and Leadership:** The school is committed to innovation and leadership in its academic and service programs. Individual faculty members acknowledge their roles to become leaders in their fields.

- **Excellence and Continuous Improvement:** The school is committed to excellence and continuous improvement in its programs, based upon rigorous assessment of outcomes and performance. The school is a “learning organization” that favors adaptability and innovation over scale.

- **Collaboration and Partnership:** True to its roots as a public, community-based medical school, the school values collaboration and partnership with community health care providers, other institutions of higher learning, and other organizations who seek to improve health and enhance knowledge.

- **Diversity and Inclusion:** The school is committed to diversity. Individuals of varying backgrounds and interests will be sought and encouraged to grow alongside one another in a secure, nurturing and professional atmosphere. The medical
school will seek, appreciate, and respect individual diversity, and will mirror the community in which it exists.

- Compassion and Respect: Providing up-to-date care for the sick and injured, promoting wellness, and exploring new avenues to improve medical care in the future are our professional callings. Compassion and respect for the individual will be reflected in and advanced throughout the medical school’s programs.

- Integrity and Accountability: The school expects its faculty, staff, and students to understand, critically discuss, and exemplify the highest standards of professional and personal integrity.

- Regional and Community Focus: The school’s focus is upon central and southern Illinois – a diverse region, featuring rural areas, small towns and cities – with the mission of improving health and health care and advancing medical knowledge within this region and beyond.

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

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.

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

SUCCESS: SIU School of Medicine’s enrollment patterns have been stable for the past five years. Enrollment of medical students in the undergraduate medical education program (program leading to the MD degree) is capped at 288 (72 per class year) and varies only slightly year to year due to a small number of medical students on or returning from leave or repeating a school year. Applications to the MD program remain strong, averaging 17.2 applicants for every position in the matriculating class over the last five years. The medical school offers graduate science programs for master’s and doctoral students in pharmacology, physiology, and (in cooperation with the SIUC College of Science) molecular biology, microbiology, and biochemistry. These graduate science programs have maintained their enrollments; annual fluctuations in enrollment are due largely to spikes in graduation numbers. Physician assistant enrollment increased following Academic Year 2012 when the program’s accrediting body, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), approved an expansion of the PA program; applicants to the PA program outnumber positions by 10.6 to one. Enrollment of MEDPREP students was also stable during this period.
**Performance Report**  
**Southern Illinois University School of Medicine**

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

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

**Success:** Graduate medical education (GME) is formal medical education pursued after the student graduates with the medical degree; it includes clinical residencies, fellowships, and medical internships. GME is provided cooperatively by teaching hospitals and medical schools. SIU School of Medicine, with its affiliated teaching hospitals, provides graduate medical education in seventeen clinical residencies and thirteen fellowships. The aggregate number of clinical residents and fellows averaged 315 during the five-year period, increasing modestly through increased investment by the school’s affiliated teaching hospitals.

**Challenge:** Clinical residencies and fellowships are funded by the government (largely federal funds through Medicare) and the leading hospitals. While there are proposals to reform and increase government funding of GME, government funding is fixed and growth in the number of clinical residencies and fellowships comes from additional hospital investment. One of the school’s Springfield-based affiliated teaching hospitals, St. John’s Hospital, has recently given notice of a reduction in twenty residency positions to be phased in over three-to-five years, beginning July 2016. It is expected that only some of the positions will be funded from other sources and that this will result in a reduction in enrollment. The challenge to the medical school is to maintain funding to these important educational programs under these conditions.
SUCCESS: Graduation rates for SIU School of Medicine remain high. As is typical for undergraduate medical education programs, nearly all MD students at SIU graduate from medical school with most completing their studies in four years. During the data period displayed above, on average, 81.9% of MD students completed their degrees in four years and 94.7% graduated in six years. (As SIU's medical students usually are not allowed to extend their coursework beyond the fifth year, the five-year graduation rates are the same as those displayed above for the six-year rate.)

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

CHALLENGE: SIU School of Medicine’s goal is to graduate in four years all medical students who enter the MD program. In some cases, students encounter difficulty in completing their studies on time and may opt or be required to remediate some or all of an academic year. In other cases, economic, family, or other non-academic factors may affect the student’s academic progress. The medical school’s faculty, course and year directors, student affairs and diversity office administrators and staff closely monitor individual students’ academic performance and provide aid as needed. Students encountering academic difficulties may work with a learning specialist/coach. Students may self-refer or be referred by faculty or student affairs administrators for assessment. In addition to academic assistance, personal wellness, stress management, and other sessions providing coping skills are given throughout the years of medical school, starting in orientations to the first year. The medical school approaches every student who struggles as an individual, conducting a detailed assessment of the individual student’s problems and jointly designing a remediation strategy tailored to meet the student’s needs. The small size of the medical school classes allows personalized attention.
SUCCESS: SIU School of Medicine is committed to educating a physician workforce particularly well suited to addressing the health needs of the citizens of central and southern Illinois as well as to advancing diversity within the medical profession nationally. US Census data (2010) estimates for central and southern Illinois are that ethnic and racial minorities (all minorities) comprise 12.4% of the region’s population. In comparison, minority students (all categories) as a percentage of total medical school enrollments at SIU averaged 26.4% for the most recent five-year period displayed above. The minority enrollment percentage has declined over the period due to reductions in the number of medical students from Asian backgrounds. The percentage of students from traditionally underrepresented in medicine categories (such as African-American/black) has held firm. When compared to other US medical schools, SIU’s medical school rated at the 90th percentile in graduates who are of African-American/black backgrounds, above the 90th percentile for graduates from Native-American backgrounds, and above the 40th percentile for graduates with Hispanic backgrounds (data for graduates from 2008-2013). This data suggests SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.

CHALLENGE: While SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program, trends and conditions at both the national and regional levels present continuing challenges. Nationally, the numbers of minority students applying to and enrolling in medical schools has increased modestly in recent decades; however, those from traditionally underrepresented in medicine groups (African-American, Hispanics, and Native-Americans) have grown less rapidly. Recent data for African-American males, for example, shows a decline in the number of applicants and matriculants to medical schools since 1978. Research suggests that this is due to limited knowledge of career options, poor access to African-American role models, finances, and attractiveness of other careers that are less educationally intensive. Reflecting wider population patterns, medical school applicants/matriculants from minority backgrounds tend to be concentrated in large urban centers. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.
SIU School of Medicine has been able to succeed in recruiting, retaining, and graduating minority students because of its long term focus on achieving a diverse student body, and its investment of resources and strategies employed to attract, retain, and serve minority students. Important programs have helped the medical school achieve a more diverse student body; for example, the Medical/Dental Preparatory Program (MEDPREP) pipeline program, selection criteria preferences for students from traditionally underrepresented in medicine backgrounds, extensive academic advising and remediation activities available to all enrolled medical students, scholarships for minority and economically/educationally disadvantaged students, and the leadership of the school’s Student Affairs and Diversity offices in efforts to recruit, retain, and graduate a diverse student body. These efforts will continue. The medical school faculty also is diverse – SIU ranks near the 70th percentile of medical school’s nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American background.

**SUCCESS:** Enrollment of women in SIU’s MD program has remained stable during the five years of this period. During these years, enrollment for this group averaged 47.7% at SIU. This compares favorably to all US medical schools where women comprise 46.7% of the nation’s medical school enrollment. Women were a slightly higher percentage of the SIU undergraduate medical education program’s graduates early in the period, reflecting a slightly higher enrollment rate in the years prior to this period. Women as a share of total enrollment increased dramatically in the decades since the founding of SIU School of Medicine in 1970.

**CHALLENGE:** After increasing for more than thirty years, applications to medical schools from women declined nationally from its high of 50.8% in 2003 to 46.5% in 2014. If this trend were to continue, women’s enrollments in US medical schools, including SIU School of Medicine, would likely decline. While possible reasons for this reduction in applications at the national level include long physician work hours and work-life balance issues, further study is needed to identify the cause of this decline. SIU’s medical school has several advantages in attracting female medical students, including effective pipeline programs such as MEDPREP, an innovative and flexible curriculum, and a strong reputation in primary care and service to medically underserved populations. SIU School of Medicine ranks near the 90th percentile of all medical schools for the percentage of its faculty who are women, a demonstration of the school’s priority to producing female physicians for practice.
RECOMMENDATION 2: **INCREASE THE NUMBER OF ADULTS, INCLUDING GED RECIPIENTS, REENTERING EDUCATION AND COMPLETING POSTSECONDARY CREDENTIAL.**

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

RECOMMENDATION 3: **REDUCE GEOGRAPHIC DISPARITIES IN EDUCATIONAL ATTAINMENT.**

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

**Medical Student Home Counties**

AY2015

Source: Fall 2014 Enrollment Questionnaire, SIUSOM Student Affairs
**Performance Report**

*Southern Illinois University School of Medicine*

**SUCCESS:** SIU School of Medicine has been successful in matriculating medical students from throughout the region. This provides these students with the opportunity to attend medical school as well as encourages them to remain and practice in the region. SIU's medical students come from rural areas, small towns, and cities in Illinois. In FY2015, 87% of the medical students were from downstate Illinois and 34% came from rural counties. Students came from 61 of Illinois’ 102 counties. Nearly two-thirds (61%) of the class matriculating in academic year 2015 came from communities of 25,000 or fewer citizens.

**CHALLENGE:** Recruiting medical students from these geographical areas is one factor contributing to the school’s success in preparing its graduates for practice in rural and medically underserved areas. The medical school must continue to prioritize recruitment of medical students from throughout the region as one key strategy in providing the physician workforce needed for central and southern Illinois. SIU ranks above the 80th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, near the 50th percentile in percent of graduates practicing in underserved areas, and near the 70th percentile of graduates practicing in-state (2015 AAMC Missions Management Tool listing graduates from 2000-2004).
**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.

**AY2014/2015 First Year Medical Student Tuition and Fees (In-State)**

**Community-Based Medical Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition</th>
<th>Fees</th>
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<tbody>
<tr>
<td>Texas Tech</td>
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<tr>
<td>Texas Tech-Foster</td>
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<td>Marshall</td>
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<td>Florida St.</td>
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<td>N. Dakota</td>
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<td>Nevada</td>
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<td>Central Florida</td>
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<td>E. Tennessee</td>
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<td>Michigan State</td>
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<td>Florida Atlantic Univ</td>
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<td>S. Dakota</td>
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<td>Southern Illinois</td>
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<td>E. Virginia</td>
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<td>Wright St.</td>
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<td>Hawaii</td>
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<td>NE Ohio</td>
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<td>S. Carolina</td>
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<tr>
<td>FIU-Wertheim</td>
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<tr>
<td>Central Michigan</td>
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<tr>
<td>Mercer</td>
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<tr>
<td>Virginia Tech</td>
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<tr>
<td>Hofstra Univ</td>
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<tr>
<td>Morehouse</td>
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<tr>
<td>Commonwealth/Scranton</td>
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</table>

**Source:** Association of American Medical Colleges (AAMC), October 2014

**Success:** SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own or are owned by teaching hospitals). This allows SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provide 4% of the school’s operating budget.
**CHALLENGE:** Medical school tuition and fees must be kept affordable to ensure access to medical education by qualified students and to encourage graduating physicians to remain and practice in the region. The university and medical school have minimized tuition increases – including no increase in tuition rates for fall 2014 matriculants. SIU School of Medicine will continue to minimize tuition and fee increases to the degree possible.

**SUCCESS:** SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. In this five-year period, 85.6% of SIU’s medical students on average received financial assistance. SIU School of Medicine provides scholarships for graduates of the school’s Medical/Dental Education Preparatory Program (MEDPREP) and other students from disadvantaged backgrounds to attend SIU’s medical school and study in the M.D. program. These MEDPREP Alliance Scholarships have increased slightly during the period to total nearly $500,000 per year.

**CHALLENGE:** Southern Illinois University School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school’s Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term emergency borrowing. Consulting begins during the student’s interview in the application process and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive frequent counseling regarding minimizing and managing their debt after graduation.
SUCCESS: A significant issue in medical education nationally is the rising amount of debt incurred by medical students. Students at SIU School of Medicine are no exception. For those SIU medical students graduating with debt in FY2014, the average educational debt (including premedical school debt) was $178,814. This is consistent with trends at other public medical schools. Six percent of the 2014 graduating class incurred total educational debt in excess of $250,000, a percentage that has tripled since 2011. While this level and trend are also comparable to national levels, the amount of debt being carried by SIU’s medical school graduates is a continuing concern.

CHALLENGE: To help counter these trends, SIU School of Medicine has made student scholarships a priority. Medical student scholarships are needs-based and come from two main sources: the dean’s fund supported by clinical practice revenues and annual fund raising directed at alumni and other donors. The medical school and the university are working to dramatically increase funding for medical scholarships. The medical school is also working to contain the costs of education borne by medical students. This includes approving only modest tuition and fee increases while continuing efforts to contain medical education costs.
**GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY**

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

**RECOMMENDATION 1:** INCREASE THE NUMBER OF PEOPLE WITH HIGH-QUALITY POSTSECONDARY CREDENTIALS TO ENSURE THE STATE HAS AN EDUCATED WORKFORCE AND AN ENGAGED CITIZENRY.

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

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

**CHALLENGE:** The United States Medical Licensing Examination is revised for test content on an annual basis by the National Board of Medical Examiners. SIU School of Medicine faculty must
monitor evolution of the USMLE as well as SIU medical students’ performance on these tests and use that information in continuous assessment and improvement of the school’s educational program.

SIU School of Medicine educates future physicians, new and established practicing physicians, physician assistants, and graduate science students.

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

CHALLENGE: SIU School of Medicine’s educational programs are well-established, effective, and productive. Each program has strong enrollments and graduation rates. However, funding sources for these programs – most notably state appropriations and overheads on external grants and contracts – have declined in recent years and the prospects for their rebound are not good. If these trends continue, the medical school will be forced to curtail programs and increase tuition.
RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

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

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

SUCCESS: SIU School of Medicine’s educational pipeline programs are providing significant benefits to students interested in becoming physicians. Since the program’s founding in 1972, 1,487 students have participated in MEDPREP. In the recent five-year period, the program had a 94% completion rate and 84% of these students entered medical or dental school, other health professions school, or health-related graduate programs upon completion of MEDPREP studies. The initial cohort of twenty-two P⁴ students entered the program in fall 2009 and were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students
has been accepted each year. For those students in the first \textsuperscript{P4} class (2013), 77\% completed the program and 100\% of those students have since entered college.

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

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

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

SUCCESS: Graduates from SIU’s MD program have been successful in obtaining highly competitive clinical residencies to continue their medical training. In the ten-year period (2006-2015) displayed in the chart on the previous page, SIU’s MD graduates entered residencies in twenty-eight different specialties, including all of the primary care fields and numerous medical and surgical specialties.

CHALLENGE: Due to increased class sizes in some medical schools and the addition of several new medical schools, there has been a sizeable increase in the number of medical graduates seeking to enter residency. Unfortunately, residency programs have not been added or expanded at the same pace due to mostly fixed federal funding to these programs. This is resulting in a more competitive residency environment for graduating medical students, including those from SIU. Also, increasing student debt is prompting graduating medical students nationwide to opt for better paying medical specialties in large cities and suburbs at the expense of other residencies. SIU School of Medicine must continue to prepare its medical students to be competitive for their desired residency, contain medical school costs and offer increased financial assistance to lessen the impact of debt on the residency choices of its graduates.
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.

SUCCESS: Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school’s MD program, residencies and fellowships practice medicine in 84 of Illinois’ 102 counties. Physician Assistant graduates also practice in the region, particularly in its southernmost communities. SIU patient care clinics are located in Springfield with family medicine centers in Carbondale, Decatur, Quincy, and Springfield. Clinical outreach, educational sites, and affiliations with community hospitals and health care providers extend the school’s patient care services to numerous locations throughout central and southern Illinois. Regional community health and telehealth programs further extend the medical school’s reach in support of community needs. These relationships have been nurtured and strengthened over the medical school’s history.
**CHALLENGE:** SIU School of Medicine’s mission challenges it to actively promote health in central and southern Illinois. Its programs must address the needs of the population of downstate Illinois, and the rural, small-town, and mid-sized cities that make up this region. This region’s population has disproportionately higher rates of disease and less access to medical care when compared to urban populations. Health care delivery systems in more rural areas are less extensive and developed than their big city counterparts and this negatively impacts health. SIU School of Medicine’s programs are designed to address these health disparities. The school’s continuing challenge is to address the region’s needs with its currently available resources.

**SUCCESS:** Through its physician practice organization, SIU HealthCare, SIU School of Medicine offers primary and specialty physician services to central and southern Illinois patients, addressing patient needs not otherwise met in the area. These services complement health care provided by affiliated hospitals and community physicians. In FY2015, nearly 240 full-time faculty physicians worked in seven clinical disciplines: family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU’s physicians. During this year, SIU physicians provided services to 116,400 patients during 363,000 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided 531,900 patient visits this year. SIU HealthCare is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

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

**SUCCESS:** SIU School of Medicine's research programs focus on diseases and health conditions prominent in the region and contribute to improvement in both health care and medical training in central and southern Illinois. In FY2014, external funding for new research awards was $16,072,022, with 96 medical school faculty members having active research funding. The school's faculty engaged in more than 470 active research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss. The medical school is in the process of expanding population health research to address health disparities in the central and southern Illinois region. The planned Department of Population Health Science at the medical school will be the locus of this important research area. SIU School of Medicine continues to build and strengthen its research collaborations with numerous clinical and educational organizations in the region.

**Biomedical Research and Other External Funding**

<table>
<thead>
<tr>
<th>Year</th>
<th>Active Faculty</th>
<th>Funding Amount</th>
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<td>FY09</td>
<td>116</td>
<td>$18,476,577</td>
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<tr>
<td>FY10</td>
<td>129</td>
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<td>FY11</td>
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<tr>
<td>FY12</td>
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<tr>
<td>FY13</td>
<td>90</td>
<td>$16,479,393</td>
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<tr>
<td>FY14</td>
<td>96</td>
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</table>

**Source:** SIU School of Medicine, Office of the Associate Dean for Research and Faculty Affairs, October, 2015
CHALLENGE: Both the amount of new research funding and the number of active researchers at SIU School of Medicine fell dramatically in FY2013, largely due to federal research 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 (the American Recovery and Reinvestment Act of 2009). Once this program ended, and as more recent federal budgets under sequestration have been severely limited, the federal government’s spending on new research awards declined. The result has been both increased competition for new research awards and lower amounts on funded awards. In addition to the effects of lower federal research budgets, the school also lost some senior faculty members to retirement in recent years. 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. This should help the school’s research awards to rebound in coming years.