Performance Report

Fiscal Year 2016

Southern Illinois University System
Carbondale
Edwardsville
School of Medicine

Submitted by the
Office of Academic Affairs
to the
Southern Illinois University Board of Trustees
April 2017
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 mission of teaching, research, and service.

This report documents the University’s effort to respond to the four goals outlined in the Illinois Public Agenda that are intended to reduce the 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 on-going decision making.

Trends evident in SIU System data are measured and explained in the campus-specific charts and analyses that follow in this report. In many cases, the data and narratives this year do not differ appreciably from last year, in large measure because the trend lines are based on slow-changing developments in higher education. Please note that this year’s report provides data on high-impact educational practices (pp. 19 and 46) and professional examination pass rates (pp. 29 and 55) for undergraduate students at SIUC and SIUE. In the future, there will be enough data to develop trend lines just like all the other activities reported here.
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 11 and fall 15 SIU's enrollment decreased by 2,495.

Despite an uptick in fall 2014, SIU's new transfer student enrollment decreased by 424 students between fall 11 and fall 15. SIU's percentage of new transfer student to total undergraduate enrollment decreased by 0.9% for the same time period.
Between fall 05 and fall 09, the six-year graduation rate increased by 0.9% at SIUC and decreased by 2.6% at SIUE.

Between fall 11 and fall 15, the percent of minority students to total enrollment increased by 1.6% for SIU.
For the first time in the University’s history, SIU’s male and female enrollment ratio between fall 11 and fall 15 finally reached parity, with female enrollment now slightly higher than male.

SIU’s international student enrollment increased by 1.2% between fall 11 and fall 15.
Reflecting expanding online offerings primarily, SIU’s off-campus sites have decreased by 20 sites between fall 11 to fall 15.

**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 2011 and fiscal year 2015 by 2.4%.
SIUC’s student aid three-year default rate has increased between fiscal year 2009 and fiscal year 2013 by 0.5%.

SIUC is about 0.1% high than the Illinois public school average and much lower than the national average.

SIUE’s student aid three-year default rate has increased in the same period, by 0.9%.

SIUE is at the Illinois public school average and well below the national average.
GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

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

RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

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

In keeping with a national trend, SIU’s graduate and professional enrollment decreased by 879 students between fall 11 and fall 15.

SIU’s on-line courses have increased between fall 2011 and fall 2015 by 573 courses in a sustained effort to reach more students.
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 3.1% between fiscal year 2011 and fiscal year 2015. This trend is consistent with a national problem with states underfunding public higher education.

SIU’s tuition - percentage of total revenue increased by 2.1% between fiscal year 2011 and fiscal year 2015 as a direct consequence of diminished state support.
SIU’s grants & contracts - percentage of total revenue decreased by 1.2% between fiscal year 2011 and fiscal year 2015.

Between fiscal year 2013 and fiscal year 2015, SIUC has made progress with its performance-based indicators while SIUE has shown a modest decline. It should be noted that these performance-based adjustments are a tiny fraction of the university’s operating budget.
**FY16 Debt Issues Listed Below:**

Northeastern Illinois University issued Certificates of Participation for $9,510,000 refunding on 7/21/2015.

Western Illinois University issued Certificates of Participation for $15,100,000 refunding on 7/14/2015.

Western Illinois University issued Auxiliary Facilities System Revenue Bonds for $8,990,000 refunding on 2/4/2016.

Illinois State University issued Auxiliary Facilities System Revenue Bonds for $33,320,000 refunding on 3/31/2016.

Southern Illinois University issued Housing and Auxiliary Facilities System Revenue Bonds for $20,735,000 refunding on 8/13/2015.

University of Illinois issued Auxiliary Facilities System Revenue Bonds for $129,025,000 refunding on 2/24/2016.

University of Illinois issued Auxiliary Facilities System Revenue Bonds for $20,630,000 on 4/20/2016.
# Performance Report
## Southern Illinois University System

<table>
<thead>
<tr>
<th>Illinois Public University Ratings¹</th>
<th>Moody’s</th>
<th>S&amp;P</th>
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<tr>
<td>Chicago State University</td>
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</tr>
<tr>
<td>Eastern Illinois University</td>
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<td>BBB/Negative</td>
</tr>
<tr>
<td>Governors State University</td>
<td>Ba1/Negative</td>
<td>BBB+/Negative</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>Baa/Negative</td>
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</tr>
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<td>Northeastern Illinois University</td>
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</tr>
<tr>
<td>Northern Illinois University</td>
<td>Baa3/Negative</td>
<td>NR</td>
</tr>
<tr>
<td><strong>Southern Illinois University</strong></td>
<td><strong>Baa2/Negative</strong></td>
<td><strong>BBB+/Negative</strong></td>
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<tr>
<td>State of Illinois</td>
<td>Baa3/Negative</td>
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¹ Public university auxiliary system ratings and State of Illinois G.O. rating, as of July 15, 2016.

Source: 2016 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 as narrated below.

Success: Fall 2014 was a standout moment. For the first time in a decade, the University’s enrollment exceeded the previous years to recruit 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 offset the decline in student numbers in fall 2015. As we continue to focus on 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 redoubling its efforts to recruit comparable freshman classes and to retain each cohort of new students. Recruitment efforts include promoting the University’s brand as a research institution whose first-rate faculty provide distinctive opportunities for inquiring students. With the effective leveraging of financial aid, SIU Carbondale is better positioned to improve the yield on admitted students. Similarly, the coordinated support of first-year students 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 holding its own relative to 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 restructured freshmen success seminar, UCOL 101, has been very well received in its first year of operation.

**Challenge:** Graduation rates consistent with IBHE performance-based metrics and Complete College America targets remain a challenge for all institutions sharing SIU Carbondale’s undergraduate commitment to first-generation students from low- and modest-income households. Large numbers of provisionally admitted students, many of whom are underprepared for college-level work, have meant extra attention to their needs in University College and then in their chosen majors elsewhere on campus. As more academic advisement is assumed by full-time, professional advisors, faculty are free to spend more time to mentor their majors towards completing their degrees and anticipating either further study or employment.

**Success:** In keeping with its mission of greater access, SIU Carbondale has made slow but steady progress in recruiting and retaining students from under-represented groups in all class cohorts (with the 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 Asian students. As this latter group grows and becomes a larger portion of the University community, overall graduation rates among minorities will improve. Support for Latino students in particular is now 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 Hispanic 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 through the use of Degree Works, a web-based system to monitor students’ progress towards their degrees in real time.
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 flat graduation rates among college men. Correcting this latter trend, as evident in the 2009 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 China, 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 to offset the increasing competition for this student market.
**Success:** The uneven improvement in international graduation rates remains positive – ranging between 52 and 72 percent – at levels certainly higher than those for our native students – i.e., less than 48 percent. Over the long-term, the trend for internationals is steady, 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>
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<tr>
<th>Activities FY 2016</th>
<th>Number of Courses/Experiences</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Internships for academic credit</td>
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<td>2662</td>
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<tr>
<td>Undergraduate research</td>
<td>196</td>
<td>248</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>19</td>
<td>1845</td>
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<tr>
<td>Study Abroad</td>
<td>63</td>
<td>1628</td>
</tr>
<tr>
<td>Service Learning</td>
<td>35</td>
<td>197</td>
</tr>
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</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
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(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 at 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 of families need to retrain for better paying jobs. To this end, SIU Carbondale has developed a variety of program articulation agreements with
community colleges. Two-plus-two arrangements 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? Plans to offer more degree programs on community college campuses are underway for FY2017.
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 2015, Extended Campus oversaw the delivery of more than 225 online course sections with more than 4,600 registrations in Illinois and beyond.

SUCCESS: Chicago and its collar counties provide a larger share – about 40% – of SIU Carbondale’s in-state undergraduates than do the southern counties. This fact is primarily because of long-term downstate demographic shifts towards major urban centers. SIU Carbondale can no longer take for granted its traditional demographic base south of Interstate 70, with the possible exception of the students from Jackson 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.

**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 five years. Four times a year, Extended Campus requests proposals from faculty to teach online. Revenue from online-coursework fee 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 outcomes. 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 remained steady 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 25 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 Elementary Education is now being 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, like Special Education and Electrical Technology, 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. 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 appropriations. 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 – in the midst of a challenging fiscal environment.
**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 operations. 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 Counseling Psychology and Public Health, 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. For 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 declined less rapidly. Despite the problems experienced by schools of law elsewhere, the SIU School of Law nearly recruited its full quota of students. Similarly, masters and doctoral programs suffered some full-time student losses, owing to a delay in the awarding of graduate assistantships in spring 2015, even as doctoral programs throughout the country contracted during the Great Recession. Active international outreach efforts have helped significantly.

CHALLENGE: 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.
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>2015</td>
<td>141/84</td>
<td>59%</td>
<td>65%</td>
</tr>
<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>
</tr>
</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>2015</td>
<td>41/40</td>
<td>98%</td>
<td>75%</td>
</tr>
<tr>
<td>2014</td>
<td>33/32</td>
<td>97%</td>
<td>75%</td>
</tr>
<tr>
<td>2013</td>
<td>32/32</td>
<td>100%</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>29/29</td>
<td>100%</td>
<td>79%</td>
</tr>
</tbody>
</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>2015</td>
<td>12/8</td>
<td>67%</td>
<td>77%</td>
</tr>
<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>
</tr>
</tbody>
</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>2015</td>
<td>74/70</td>
<td>95%</td>
<td>NA</td>
</tr>
<tr>
<td>2014</td>
<td>95/80</td>
<td>86%</td>
<td>78%</td>
</tr>
<tr>
<td>2013</td>
<td>91/80</td>
<td>88%</td>
<td>NA</td>
</tr>
<tr>
<td>2012</td>
<td>91/70</td>
<td>80%</td>
<td>NA</td>
</tr>
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</table>

### 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>2015</td>
<td>27/18</td>
<td>67%</td>
<td>92%</td>
</tr>
<tr>
<td>2014</td>
<td>32/27</td>
<td>84.6%</td>
<td>NA</td>
</tr>
<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>
</tr>
</tbody>
</table>

### 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>2015</td>
<td>31/28</td>
<td>90%</td>
<td>NA</td>
</tr>
<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>94%</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 close to 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.

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

In spring 2014, 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, transfer students earning the new Associate in Science degree will have their academic transcripts carefully reviewed because they have two courses remaining in the humanities and social sciences to take. In this way, the University is easing transitions for transfer students.

**Success:** The number of off-campus sites is being 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 at the reduced number of sites off-campus.
CHALLENGE: The University’s Extended Campus is reviewing its off-campus sites, especially at military bases, to determine market demand for the right mix of programs at a reduced tuition rate for active duty military. In some cases where the market for degree programs is likely to remain soft, Extended Campus will work with the appropriate faculty to consider the consolidation or selective elimination of off-campus sites. Where 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, as evident in fall 2015.

CHALLENGE: The unstable demand for 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 to 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 improved thanks in part to recent changes in the aviation industry and stable FAA-mandated course fees. Our programs will continue to recruit and retain outstanding students, particularly those who have not yet completed their associate degrees at local community colleges. Prospective students are clearly attracted to internship (and work) opportunities with smaller, regional air carriers.

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

**SUCCESS:** Baccalaureate enrollments in Allied Health fields – Dental Hygiene, Radiological Sciences, and Health Care Management – are rising with 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 flat, reflecting steady demand for these specialties in the past three 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. Student interest in SIU Carbondale’s MHA and MHI is national in scope, just like the MRS in Dosimetry, which takes advantage of the latest online teaching technologies. Already the MHA and the MHI have reached their projected enrollments of 45 students each.

**SUCCESS:** In response to growing labor demand for the graduates of STEM programs, their degree completion rates have generally been stable at the undergraduate level until recently. 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 PSM in Advanced Energy and Fuels Management 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 bachelors 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 2017. Finally, as performance metrics are developed, the University will need to compete with other state institutions for a larger share of its budget affected by measurable outcomes of increasing state concern.
SUCCESS: Of the largest public-supported four-year institutions in the state, SIU Carbondale relies the least on its student tuition to support operations. This relatively modest contribution, which our students make to the University’s budget, is offset even more by the federal and state sources of financial aid that students have to complete their degrees: Pell grants, MAP grants, Stafford subsidized loans, and the University’s targeted efforts to assist students, namely, the $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 modest tuition increase in FY 2016, the University will continue to rank lowest in its tuition as a percentage of total revenue, impacting the operating budget for the foreseeable future. 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 each succeeding the next year’s freshman class. 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 Northern Illinois University has 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.

**Source:** Office of the President, SIU

**Success:** From a statewide perspective, the University’s salary costs are very efficient. By hiring younger, untenured faculty for research positions and non-tenure-track faculty for instruction, SIU 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 $120 million.

CHALLENGE: Sustaining recent growth as the Federal Reserve raises interest rates and as international equities markets react to uneven 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 2015, SIUE experienced the largest overall enrollment in the institution’s history with 14,265 students. These numbers are indicative of substantial success given the competitive environment. Record numbers of total applications, robust transfer applications, and a high number of returning students for the fall term boosted potential and actual student enrollments for fall 2015. The fall 2015 first-time, full-time freshman class size of 2,096 students was the second largest in University history. Additionally, the ACT test scores for the first-time, full-time freshman was also the second highest in SIUE’s history. The average ACT score for new freshman in fall 2015 was 23.2. 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 US News and World Report. US News & World Report Best Colleges of 2017 lists SIUE among the best Regional Universities Midwest for the 13th consecutive year and among the top 15 public universities in that category. The overall scores are based on the reputation of SIUE in higher education, graduation and retention rates, faculty resources, student selectivity, financial resources, and alumni giving.

The Washington Monthly ranked SIUE among the top 60 Master’s granting universities for the seventh-consecutive year. SIUE is ranked third among all master’s institutions in Illinois on the national magazine’s list. The School of Nursing is ranked among the top 25% of nursing graduate
schools in *US 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 in one of the 30 Safest College Towns in America according to the 2016 SafeWise Report. Edwardsville ranked number 25 on the list. Among Illinois public institutions, SIUE ranks 4th on *Forbes* magazine’s list of America’s Top Colleges. The magazine’s criteria are based on return on investment, including success after graduation, student debt, and student satisfaction. SIUE ranks 2nd among all Illinois public institutions for lowest student loan debt, according to LendEDU.

**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 increase enrollment at the graduate level. SIUE continues to work to identify new opportunities and programs that can better meet the changing needs of students, employers, and external stakeholders. For example, the graduate program in Healthcare Informatics was recently revised to be offered completely online for working adults. 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. Beginning with the fall 2006 cohort, SIUE has the third highest graduation rate among Illinois Master’s institutions. As the trend line suggests, SIUE has hovered around 50% during the reporting period represented in the graph above. The six-year graduation rate for first-time full-time freshmen was 49.3% as of fall 2015. Although not presented in the above charts, SIUE’s four-year graduation rate for sophomore transfer students was 52.8%. Given the number of transfer students SIUE serves, this rate is also a key metric for SIUE to monitor. Similarly, the strategic plan identified a 60% six-year graduation rate target for transfer students by 2018.

**Challenge:** The graduation rate has not yet met SIUE’s goals. Although SIUE has attempted a variety of strategies, the desired outcome has not yet been achieved. There are specific strategies and attention directed to this area. SIUE hired a Director of Student Retention and Success in 2013 to lead SIUE’s efforts in this area. The Director works with multiple offices and leads implementation of a list of 22 recommendations from the Campus Retention Committee. SIUE’s
“Graduation Starts Today” campaign continues to support new interventions to promote student success. The Director of Retention and Student Services’ role was expanded to include oversight of Academic Advising and Learning Support Services. These two units provide critical support for SIUE students and will strengthen SIUE’s coordinated efforts. This Office has made a number of interventions and will continue to monitor the impact of these programs. The office has expanded the 5th Week Freshman Assessment, increased tutoring services, and increased campus-wide programming to support students. Additionally, this group adopted a caseload approach for academic advisors and implemented Starfish Retention software for student support services specialists, including academic advisors. The move to caseload advising has allowed advisors throughout campus to work with faculty as retention advocates in early warning and communication efforts. Additionally, SIUE is developing adaptive learning plans for students who need additional assistance in English, mathematics, and reading. With decreasing funding, launching these new programs is increasingly challenging. Because these efforts are working to improve the six-year graduation rate, the effects of these efforts may take a while to be realized.

**Success:** In 2000, 18.6% of the SIUE student body was made up of minority students; in 2015 the percentage rose to 22.7%. 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. SIUE also received the 2016 Higher Education Excellence in Diversity (HEED) award from *Insight Into Diversity* magazine.

**Challenge:** Although SIUE has increased representation of racial and ethnic minorities within the University as a whole, the University remains committed to broadening representation in STEM disciplines – an area where SIUE has not seen the same gains for underrepresented minority students. 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 the near-peer mentoring program to bolster student success, FAME (Females of African descent Modeling Excellence) and GAME (Goal-oriented African American Males Excel). The FAME and GAME programs serve 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, participation in the program is capped. 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 the representation of men and women student population over the reporting period. SIUE’s patterns mirror national trends for women to be overrepresented.

**Challenge:** SIUE’s strategic plan provides targets that would keep SIUE undergraduate enrollment by gender at approximately the same level. The 2015 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 similar graduation rates for male and female undergraduate students. These rates have remained fairly constant for both women and men in the last five years with differences occurring occasionally.

**Challenge:** As mentioned previously, raising the graduation rate for all students remains a commitment. Although parity is a goal between groups, the overall rate still needs to increase.
SIUE examines undergraduate retention and graduation rates by program, and annual reporting requests programs to discuss barriers to timely completion. University leadership and Faculty Senate reduced the minimum number of credit hours required for baccalaureate degrees from 124 to 120 in FY 14. Each step may contribute, in some small way, to long-term improvements in the graduation rate and a reduction of time to degree.

**Success:** SIUE has revitalized internationalization efforts and has increased the number of international partnerships. Recently, the Office of Admissions added recruiters who specialize in international recruitment, particularly for graduate programs. International students comprised 10.9% of fall 2015 graduate enrollment. International enrollment has remained relatively steady, near the 1% level, for undergraduates.

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

### High-Impact Educational Practices

<table>
<thead>
<tr>
<th>Activities FY 2015</th>
<th>Number of Courses/Experiences</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships for academic credit</td>
<td>25</td>
<td>578</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>40</td>
<td>1,068</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>13</td>
<td>696</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>23</td>
<td>205</td>
</tr>
<tr>
<td>Service Learning</td>
<td>168</td>
<td>4,158</td>
</tr>
</tbody>
</table>

**Success:** Every senior student is required to complete a Senior Assignment in a discipline. Two of SIUE’s most successful high-impact educational practices (HIPs) are the Senior Research Assignments and the Undergraduate Research and Creative Activities (URCA) programs. These programs in particular have been identified by the Association of American Colleges and Universities to be a case study for the Liberal Education and America’s Promise (LEAP) Challenge. The LEAP Challenge recognizes institutions that promote Signature Work for all students. The URCA program pairs undergraduate students with faculty mentors to work on research and...
creative activity. The program pairs both Assistants (freshman and sophomore students) and Associates (junior and senior students) with faculty. As associates, the students identify projects and seek out faculty mentors to work with.

**Challenge:** SIUE recognizes an opportunity to expand the high-impact practices in addition to the Senior Assignment to engage every student at least twice during his or her time at SIUE. Avenues are being explored to include experiential learning in every program and for all high-impact practices to reach more students who are at greatest risk of not persisting. Accordingly, SIUE is also committed to increasing high-impact community engagement practices (HICEPs). These are community-focused experiential education activities where students and off-campus partners collaborate to benefit both student learning and community initiatives.

**RECOMMENDATION 2: INCREASE THE NUMBER OF ADULTS, INCLUDING GED RECIPIENTS, REENTERING EDUCATION AND COMPLETING A POSTSECONDARY CREDENTIAL.**

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

SIUE’s off-campus offerings support the goal of increasing access to post-secondary education. With 4 off-campus locations, SIUE continues to meet potential students at locations that meet their needs. Likewise, SIUE has expanded programs such as the accelerated and fully online RN to BS through funding from the Illinois Board of Higher Education. The School of Nursing has been in a prime position to meet this challenge and continues to offer innovative alternatives to students through online and distance educational options.
Through partnerships between the Office of Educational Outreach and the academic units, the University is able to more effectively meet the needs of adult learners in the following ways:

- Moved MS in Healthcare Informatics to an online format and expanded enrollment 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
- 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 2,107 Continuing Education Units (CEU’s) or Continuing Professional Development Units (CPDU’s) for 2015/2016 fiscal year

During the 2015-2016 fiscal year, SIUE offered off-campus credit courses catering to adult programs or professional development in the following locations:

- Millstadt School, Millstadt, IL
- Central Junior High School, Belleville, IL
- Collinsville Middle School, Collinsville, IL
- SIUE School of Nursing – SIUC, Carbondale, IL

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

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

**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. SIUE has opportunities to strengthen off-campus programming and to enhance student access through other means, including corporate partnerships as well as growing online and distance options.

**Sophomore Transfer Graduation Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>% Grad in 2 years</th>
<th>% Grad in 3 years</th>
<th>% Grad in 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 06</td>
<td>5.6%</td>
<td>33.0%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Fall 07</td>
<td>5.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 08</td>
<td></td>
<td>36.7%</td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 11</td>
<td></td>
<td></td>
<td>52.8%</td>
</tr>
</tbody>
</table>

*Source: SIUE Fact Book 2015-2016*
SUCCESS: SIUE has expanded its reach over the years, and the table above demonstrates the University’s ability to appeal to a wide variety of students throughout the state. Although SIUE continues to serve the southwestern region, it draws students from the state as a whole and contributes to decreasing geographic disparities.

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

- A 3-week winter session consisting of all on-line courses;
- A regional nursing program on the SIUC campus to meet the need for baccalaureate-prepared nurses in southeastern Illinois;
- Online website to highlight programs that may be completed entirely online;
- Investigating possible bachelor’s degree completion options at local community colleges;
An increase in enrollment in off-campus offerings with 485 courses representing 6,796 enrollments in 2014 and 661 courses representing 10,712 enrollments in 2015; partnering with the School of Engineering to offer on-site corporate classes with Boeing; and supporting the College of Arts and Sciences in development of online courses suited to help online RN to BS students complete general education requirements.

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

**Challenge:** Although SIUE’s campus planning activity, New REALITY, raised awareness of the challenges of the changing landscape of higher education and emphasized the need for innovation, there is much work to be done. SIUE has not fully maximized the potential of prior-learning assessments, DANTESS, CLEP, or competency-based education. SIUE has reviewed CLEP practices and worked with departments to leverage these options. Additionally, SIUE has examined possibilities for applying the logic of competency-based educational programming to select courses. This idea is still under review and will require further examination. SIUE is currently surveying adult learners at the institution with the assistance of the Council of Adult and Experiential Learning (CAEL) and has assigned a task force to identify what SIUE is doing well and where it can improve in serving adult students. Regardless, SIUE will need to review and consider multiple approaches to assist adult learners while maintaining the integrity of its core mission and historical strengths in the coming years. Success in these areas will help the University better serve non-traditional students, promote degree completion, and meet military/veteran students’ needs.
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. The University’s mandatory tuition and fees remain among the lowest in the state. Although SIUE faces financial challenges given the declining state appropriation, it has remained student-centered. In fall 2015, nearly 80% of student credit hours were taught by full-time faculty, and 46% of those faculty were tenured or on the tenure track. In FY 15, SIUE also offered institutional grants and scholarships to 5,021 students, up from the previous year’s 4,999 – a number that has increased steadily since FY 2009.

Challenge: Although SIUE’s tuition and fees are lower than many other state institutions, it is also increasingly tuition dependent as state appropriations continue to decline. SIUE is increasingly reliant on student tuition and fees to support operations. Maintaining affordability, even in lean times, is an important part of the University’s public commitment. SIUE will continue to monitor tuition and fee rates. Although future increases may be necessary, SIUE prides itself on remaining an affordable option for Illinois’ families. Students who applied to SIUE, but did not enroll were found to have enrolled at private institutions in Illinois or enrolled at institutions out-of-state. The ability of private institutions in Illinois to offer tuition waivers and scholarships to students to bring their costs close to SIUE tuition and fees has resulted in students choosing these institutions over SIUE. On August 26, 2016, the New York Times published an article ("The Great Out-of-State Migration: Where Students Go" by Nick Strayer) describing a trend of students leaving states to pursue education elsewhere. Illinois was reported to be the 2nd greatest exporter of students of all the states. A total of 2,117 students came to Illinois from out of state while 16,461 Illinois students left to pursue higher education elsewhere. Missouri is SIUE’s greatest competitor for students. While tuition and fees are competitive with public institutions within the state, the University also needs to be competitive among nearby states. Previously, the state appropriation has been essential to help the University maintain affordability.
SUCCESS: SIUE continues to provide an affordable education to residents of Illinois and serves a diverse population of students. The University serves both students who are eligible for Pell funding as well as students with an income level high enough that they do not qualify for federal need-based financial aid. In FY 2015, more than 87% of SIUE students received some type of financial aid. SIUE serves a diverse population of students and plays an important role in supporting recipients of federal Pell grants and subsidized student loans. Moreover, SIUE’s comprehensive campaign has strengthened the endowment to enhance scholarship offerings. Likewise, in FY 2013-2014, the University significantly expanded institutional scholarship commitments which have been maintained through this year.

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

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

**Goal 3: Increase the Number of High-Quality Postsecondary Credentials to Meet the Demands of the Economy and an Increasingly Global Society**

**Recommendation 1:** Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.
PERFORMANCE REPORT
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Professional Examination Pass Rates

<table>
<thead>
<tr>
<th>School of Dental Medicine (SDM)</th>
<th>Part I</th>
<th>Part II</th>
<th>Regional Clinical Licensing Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SDM Pass Rate</td>
<td>National Pass Rate</td>
<td>SDM Pass Rate</td>
</tr>
<tr>
<td>2015</td>
<td>95.8%</td>
<td>96%</td>
<td>94.3%</td>
</tr>
<tr>
<td>2014</td>
<td>94.1%</td>
<td>95.9%</td>
<td>91.3%</td>
</tr>
<tr>
<td>2013</td>
<td>90%</td>
<td>93%</td>
<td>100%</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>2015</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>2014</td>
<td>75%</td>
<td>82%</td>
</tr>
<tr>
<td>2013</td>
<td>89%</td>
<td>83%</td>
</tr>
</tbody>
</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>2015</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>2014</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>88%</td>
<td>96%</td>
</tr>
</tbody>
</table>

School of Pharmacy (SOP)

<table>
<thead>
<tr>
<th>Year</th>
<th>North American Pharmacist Licensure Examination</th>
<th>Multistate Pharmacy Jurisprudence Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOP Pass Rate</td>
<td>National Pass Rate</td>
</tr>
<tr>
<td>2015</td>
<td>97.26%</td>
<td>92.64%</td>
</tr>
<tr>
<td>2014</td>
<td>92.21%</td>
<td>94.88%</td>
</tr>
<tr>
<td>2013</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. Moreover, SIUE is growing academic partnerships with corporate partners to serve people seeking additional academic credentials and certifications. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams. All of the professional and graduate pass rates for the exams were near or above the national pass rates in 2015.

**Challenge:** Graduate enrollments have been declining in recent years. SIUE has expanded graduate recruitment efforts and continues to build interdisciplinary and timely programming to support the needs of regional stakeholders.
RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

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

CHALLENGE: Many of SIUE’s off-campus locations have been temporary locations attached to cohorts of graduate students interested in teacher education and educational leadership programs. Given changes in the environment and state regulations, these graduate programs have lost enrollments. In fall 2015, the graduate enrollment for the School of Education, Health and Human Behavior was 546 students, down from 752 in 2009. Again, this change may be due, at least in part, to changing state requirements regarding placements and other redesign efforts.

In order to continue meeting the needs of new student populations, SIUE will seek to identify additional programs outside of teacher education that are well-suited for off-campus delivery and delivery through new modalities. This challenge was a consideration during the New REALITY planning process and remains at the foreground of Academic Affairs planning.
**SUCCESS:** The Office of Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming. Currently, more than 2,100 units are offered.

**CHALLENGE:** SIUE will continue to work with professional schools and programs that have been involved historically in offering continuing education and professional education programming. The University is committed to community outreach and serving the educational needs of the region. In this era, it is also clear that credentials outside of a degree program are important to employers and potential students. The Office of Educational Outreach works with area businesses and organizations to offer online and on-site classes. Additionally, the unit offers professional development programs for teachers, nurses, social workers, construction managers, and many other groups. These programs are often taught by SIUE’s excellent faculty and outstanding professionals from the field. Although these services can extend beyond the primary academic mission of the University, development opportunities are important to many professionals who want to advance their careers or as they pursue new careers.
RECOMMENDATION 3: INCREASE THE NUMBER OF POSTSECONDARY DEGREES IN FIELDS OF CRITICAL SKILLS SHORTAGES.

SUCCESS: SIUE offers a unique array of programs to meet the needs of the region. In FY 2015, it awarded degrees in 44 undergraduate and 44 graduate and professional practice programs. The School of Nursing graduated 419 (undergraduate and graduate) students in FY 2016. 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 to BS program developed innovative agreements with Lewis and Clark Community College, Lake Land Community College, Illinois Eastern Community Colleges, and Shawnee Community Colleges and their Schools of Nursing to provide an additional track at the associate degree level, leading directly to completion of the Bachelor of Science in Nursing. With these new programs, however, the University will face some financial challenges in meeting this expansion.
**SUCCESS:** SIUE continues to remain approximately stable in the production of STEM degrees. The School of Engineering continues to grow. The School now represents 11% of SIUE’s student body 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 45 students in 2015 and continues to demonstrate excellent student learning outcomes. Moreover, the School of Pharmacy graduated 76 students in 2015. A concurrent PharmD/MBA degree program has enrolled 4 cohorts of students. The first cohort graduated in fiscal year 2016.

The Master of Science in Healthcare Informatics moved fully online in fall 2016. The program enrolled 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 interdisciplinary programs build on SIUE’s strengths.

The U.S. Department of Education designated special education as an area with potential teacher shortages. SIUE continues to meet the need for special educators. In 2015, the School of Education, Health, and Human Behavior had 68 students in the undergraduate special education program. The graduate program in special education enrolled 24 students. The programs in exercise science, public health, speech pathology and audiology, and nutrition have also grown.

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

**CHALLENGE:** SIUE is committed to increasing the number of formal community college partnerships for 2+2 programming and curricular alignment. Currently, the University has expanded development of 2+2 agreements, especially within the School of Engineering, and 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 of its IBHE public peer institutions in the state. Given SIUE’s cost to students and these appropriation levels, the data suggest that SIUE has been able to rely on efficiencies within the system in order to continue to fulfill its mission and goals.

CHALLENGE: SIUE has become heavily reliant on growing enrollment and increasing efficiencies. As such, the University has become as lean as possible. If the percentage of SIUE’s state appropriation continues to decline, the University will need to find creative ways to further enhance service delivery while keeping at the forefront its central mission to educate students of Illinois.
**Success:** SIUE has previously been able to rely upon efficiencies in order to maintain a relatively stable tuition over the past five years.

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

**Success:** In fiscal year 2015, SIUE received over $60 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. The University ranks first among all Emerging Research Institutions in the Midwest for research expenditures, according to the National Science Foundation. Despite increasing competition for grants and contracts, SIUE has remained in a largely stable position.
**Challenge:** Increasing grant and contract revenue helps fulfill SIUE’s academic vision, contributes to the intellectual vibrancy of the campus, and serves the public good. The kinds of research and innovation that come through these external awards would not be possible without external 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.

![SIUE IBHE/Carnegie Peer Group Faculty Salary Comparison](chart.png)

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

**Challenge:** Faculty salaries have fallen below the weighted average salaries of IBHE peers. Recruitment and retention of high quality faculty are challenging in a lean environment. Yet, it remains critically important to maintain a strong and vibrant faculty to teach 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 three years. SIUE continues to find ways to hire high quality faculty by offering competitive salaries and start-up packages for incoming faculty; however, this has also lead to some salary compression without current faculty salary increases over the past few years.
**Success:** SIUE hired a new Vice Chancellor for Advancement in FY 2014. The re-energized office, along with a comprehensive campaign for the University, increased the endowment to almost $20 million. These funds are critical to offering more scholarships to prospective SIUE students.

**Challenge:** The University has significant goals related to fundraising. Building an organizational culture that promotes philanthropy and encourages giving will be central to the institution’s long-term success in this area. According to SIUE’s updated strategic plan, the 2018 target for the endowment is in excess of $27 million. Similarly, the strategic plan calls for a growth in annual giving. As state appropriations decline, the endowment provides increasing flexibility that is critical to the University’s future. Nevertheless, it is increasingly challenging and competitive, as more universities and organizations rely more on enhancing their endowments. The University overall is an important driver of the regional economy. Faculty and students live and work in the area and are an active part of the community. Senior leaders at the University are active members of area organizations including: Leadership Council Southwestern Illinois, St. Louis Regional Chamber, Civic Progress St. Louis, Edwardsville City Council, and Edwardsville-SIUE Community Destination Group.
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.
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 17.7 applicants for every position in the matriculating class over the last five years. The medical school offers graduate science programs for masters and doctoral students in pharmacology, physiology, and (in cooperation with the SIUC College of Science) molecular biology, microbiology, and biochemistry. These graduate science programs have maintained their enrollments; annual fluctuations in enrollment are due largely to spikes in graduation numbers. 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 eleven to one. Enrollment of MEDPREP students was also stable during this period.
**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.

**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 twelve fellowships. The number of clinical residents and fellows averaged 323 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. In 2015, one of the school’s Springfield-based affiliated teaching hospitals, St. John’s Hospital, announced its intent to reduce twenty residency positions over three-to-five years, beginning in FY2017. It is expected that only some of the positions will be funded from other sources and that this will result in a future 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, 82.4% of MD students completed their degrees in four years and 94.5% graduated in six years. (Because SIU’s medical students usually are not allowed to extend their coursework beyond the fifth year, the five-year graduation rates are nearly equivalent to those displayed above for the six-year rate.)

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

CHALLENGE: SIU School of Medicine’s goal is to graduate in four years all medical students who enter the MD program. In some cases, students encounter difficulty in completing their studies on time and may opt or be required to remediate some or all of an academic year. In other cases, economic, family, or other non-academic factors may affect the student’s academic progress. The medical school’s faculty, course and year directors, Student Affairs, and Diversity and Inclusion office administrators and staff closely monitor individual student’s academic performance and provide aid as needed. Students encountering academic difficulties may work with a learning specialist/coach. Students may self-refer or be referred by faculty or student affairs administrators for assessment. In addition to academic assistance, personal wellness, stress management, and other sessions providing coping skills are given throughout the years of medical school, starting in orientations to the first year. The medical school approaches every student who struggles as an individual, conducting a detailed assessment of the individual student’s problems and jointly designing a remediation strategy tailored to meet the student’s needs. The small size of the medical school classes allows personalized attention.
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 24.7% for the most recent five-year period displayed above. When compared to other US medical schools, SIU’s medical school rated at the 90th percentile in percent of graduates who are from Black or African-American backgrounds, above the 90th percentile for percent of graduates from Native-American backgrounds, and above the 40th percentile for percent of graduates with Hispanic backgrounds (data for graduates from 2009-2014). These data suggest SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.

CHALLENGE: While SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program, trends and conditions at both the national and regional levels present continuing challenges. Nationally, the number of minority students applying to and enrolling in medical schools has increased modestly in recent decades; however, those from traditionally underrepresented in medicine (African-Americans, Hispanics, and Native-Americans) have grown less rapidly. Recent data for African-American males, for example, show a decline in the number of applicants and matriculants to medical schools since 1978, despite an overall increase in black male college graduates over the same time period. Research suggests that this is due to limited knowledge of career options, poor access to African-American role models, finances, and attractiveness of other careers that are less educationally intensive. Reflecting wider population patterns, medical school applicants/matriculants from minority backgrounds tend to be concentrated in large urban centers. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.
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 and Inclusion offices in efforts to recruit, retain, and graduate a diverse student body. These efforts will continue. The medical school faculty also is diverse – SIU ranks near the 40th percentile of medical school’s nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American backgrounds.

**SUCCESS:** Enrollment of women in SIU’s MD program has remained stable during the most recent five years of this period. During these years, enrollment for this group averaged 47.0% at SIU. This compares favorably to all US medical schools where women comprise 46.9% of the nation’s medical school enrollment during this same time period. Women as a share of total enrollment have increased dramatically in the decades since the founding of SIU School of Medicine in 1970.

**CHALLENGE:** After increasing for more than thirty years, applications to all medical schools from women declined nationally from a high of 50.8% in 2003 to 46.8% in 2016. If this trend were to continue, the enrollment level of women 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 a postsecondary credential.

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

Recommendation 3: Reduce geographic disparities in educational attainment.

SIU School of Medicine is a publicly assisted medical school focusing on the health care needs of downstate Illinois. SIU has been an international leader in medical education and a key player in the development of the regional academic medical center in central and southern Illinois. The school’s students come from 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
AY2016

Home County of Enrolled SIUSOM Medical Students in Academic Year 2016

Source: Fall 2015 Enrollment Questionnaire, SIUSOM Student Affairs
**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 FY2016, 89% of the medical students were from downstate Illinois and 36% came from rural counties. Students came from 62 of Illinois’ 102 counties. Over one-half (54%) of the class matriculating in academic year 2015/2016 came from communities of 25,000 or fewer citizens.

**CHALLENGE:** Recruiting medical students from these geographical areas is one factor contributing to the school’s success in preparing its graduates for practice in rural and medically underserved areas. The medical school must continue to prioritize recruitment of medical students from the region as one key strategy in providing the physician workforce needed for central and southern Illinois. SIU ranks above the 80th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, near the 50th percentile of graduates practicing in underserved areas, and near the 60th percentile of graduates practicing in-state (2016 AAMC Missions Management Tool listing graduates from 2001 to 2005).
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.

**SUCCESS:** SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 4.5% of the school’s FY2016 operating budget (including SIU HealthCare funds).
**CHALLENGE:** Medical school tuition and fees must be kept affordable to ensure access to medical education by qualified students and to encourage graduating physicians to remain and practice in the region. The university and medical school will continue to minimize tuition and fee increases to the degree possible.

**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 the most recent five-year period, 84.8% 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 MD program. These MEDPREP Alliance Scholarships have remained steady during the period at nearly $500,000 per year.

**CHALLENGE:** The School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school’s Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term emergency borrowing. Consulting begins during the student’s interview in the application process and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive frequent counseling regarding minimizing and managing their debt after graduation.
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 FY2015, the average educational debt (including premedical school debt) was $181,173. This is consistent with trends at other public medical schools. Eight percent of the 2015 graduating class incurred total educational debt in excess of $250,000, a percentage that has quadrupled 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 assist students in managing the impact of increasing undergraduate and medical school debt, SIU School of Medicine has made student scholarships a priority. Medical student scholarships are needs-based and come from two main sources: the Dean’s Fund supported by clinical practice revenues and annual fund raising directed at alumni and other donors. The medical school and the university are working to dramatically increase funding for medical scholarships. The medical school is also working to contain the costs of education borne by medical students. This includes approving only modest tuition and fee increases while continuing efforts to contain medical education costs.
GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

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

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

SIU School of Medicine educates future physicians, new and established practicing physicians, physician assistants, and graduate science students. In academic year 2017, SIU School of Medicine is implementing a major academic change to its Year 3 medical curriculum that will increase student involvement in direct patient care; expand time spent with teaching physicians, coaches, and mentors; and provide additional time and resources to assist students in choosing a medical residency/career. This is intended to improve the patient care and clinical reasoning skills of SIU medical program graduates.

SUCCESS: SIU School of Medicine has been successful in preparing undergraduate medical (MD) students, clinical residents and fellows, and physician assistants for medical practice as well as preparing graduate science students for careers in academia or private industry. MD graduates of SIU’s medical school are accepted into highly competitive clinical residencies in their chosen specialties. Clinical residents and fellows trained in the school’s graduate medical residency programs and graduates of SIU’s physician assistants program are well prepared for medical careers, frequently opting to practice in central and southern Illinois. The medical school’s MS and PhD programs train scientists in pharmacology, physiology, and molecular biology, microbiology, and biochemistry, fields with direct application in the burgeoning biomedical industry. All medical education programs are accredited by their national accrediting agencies (Liaison Committee on Medical Education (LCME), Accreditation Council on Graduate Medical Education, Accreditation...
Council on Continuing Medical Education, and the Accreditation Commission on Education for the Physician Assistant); in 2015, SIU School of Medicine became the only medical school to receive a second consecutive full eight-year LCME accreditation with no citations. 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 overhead on external grants and contracts – have declined in recent years and the prospects for their rebound are uncertain. If these trends continue, the medical school will be forced to curtail programs and increase tuition.

The United States Medical Licensing Examination (USMLE) is a three-part examination required for medical licensure in the United States. Developed and administered by the National Board of Medical Examiners (NBME), the USMLE 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, students take the Step 2 – Clinical Knowledge test at the end of their third 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 and exceed the national average in the last two cycles. For the Step 2 – Clinical Skills test, pass rates for SIU’s medical students typically exceed the national rates with two years in the period at 100% pass rates. The medical students’ performance on the USMLE reflects their readiness to enter and succeed in their medical residencies.
**Challenge:** The United States Medical Licensing Examination is revised for test content on an annual basis by the National Board of Medical Examiners. SIU School of Medicine faculty must monitor evolution of the USMLE as well as SIU medical students’ performance on these tests and use that information in continuous assessment and improvement of the school’s educational program.

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

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

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

![Medical/Dental Education Preparatory Program Enrollment](source: MEDPREP, Fall 2016)

![Physician Pipeline Preparatory Program Enrollment](source: SIU SCHOOL OF MEDICINE, OFFICE OF DIVERSITY AND INCLUSION, FALL 2016)
SUCCESS: SIU School of Medicine’s educational pipeline programs are providing significant benefits to students interested in becoming physicians. Since MEDPREP’s founding in 1972, 1,519 students have participated in it. In the recent five-year period, the program had a 94% completion rate and 81% of these students entered medical or dental school, other health professions school, or health-related graduate programs upon completion of MEDPREP studies. The first P4 class (Class of 2013) began the program in fall 2009 and consisted of twenty-two students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year. Twenty-six students from the classes of 2013, 2014, and 2015 have completed the program and of these, twenty-three are currently enrolled in college. The first cohort of students is currently applying to medical school.

CHALLENGE: As with other medical school educational programs, the MEDPREP and P4 programs have strong student interest, participation, and outcomes. The challenge to each program is continuation of necessary funding.
RECOMMENDATION 3: INCREASE THE NUMBER OF POSTSECONDARY DEGREES IN FIELDS OF CRITICAL SKILLS SHORTAGES.

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

SUCCESS: Graduates from SIU’s MD program have been successful in obtaining highly competitive clinical residencies to continue their medical training. In the eleven-year period (2006-2016) 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. 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 southern most communities, and approximately 85% of these graduates begin their careers in medically underserved areas. 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 in portions of the state with larger population concentrations which can negatively impact health. SIU School of Medicine’s programs are designed to address these health disparities. The school’s continuing challenge is to address the region’s needs with its currently available resources.

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 FY2016, 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 115,635 patients during 367,849 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided 553,448 patient visits this year. SIU HealthCare is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

In this past year, the medical school initiated the Neuroscience Institute (NSI), which consolidates SIU’s departments of neurology, neurosurgery, and psychiatry into a single-site outpatient clinical care center staffed by 50 neuroscience providers. NSI provides care, delivers improved outcomes, lowers health care costs, and improves access for patients with a variety of complex brain and spine
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Disorders to include stroke, Alzheimer’s disease, brain tumor, epilepsy, Parkinson’s disease, Lou Gehrig’s disease, spine disease, schizophrenia, anxiety, and depression. Additionally, the Breast Center at Simmons Cancer Institute was accredited by the National Accreditation Program for Breast Centers (NAPBC) as being 100% compliant on all evaluation standards used by the NAPBC. Also of note, twenty SIU Healthcare faculty physicians were recognized as “Best Doctors in America.” Chosen by peer review, Best Doctors represents the top 5% of physicians in more than 40 medical specialties.

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

Source: SIU School of Medicine, Office of the Associate Dean for Research and Faculty Affairs, September 2016

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 FY2015, external funding for new research awards approached $19 million, with 101 medical school faculty members having active research funding. This rebound
can be attributed, in part, to an increase in grant applications by School of Medicine faculty as well as increased federal (NIH) funding. The school’s faculty engaged in approximately 75 active research studies, with new FY16 federal awards supporting continuing research in the areas of aging, cancer, hearing loss, and the treatment of staph infections. Additionally, more than 450 clinical research studies were pursued 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 new Office of Population Science and Policy, opened October 1, 2016, is the locus of this important research area. The school is also expanding translational research, outcomes research, and medical education research. These activities seek to apply scientific research to the improvement of clinical practices, community-based programs, and public policy. SIU School of Medicine continues to build and strengthen its research collaborations with numerous clinical and educational organizations in the region.

**CHALLENGE:** Both the amount of new research funding and the number of active researchers at SIU School of Medicine experienced a decline beginning in FY2013, largely due to federal research budget conditions at that time. Research awards in the years preceding this decline benefitted from increased one-time federal spending associated with initiatives to stimulate the national economy (the American Recovery and Reinvestment Act of 2009). Once this program ended, and federal budgets dealt with sequestration, federal spending on new research awards declined. This resulted in 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. To address those conditions, SIU School of Medicine joined with other medical schools and health science universities in encouraging Congress to increase federal funding for research. The school also recruited new faculty members with active research programs. These efforts helped the school’s research awards to begin to rebound in FY2015.